

Safeguarding Children Policy

Commitment

At Hursthead Infant School we are committed to safeguarding and promoting the welfare of all children, in line with the duty placed on us by section 175 of the Education Act 2002.

We strongly believe that all children have the right to feel safe and to be protected from physical, sexual or emotional abuse and neglect.

This policy has been developed in accordance with the principles established by the Children Act 1989 and 2004; the Education Act 2002, and in line with government publications: 'Working Together to Safeguard Children' 2015, Revised Safeguarding Statutory Guidance 2 'Framework for the Assessment of Children in Need and their Families' 2000, 'What to do if You are Worried a Child is Being Abused' 2015 and Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers. The guidance reflects, 'Keeping Children Safe in Education' 2015.

Scope of our commitment

At our school, safeguarding encompasses child protection, safer recruitment, managing allegations against member of staff¹ as well our approach to the Team Around the Child (TAC) process. It is also supported by our approach to behaviour management, our response to managing bullying and racist incidents, our response to care and control, our response to children who are absent from school, our response to the use of technology in school, our management of children with medical needs, our first aid arrangements, our management of educational visits and our health and safety procedures, including site security. These are documented separately.

Throughout our work we have a clear commitment to supporting families. We aim to work well in partnership with parents/carers and any other appropriate agencies to promote the welfare of our children.

We recognise that all adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.

¹ Wherever the word "staff" is used, it covers ALL staff on site, including ancillary supply and self-employed staff, contractors, volunteers working with children etc, and governors

Child Protection

Key staff

In our school the designated safeguarding lead is

Mrs Jane Driscoll - Headteacher

In her absence the role is fulfilled by Mrs Sue Reed.

Both these post-holders have the status and authority within our management structure to carry out the duties of the role.

Our named Governor for child protection is Mrs Debra Chapman.

All members of staff in our school are reminded termly who these key post-holders are. This is supported by a poster in school

Child Protection Procedures

At our school we follow the policies and procedures generated by Stockport Safeguarding Children Board.

1. When members of staff receive a disclosure or notice something which leads them to suspect that abuse may have taken place the information is recorded on our 'Note of Concern'. If physical abuse is suspected a 'skin map' will be used to record the site and extent of any injury that has been noticed. These are both passed in a sealed envelope to the designated safeguarding lead as soon as possible. This record should include:
 - The date and time of the observation/disclosure
 - Full information including verbatim accounts when possible of the incident
 - Comments about the child's appearance, behaviour, emotional state and actions

All staff are aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. **Anyone can make a referral.** However if it becomes necessary to consult outside the school, they should speak in the first instance to the Senior Adviser for Safeguarding in Education (0161 474 5657) where it is practicable to do so. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately via the Multi-agency Safeguarding & Support Hub (MASSH) on 0161 217 6028 or to the police.

When members of staff are receiving a disclosure from children they should follow the guidance issued by the SSCB.

When technology is involved we retain the evidence provided by the young person and/or their family (e.g. screen shots/emails/text messages) and use it to support the 'note of concern'. However we do not search mobile phones or computers to

gain further information. Instead we seek advice from the police via the Public Protection and Investigation Unit about gathering evidence.

2. Upon receiving the 'note of concern' the designated safeguarding lead follows the procedures endorsed by Stockport Safeguarding Children Board, which are described in the flow-chart that is displayed around school. Action should be taken within the same working day and as early as possible.
3. Where abuse is suspected a referral will be made to Social Care by the designated safeguarding lead who will telephone the MASSH and ask to speak to the Duty Social Worker. The expectation is that this verbal referral will be supported in writing, using the Multi-Agency Child Protection Referral Form, in line with local procedures.
4. The supporting documentation should be sent securely to the MASSH, either through a secure e-mail account or as a password protected attachment.
5. The content of the referral will be discussed with parents/carers where this is appropriate. Advice should be sought from Social Care concerning this aspect of information sharing. It is recognised that parents/carers are unlikely to be told that a referral is being made if sexual abuse, fabricated illness, radicalisation, female genital mutilation (FGM), or forced marriage are suspected. Members of staff are aware that they must not discuss any issues with parents/carers unless they are told to do so by the Designated Safeguarding Lead.

NO ATTEMPT SHOULD BE MADE BY OUR STAFF TO CONDUCT AN INVESTIGATION INTO CASES OF SUSPECTED ABUSE.

