



Safeguarding/Child Protection Policy and Procedures

Updated December 2016



INTRODUCTION

The Trustees, Executive Board and staff of Ashcroft Technology Academy (The Academy), fully recognise the responsibilities and duty placed upon them to have arrangements to safeguard and promote the welfare of all students at the Academy. We recognise that all staff, including volunteers, have a full and active part to play in protecting students from harm.

We believe that our Academy should provide a caring, positive, safe and stimulating environment in which students can learn and which promotes the social, physical and emotional wellbeing of each individual student.

The Academy recognises its responsibilities and duties to report child protection concerns to the social work service within Children's Specialist Services and to assist Children's Specialist Services in child protection enquiries and in supporting Children in Need.

This policy is in line with the London Child Protection Procedures 2010 (4th edition), Working Together to Safeguard Children 2015 and Keeping Children Safe in Education 2015.

The Academy will raise Child Protection concerns with parents / carers at the earliest appropriate opportunity, and work in partnership with them and other agencies to improve outcomes.

The Academy will ensure that all staff are provided with the appropriate training in Child Protection issues, as recommended in the guidance. In particular designated members of staff will be released to attend the necessary enhanced training courses to enable them to carry out their role effectively.

All staff are required to read this policy and Part 1 of Keeping Children Safe in Education (9 July 2015) carefully and to be aware of their role in these processes. All new staff will have the opportunity to discuss safeguarding requirements and this policy during their induction process.

AIMS

- To raise awareness of all Academy staff of the need to safeguard all children and of their responsibilities in identifying and reporting possible cases of abuse
- To emphasise the need for good communication between all members of staff in matters relating to child protection
- To develop a structured procedure within the Academy which will be followed by all members of the Academy community in cases of suspected abuse
- To provide a systematic means of monitoring students known or thought to be at risk of significant harm
- To work openly and in partnership with parents in relation to child protection concerns

- To support all students' development in ways that will foster security, confidence and independence
- To promote safe practice and challenge poor and unsafe practice
- To further develop and promote effective working relationships with other agencies involved with safeguarding and promoting the welfare of children
- To ensure that all adults working within our Academy have been checked as to their suitability to work with children, in line with current guidance
- To integrate opportunities into the curriculum for children to develop the skills they need to recognise and stay safe from abuse, allowing for continuity and progression through the key stages
- To take account of and inform policy in related areas, such as anti-bullying; e-safety; discipline and behaviour; health and safety; missing children; child sexual exploitation; female genital mutilation (FGM); positive handling and physical intervention procedures; procedures for dealing with allegations against staff and recruitment practice

DEFINITIONS

- Child abuse is taken to refer to any child of under 18 years who, through the actions of adults (with a caring role for that child) or their failure to act, has suffered or is at risk of suffering significant harm
- Abuse is broadly divided into four categories:- Neglect, Physical Injury, Sexual Abuse and Emotional Abuse. Brief definitions are given below. Guidance for recognising the indicators of possible abuse are attached as Appendix 3.
- **Neglect** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or carer failing to provide adequate food, shelter or clothing, failing to protect a child from physical harm or danger or the failure to ensure access to appropriate medical care and treatment. It may also include neglect of, or unresponsiveness to a child's basic emotional needs.
- **Physical abuse** may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child who they are looking after. This situation is now known as illness fabricated or induced by carer (previously Munchausen Syndrome by Proxy).
- **Sexual abuse** involves forcing or enticing a child or a young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g rape) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at pornographic material or watching sexual activities or encouraging children to behave in sexually inappropriate ways.

- **Emotional abuse** is the persistent ill treatment of a child, such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of the other person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill treatment of a child although it may occur alone.