6. Social Care and the police are responsible for undertaking investigations. Inappropriate actions by others (including the taking of photographs) may negate or contaminate evidence.

At our school it is expected that staff will co-operate with those investigating abuse following a referral. It will be the responsibility of those investigating the case to ensure that parents/carers are fully informed about the investigation. This is not the responsibility of our school.

Throughout this process the Designated Safeguarding Lead can seek advice from Social Care (217 6028) - you may need to speak to the Senior Practitioner/Duty Social Worker
The Safeguarding Unit (474 5657)

7. As a school we take our commitment to attending Child Protection conferences and core group meetings very seriously. If in the unlikely event we cannot attend, we will always send a written report to the conference/ core group to convey latest information and our opinions to the Independent Chair.

Training and Support

- All members of staff, volunteers and governors are trained in safeguarding and child protection issues as part of their induction process and continued professional development
- A copy of *Keeping Children Safe in Education* has been shared with and is available to all staff. Keeping Children Safe in Education DFE guidance updated July 2015.
- All members of staff have access to Basic Awareness training every 3 years. This is provided by Stockport SCB
- The Designated Safeguarding lead(S) in school has access to specific training every 2 years which is provided by Stockport's SCB
- All staff have been made aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks
- Support material and the SSCB policies and procedures are available on the Stockport SCB website (www.safeguardingchildreninstockport.org.uk)
- School support materials are also available on Office On-Line
- The procedures relating to safeguarding and child protection are discussed with all staff annually
- A record of staff training is kept within school, which identifies who has attended the training and the content of the session
- A set of the most recent training materials are available for staff in school
- Our Nominated Governor receives termly updates about safeguarding through the Local Authority Governance Support Unit
- Training is also provided by the Senior Adviser for Safeguarding in Education to support the governors in their role

Further training and development opportunities can be found at - www.safeguardingchildreninstockport.org.uk and on Learning Leads.

Information for Parents/Carers

It is made very clear to all parents/carers that all our staff is legally obliged to follow up any concerns they may have around child protection. A statement to this effect is included in the school prospectus, is on our website and is in our home-school agreement. We also display our commitment to safeguarding in our entrance hall.

Confidentiality/Records

All child protection records are kept separately from other records in school. Hard copies are stored in a locked cabinet and electronic files are password protected with restricted access. The designated safeguarding lead and his/her deputy are the colleagues in school who have the access rights to these documents. When necessary they may be shared with other relevant members of staff, but this is a decision taken by the designated safeguarding lead. However they must always be read in school and then placed immediately back in the secure storage. Copies must not be taken.

When a child leaves our school, their child protection records are passed to the receiving school separately from the child's other school records. Records are not sent unless it has been confirmed that the child has taken up their new place. If this confirmation is not received we would retain the file indefinitely. We would inform Services for Young People

(SFYP), via a password protected e-mail supported either by phone or an SFYP referral form, that the child was no longer at our school.

Team Around the Child (TAC)

Members of staff in our school are committed to multi-agency working to support the Team around the Child.

Where it is deemed that children require additional support, staff at our school will

- Discuss their concerns with parents/carers
- Complete or update a Common Assessment Framework using the most recently issued form from the website
- Convene or take part in the Team Around the Child Process
- Call an Engagement Meeting if parents/carers are unwilling to engage with the process
- Monitor the child's progress and raise the issue to the level of Child Protection if this is necessary

All our work at the level of Team Around the Child is conducted with the support and full knowledge of our parents/carers. When we can we will involve the child in the process. If they cannot be present in meetings we will find ways ensure that their thoughts and views are heard.

All the documents to support the Team Around the Child process are listed on the page entitled 'Common Processes' on the SMBC website.
(www.stockport.gov.uk/commonprocesses)

CAF/TAC Training and support

Members of staff who are likely to complete the Common Assessment Framework and/or take on the role of Lead Practitioner must complete the both CAF/TAC training packages. Information is available at www.stockport.gov.uk/commonprocesses .

Materials to support the Team Around the Child process are located on the Common Processes page within the SMBC website (www.stockport.gov.uk/commonprocesses)

Children Missing From School

We ensure that our school codes registers accurately. We operate a first day call system in which we contact the families of children who are missing from school. If we receive an unsatisfactory reason or are unable to gain an explanation for the absence and the child is either the subject of a Child Protection Plan or is 'Looked After' we make a referral to Services for Young People (SFYP) immediately. If we have welfare concerns about a child we continue to contact the family every day for up to 10 days. We will make a referral to SFYP at any point during the 10 days as appropriate. If we have had no previous welfare concerns but the child is

absent without a reasonable explanation for 10 days a referral will go to SFYP on the 10th day of the absence.

If a child goes missing during the school day we will:

- Search the premises carefully
- Contact the parent/carer to make them aware of the situation
- Contact the police after 15 minutes if the child is not found
- If we have been unable to contact a parent/carer we will continue to try to do so
- Once the child is found a risk assessment and safe management plan will be established (with parental involvement wherever possible) in an attempt to prevent this happening again.

The views of our pupils

In our school the views of our children are very important to us.

We make sure that our children know that members of staff are always prepared to listen to them. We make sure that our children know that staff are always prepared to listen to them and endeavour to ensure that all children feel safe and secure in the school environment. Children are made aware that they can report any concerns verbally and “Bubble Time” is available to all pupils throughout the school day (if a pupil has a concern they put their name on the Bubble time cloud and their teacher will ensure they are listened to 1:1 during the school day) teaching strategies (for example, Circle time) are also used to encourage children to talk about their feelings. A pupil questionnaire is completed annually which asks children whether they feel safe and able to approach school staff if they have a concern. In addition, members of our staff are mindful of the need to actively listen to children at all times during the school day. Staff members are asked to report the content of these conversations to senior leaders through established meeting structures in school, whether or not there are concerns expressed by the children. We do this to ensure that we have a constant overview about how our children are feeling in school throughout the year.

We use the findings from all these sources to inform our school development plan, curriculum developments and specific interventions for individual children.

Support to pupils

Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and view the world in a positive way. For such children school may be one of the few stable, secure and predictable components of their lives. Other children may be vulnerable because, for instance, they have a disability, are in care, or are experiencing some form of neglect. We will seek to provide such children with the necessary support and to build their self-esteem and confidence and will always work to protect their welfare.

This school recognises that children sometimes display abusive behaviour and that such incidents must be referred on for appropriate support and intervention.

Complaints or concerns raised by pupils will be taken seriously and followed up in accordance with the school’s complaints process.

Support for Staff

As part of their duty to safeguard and promote the welfare of children and young people staff may hear information, either from the child/young person as part of a disclosure or from another adult that will be upsetting. Where a member of staff is distressed as a result of dealing with a child protection concern, he/she should in the first instance speak to the Designated Safeguarding Lead about the support he/she requires. The Designated Safeguarding Lead should seek to arrange the necessary support.

Preventing Violent Extremism

At our school we are committed to contributing to community cohesion and reducing the likelihood that our children may become radicalised. To support this process the staff in our school report any concerns they have about our children in this respect to the Designated Child Protection safeguarding lead in school using the 'note of concern'. The Designated Safeguarding Lead will then make a referral to the Senior Adviser for Safeguarding in Education so the child can be considered at the Channel Panel. If the child, others or the community are at immediate risk of significant harm then a referral should be made to the Police and/or Social Care via the MASSH (217 6028) as appropriate.

Anti-Bullying

Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyber, racist, homophobic, disability and gender related bullying. We keep a record of known bullying incidents and our responses.

Racist Incidents

Our policy on racist incidents is set out separately, and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents and our responses.

Health & Safety

Our Health & Safety policy, set out in a separate document(s), reflects the consideration we give to the protection of our children within the school environment and when away from the school on trips and visits.

Site Security

Our premises committee review site security annually. The reasonable steps we have taken to establish a safe and secure site are identified and recorded.

Safer Recruitment

At our school we are committed to the safer recruitment practices.

We ensure that all appointments in our school are made by a panel which comprises at least one person who has completed safer recruitment training. A copy of the certificates of everyone who has been trained is retained by school.