It is important to recognise that many children will be living (or may have lived) in families where **Domestic Abuse** is a factor, and that these situations have a harmful impact on children emotionally, as well as placing them at risk of physical harm. The definition of Domestic abuse is below

*Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those **aged 16 or over** who are or have been intimate partners or family members regardless of gender or sexuality.*

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber bullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

Children Who Go Missing From Home or Care are particularly vulnerable and may be at significant risk at times. The immediate risks associated with going missing include:

- No means of support or legitimate income – leading to high risk activities
- Involvement in criminal activities
- Victim of Abuse
- Victim of crime, for example through sexual assault and exploitation
- Alcohol/substance misuse
- Deterioration of physical and mental health
- Missing out on schooling and education
- Increased vulnerability

Longer-term risks include:

- Long-term drug dependency / alcohol dependency
- Crime
- Homelessness
- Disengagement from education
- Child sexual exploitation
- Poor physical and/or mental health.

KEY PRINCIPLES

- We believe that all children have a right to be protected from harm and /or abuse
- We recognise that abuse occurs in all cultures, religions and social classes and that staff need to be sensitive to the many differing factors which need to be taken into account depending on the child's cultural and social background when dealing with CP issues. However we also recognise that the needs of the child are paramount and any concerns will be referred on appropriately whatever the family background of the child concerned.
- We recognise that because of the day to day contact with children Academy staff are extremely well placed to observe outward signs of abuse
- We recognise that a child who is abused or witnesses abuse or violence may find it difficult to develop and maintain a sense of self-worth, they may feel helpless and humiliated and may feel self blame.
- We recognise that the Academy may provide the only stability in the lives of children who have been abused or are at risk of harm.
- We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived as normal to that which is overtly aggressive, disturbed or withdrawn.
- We know that it is important that children feel secure, are encouraged to talk and are sensitively listened to, and that children know that there are adults in the Academy whom they can approach if they are worried or unhappy.
- We acknowledge that (although all designated / key staff have the skills and experience to respond to a variety of situations and issues) there may be occasions where it will be appropriate to consider whether specific or additional arrangements need to be put in place where an issue is particularly sensitive due to gender issues or cultural or faith issues. This ensures that in cases of sexual abuse in particular, a student can be spoken to by a same sex member of staff (who has received enhanced training) if this is felt to be appropriate.
- We consider carefully the specific needs of the lesbian, gay, bisexual and transgender (LGBT) students seeking suitable expert advice where necessary.
- We adhere to the principles of working in partnership with those who hold parental responsibility for each child.
- The prime concern at all times must be the welfare and safety of the child. Where there is a conflict between the needs of the child and the parent/carer, the interests of the child must be paramount.

PROCEDURES

Our Academy procedures are in line with those agreed by the Wandsworth Safeguarding Children Board, the LA and the Secretary of State (**see Appendix 1 for details of relevant procedural and guidance documents**)

We will therefore ensure that

- We have a designated member of staff who has received appropriate training and support for this role, in accordance with mandatory requirements.
- We have a minimum of one additional member of staff who will act in the absence of the designated member of staff and has also received appropriate training for this role.
- Designated staff attend training every two years and all staff are provided with training every year as a minimum
- Every member of staff, volunteer and governor knows the name of the designated safeguarding lead (DSL) and their role and what the back up arrangements are if the DSL is unavailable.
- All staff are familiar with the Academy's Safeguarding Policy as well as the Staff Code of Conduct and these issues are included in the induction for each new staff member
- All staff develop their understanding of signs and indicators of abuse and report any concerns to the designated lead but know that they can also refer direct to Wandsworth & Richmond Children's Services Department (Social Services Department) if needed
- All staff are aware that it is important to identify any concerns about children at as early a stage as possible so that their needs can be identified and monitored and appropriate support put in place
- When considering referrals to support agencies, the Academy will act in accordance with Wandsworth Safeguarding Childrens Board (WSCB). Thresholds for Intervention guidance, which is consistent with the London-wide Continuum of Need thresholds
- All staff are aware that they should raise any concerns about colleagues or other adults with the DSL
- All staff know how to respond to a child who discloses abuse.
- All parents / carers are made aware of the responsibilities of staff members with regard to Child Protection (CP) procedures, (for example by including this information in the Academy prospectus).
- We will refer any child believed to have suffered or to be likely to suffer significant harm to Children's Social care without delay, and will follow up any such referral in writing within 48 hours
- We will ensure the immediate safety of any child felt to be at serious risk by taking appropriate action and by involving other relevant agencies as necessary
- We will develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters, including attendance at CP case conferences wherever possible and providing reports as a matter of course (model format attached as appendix 2). We will contribute to multi – agency assessments of children's needs where appropriate and work in a fully integrated way with other relevant services as appropriate.
- If a child's situation does not appear to be improving, the Academy will take responsibility for finding out what is happening and keep pressing for action to be taken

- Written records are kept of all concerns, whether or not there is a need to refer the matter immediately, and that these records are kept securely, separate from the main student file, and in locked locations
- The child's social worker is notified of any student subject to a Child Protection Plan who is absent from the Academy without explanation for more than 2 days
- Any new concern or relevant information about a child subject to a Child Protection Plan will be passed to the child's allocated social worker without delay
- If a child subject to a Child Protection Plan leaves the Academy, records will be transferred to the new school without delay and the child's social worker informed of the change
- If Academy staff are unsure how to proceed in a potential Child Protection situation, or require advice, this will be appropriately sought via the Education Safeguarding Advisor, or the link social worker for the Academy, a duty social worker or directly from the Safeguarding Standards Service. (useful numbers listed in Appendix 5)

EARLY INTERVENTION AND HELP

- We recognise that when a child or family may be experiencing difficulties, support is most effective if it is provided at as early a stage as possible
- Any concerns will be identified by staff, discussed with relevant colleagues and parents and support put in place. Effective monitoring systems will be used to assess the effectiveness of interventions and outcomes.
- If appropriate support is not available within the Academy's own resources, an Early Help Assessment will be completed to identify the child's needs and enable additional support to be sought from other agencies
- A Team Around the Child will be established where appropriate and a Lead Professional identified
- Early Help Assessments will follow the Signs of Safety and Wellbeing model as used by WSCB.

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS / DISABILITIES

- We recognise that children with SEN / Disabilities may be especially vulnerable to abuse and expect staff to take extra care to interpret apparent signs of abuse or neglect.
- We will provide a school environment in which all students, including those with SEN, can feel confident and able to discuss their concerns.
- The designated member of staff will work with the SEN co-ordinator, where necessary, to ensure that the needs of SEN students in relation to child protection issues are responded to appropriately (eg for a child with particular communication needs).

LOOKED AFTER CHILDREN

- The Academy will ensure there is a designated teacher whose role is to promote the educational achievement of children who are looked after, and that the identified person has received appropriate training as defined in the Children and Young Persons (HL) Act 2008.
- We will ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They will also have information about the child's care arrangements and the levels of authority delegated to

the carer by the authority looking after him/her, as well as the details of the child's social worker and the virtual school head in the LA.

MENTAL HEALTH AND BEHAVIOUR

- In order to help our students succeed, we recognise that the Academy plays an important role in supporting them to be resilient and mentally healthy
- We will ensure that students and their families are enabled to participate as fully as possible in decisions and are provided with information and support
- We recognise that some children are more at risk of developing mental health problems than others. These risks can relate to the child, their family or to community and life events
- Risk factors are cumulative, and children exposed to multiple risks are more likely to develop behavioural or mental health problems
- Where severe problems occur we will ensure that appropriate referrals are made (with consent) to specialist services (eg CAMHS)

COMMUNICATION WITH PARENTS / CARERS

- We will ensure that all parents are informed that the Academy has a Child Protection Policy and is required to follow WSCB guidelines in respect of reporting suspected abuse to the Children's Social Care.
- Students and parents will be made aware of how the Academy's child protection system works and with whom they can discuss any concerns.
- Information will also be made available about any local and national telephone helplines.
- In individual cases, parents will be notified of the Academy's concerns at the earliest appropriate opportunity.

CONFIDENTIALITY

- We recognise that matters related to Child Protection are of a confidential nature. The designated member of staff and / or Principal will therefore share detailed information about a student with other staff members on a need to know basis only.
- All staff must be aware that they have a professional responsibility to share information with other relevant agencies where necessary to safeguard and promote the welfare of children.
- All staff must be aware that they cannot promise a child that they will keep certain information secret.

SUPPORT FOR STAFF

- We recognise that staff working in the Academy who have been dealing with child protection issues may find the situation stressful or upsetting
- We will ensure that opportunities are provided for staff to be supported in these circumstances and to talk through any anxieties they may have
- Counselling provision will be made available where appropriate.

ALLEGATIONS AGAINST STAFF

- We recognise that there will be occasions when a student at the Academy, or a parent or another person may make an allegation against a member of staff. The term allegations refers to concerns reported or raised that might indicate a person would pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity. This means it has been alleged that a teacher or member of staff (including volunteers) in a school or college that provides education for children under 18 years of age has:
 - ❖ behaved in a way that has, or may have, harmed a child;
 - ❖ possibly committed a criminal offence against or related to a child; or
 - ❖ behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children.
- In this event the Principal (or Chair of the Executive Board, if allegation is against the Principal) must be informed and the Wandsworth Procedures for Managing Allegations against Staff followed. This will always involve a discussion with LA officers and a referral to the Local Authority Designated Officer (LADO) where appropriate.
- All staff are expected to recognise the need for absolute confidentiality in these situations.

SAFE RECRUITMENT

- The Academy will ensure that it operates a safe recruitment policy to ensure that all those working in the Academy, in either a paid or unpaid capacity are suitable to do so as far as can be reasonably ascertained.
- Senior Leaders and any other staff involved in selection procedures will undertake Safer Recruitment training
- Appropriate checks (ie enhanced DBS checks and checks against the barred list will be carried out on all potential employees and volunteers, and all references will be taken up and verified. The Academy will ensure it is following the most recent guidance in respect of these issues, including taking account of the definition of regulated activity
- Interview panels will follow recommendations from the Director of Resources in relation to practice. One member of each interview panel must have completed Safer Recruitment training
- At interview, candidates will be asked to account for any gaps in their employment history and asked for verbal confirmation on their criminal background.

EXECUTIVE BOARD RESPONSIBILITIES

- The Executive Board will ensure that they comply with their duties under legislation. They will ensure that the policies, procedures and training in the Academy are effective and comply with the law at all times and take into account the procedures and practice of the WSCB.
- The Trustees will ensure that a member of the Executive Board (usually the Chair) has been nominated to liaise with the LA and/or partner agencies on issues of Child Protection and that a Trustee would undertake such a role in the event of an allegation of abuse being made against the Principal.

- The Executive Board (or Board of Trustees) will remedy any deficiencies or weaknesses in regard to Child Protection arrangements that are brought to its attention without delay

POSITIVE HANDLING and PHYSICAL INTERVENTION

- The Academy has a no physical intervention approach and staff are advised not to restrain students unless they pose a threat to themselves or others.

SPECIFIC SAFEGUARDING ISSUES

- Up-to-date guidance and practical support on specific safeguarding issues will be sought where necessary
- The DSL will attend relevant training and ensure that staff are aware of issues such as Child Sexual Exploitation, Lesbian, Gay, Bisexual and Transsexual issues and FGM, understand the indicators and recognise the complexities of these issues for young people

ANTI - RADICALISATION

- The school supports the Prevent Strategy, which works to prevent the growth of issues that create a climate which encourages radicalisation and extremism, which in turn can lead to acts of violence or terrorism.
- Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions.
- Extremism is defined as the holding of extreme political or religious views which may deny rights to any group or individual.
- All staff members are aware of these issues and relevant staff have attended training.
- The Academy works within the curriculum to promote tolerance and respect for diverse views, while challenging prejudice of any kind. We are an inclusive school which values citizenship and a sense of belonging. Students are encouraged to share their views and recognise that they are entitled to have different beliefs, but that these should not be used to influence others.
- As with all matters pertaining to the maintenance of a safeguarding culture within the school, staff are expected to be vigilant in identifying concerns and ensuring these are passed to the DSL without delay.
- If any concerns arise, or are disclosed by a child, they will be responded to following normal safeguarding processes and advice would be sought from colleagues in LA (either Prevent co-ordinator or safeguarding services) if necessary.

CHILDREN WHO ABUSE OTHER CHILDREN

It is important to be conscious that any child who is engaging in abusive behaviour towards others may have been subject to abuse from other children or from adults. Abusive behaviour can be displayed in a variety of ways and can consist of sexual abuse / activity; physical harm; emotional abuse, verbal abuse.

Children who abuse others should be held responsible for their abusive behaviour, whilst being identified and responded to in a way which meets their needs as well as protecting others.

In such incidences, the Academy will follow guidance issued in relation to children who abuse others and local procedures.

OTHER RELATED POLICIES

- anti-bullying
- discipline and behaviour
- discrimination (sex, race and disability)
- health and safety

London Child Protection Procedures, 5th edition

available electronically via Wandsworth Safeguarding Board website www.wscb.org.uk
and London SCB website – www.londonscb.gov.uk

London Safeguarding Children Board supplementary procedures

These provide detailed information related to specific safeguarding issues. They are available via the London SCB website (as above).

Keeping Children Safe in Education

DfES statutory guidance issued March 2015

[Keeping Children Safe in Education 2015](http://www.gov.uk/government/publications/keeping-children-safe-in-education-2015)

Or via www.gov.uk/government/publications

Working Together to Safeguard Children 2015

[Working Together to Safeguard Children March 2015](http://www.gov.uk/government/publications/working-together-to-safeguard-children-2015)

What To Do If You Are Worried a Child Is Being Abused

[What to do if you are worried – revised guidance for all professionals to use if they are worried a child may be being abused](http://www.gov.uk/government/publications/what-to-do-if-you-are-worried-a-child-is-being-abused)

Information Sharing Guidance

[Information Sharing Guidance 2015 – revised guidance on information sharing for all professionals](http://www.gov.uk/government/publications/information-sharing-guidance-2015)

Managing Allegations Against Staff

WSCB guidance, available on WSCB website. www.wscb.org.uk

Children Missing from Home and Care

WSCB procedures, available on WSCB website www.wscb.org.uk

Positive Handling

WSCB guidance, available on WSCB website www.wscb.org.uk

Sexual exploitation

WSCB protocol and guidance, available on WSCB website www.wscb.org.uk

Domestic Violence – guide for schools

Wandsworth guidance issued June 2012

Thresholds for Intervention – Multi-Agency guidance

Wandsworth Guidance issued 2014, available on WSCB website www.wscb.org.uk

Mental Health and Behaviour in schools – departmental advice for school staff

DfE guidance, issued June 2014

DFE-00435-2014 www.gov.uk/government/publications

School report to Child Protection Conference or Looked After Child review

School	
Name of child	
Date of birth Year group	
Name of classteacher / tutor / HOY	

When completing the sections below consider issues such as attendance and punctuality; preparation for school / learning; general appearance; emotional presentation and wellbeing; indicators that child may have suffered harm / be at risk of harm; disclosures made by child; behaviour and social development; relationships with peers and adults; academic progress/ areas requiring improvement; contact with family; etc

What is working well?

What are we worried about?

What needs to happen?

Signature	
Print name	
Date	

Reports should be shared with families prior to the meeting except in exceptional circumstances

Please send this report wherever possible at least 48 hours in advance of the relevant meeting to Childrensplanning@wandsworth.gov.uk and bring copies for those attending the meeting.

Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents / carers are uninterested or undisturbed by an accident or an injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a 'cry for help' and if ignored could lead to a more serious injury).
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

Bruising

Children can have accidental bruising, but the following must be considered as non accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shape. Those over 3 cm in diameter are more likely to have been caused by an adult or an older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water of its own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns / scalds which did not have appropriate treatment or adequate explanation

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures

Fractures may cause pain, swelling and discoloration over a bone or a joint.

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

Scars

A large number of scars or scars of different sizes or ages, or on different parts of body, may suggest abuse

Behavioural Indications

Some children may behave in ways that alert you to the possibility of physical injury, for example

- Withdrawal from physical contact
- Fear of returning home
- Self destructive tendencies
- Aggression towards others

Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent / carer e.g. anxious, indiscriminate or no attachment
- Aggressive behaviour towards others
- Scape-goated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self esteem and lack of confidence
- Withdrawn or seen as a 'loner' – difficulty relating to others
- Over-reaction to mistakes
- Fear of new situations
- Inappropriate responses to painful situations
- Neurotic behaviours
- Self harming
- Running away

Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and unresponsive with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from or late for school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods
- Compulsive stealing or scavenging

Recognising Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and / or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child / family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional / behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate for the child's age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder, self mutilation and suicide attempts)
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes for e.g. sports events (but this may be related to cultural norms or physical difficulties)
- Concerning changes in behaviour or general presentation
- Regressive behaviour
- Distrust of a particular adult
- Unexplained gifts of money
- Sleep disturbances or nightmares
- Phobias or panic attacks

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is disclosed
- Physical symptoms such as injuries to the genital or anal areas, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen in vagina, anus, external genitalia or clothing
- Wetting or soiling

Safeguarding / Child Protection protocol / procedures**Ashcroft Technology Academy**

The designated members of staff in our Academy are

Cheryl John
Violet Bailey

All staff members have a statutory responsibility to safeguard and promote the welfare of all students at all times

If you have a concern about a student or you receive information that leads you to be concerned that a student has been harmed or is at risk of harm or their welfare is being compromised you are required to act appropriately to ensure action can be taken to protect the student concerned.

The concern may be as a result of a disclosure from a student, a parent or a third party or may arise due to behaviour that has caused you to become concerned.

If a student discloses abuse please note the following key points

- Listen carefully to what the student is telling you without interrupting
- Do not promise confidentiality
- Remain non-judgemental and keep an open mind
- Do not ask leading questions, or more questions than you have to – just establish what the student is telling you
- Be honest with the student and explain what you will happen next
- Record the information fully
- Pass on to the designated member of staff of DSL

In the case of any concerns always record the information clearly and be clear how the concern has arisen.

If the information you have indicates that the student has suffered harm or there is a high level of risk, ensure this is passed to the DSL immediately.

In all other instances concerns should be passed on to the DSL at the as soon as possible – do not delay.

Please remember the DSL is available to offer help, advice and guidance to staff and students where necessary. If you have a concern or problem and are unclear how to proceed ask for advice.

In all cases ensure ongoing support is offered to the student as appropriate.

Useful contacts

Stella Macaulay	
Safeguarding In Education Advisor	0208 871 7961 office 07931 325 665 mobile
Referral and Assessment Service / MASH (duty SW)	0208 871 6622
Out of hours duty service	0208 871 6000
Safeguarding Standards Service (manager: Ruth Lacey) Principal administrator Jackie Reynolds WSCB development manager Linda Webber	0208 871 7208 0208 871 8610
LADO	
Chantel Langenhoven	0208 871 7226 0208 8717440 07920254786 mobile
School nurse Oby Victor	07766115607
Police Catriona Birdsall	0208 2478040
Wandsworth safety net (for Independent Domestic Abuse advisors)	0207 801 1777