Our safer recruitment practices include:

1. Ensuring that all our adverts include a statement which explains our commitment to safeguarding children
2. Displaying our commitment to safeguarding both visually in school and on our website
3. Ensuring that all our posts are detailed accurately through specific job descriptions and person specifications which state the contact that the post-holder will have with children
4. Discarding any applications that are made by any applicant who submit a CV instead of the required application form
5. Requesting references prior to interview, using a detailed reference request form
6. Scrutinising the application form and references, to identify any gaps in employment, or inconsistencies in the information presented. We use this information to formulate candidate specific questions that will be used during the interview.
7. Checking the validity of qualifications
8. Checking the identity of the individual concerned
9. Checking the eligibility of the candidate to work in the UK
10. Asking specific questions during the interview that relate to safeguarding children. We expect candidates to discuss individual experiences rather than talking hypothetically.
11. Collecting the information for an Enhanced DBS check as appropriate
12. Request a check against the DBS Children's Barred List as appropriate
13. Discussing any self-declared information with the candidate in a non-prejudicial way during the interview
14. Reserving the right to call candidates back for further questioning if anything emerges either through the DBS process or late references
15. Reserving the right to dismiss a candidate if false information has been submitted during the recruitment process or if information comes to light that the candidate failed to disclose
16. Ensuring that we do not employ anyone in Regulated Activity who is known to be on the Barred List for Children

In addition we:

- a) maintain our single central record in compliance with guidance laid out in Keeping children safe in education (2015)
- b) ensure that where appropriate volunteers, governors or others are subject to DBS checks and checks against the Barred List for children in accordance with the Protection of Freedoms Act (2012)

- c) ensure that we are clear about the pre-appointment checks that have been undertaken by any member of staff supplied to us by another organisation
- d) cleanse our single central record annually to remove the staff who have left our organisation
- e) have a clear process of risk assessing any individuals who come onto our premises .This would include a record of the levels of supervision that will be applicable while colleagues are in our school.
- f) ensure that all visitors to our school are met at Reception and are given a visitors pass/badge. There may be some cases where this does not happen (e.g.: refuse collection) but these exceptions are listed in the arrangements stated above see (b)
- g) ensure that where appropriate (LA officers/contractors) visitors are asked to show their formal identity badges to link them to a known organisation. They are only admitted to complete known and verifiable duties.
- h) ensure our governing body reviews our contracts regularly to check the adequacy of the arrangements contractors put in place to ensure that their staff are 'suitable' for working in school.

Training and support

- Our Headteacher and the Governing Body access Safer Recruitment courses provided by the Senior Advisor for Safeguarding in Education
- They also keep themselves abreast of developments via the LA training/briefing sessions and supporting documentation. This is provided by the Senior Advisor for Safeguarding in Education in conjunction with HR within SMBC.

Managing allegations against members of staff

All school staff must take care not to place themselves in a vulnerable position with a child. All members of staff in our school are aware that they have a duty to report any concerns they have about the conduct of another member of staff, volunteer or governor to the Headteacher. This also extends to other professionals/volunteers who are invited by the school to work with our children. If the concerns are about the Headteacher they are aware that they report the matter to the Chair of Governors.

When an allegation has been made the Headteacher will consider whether the allegation suggests that the individual has:

- Behaved in a way that has harmed, or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- 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

If any of the above may have happened the Headteacher must record the concerns, and contact the Local Area Designated Officer (LADO: 474 5657) to ask for advice about how to proceed. The LADO will advise the Headteacher about whether to proceed in writing via a formal referral route, or treat the matter internally via other policies (e.g.: disciplinary/capability). For additional information about the process we refer to the flowchart in the procedure available on the Stockport SCB website:

www.safeguardingchildreninstockport.org.uk

If the allegation was made against the Headteacher the Chair of Governors should contact the Local Area Designated Officer immediately to ask for advice about how to proceed.

All members of staff in our school are made aware of this policy at least annually.

As a school we recognise our duty to refer colleagues to the Disclosure and Barring Service (DBS) in accordance with the Protection of Freedoms Act (2012) for their consideration about whether a colleague should be barred from the children's workforce. We would make a referral when conditions set out in the Referral Guidance provided by the DBS on www.homeoffice.gov.uk/dba are met.

Safeguarding in the Curriculum

The following areas are among those addressed in PSHE and in the wider curriculum as appropriate to the age of our pupils:

- Bullying/Cyberbullying
- Drugs, alcohol and substance abuse
- E Safety / Internet safety
- Stranger danger
- Fire and water safety
- Road safety
- Promoting positive relationships
- Sexual exploitation of children (CSE)
- Addressing domestic abuse
- Diversity issues e.g. forced marriage, Female Genital Mutilation (FGM), Honour Based
- Honour Based Violence
- Extremism

The wider safeguarding agenda

This policy should also be read in conjunction with the following policies/documents:

- Behaviour management (including exclusions)
- Anti-bullying
- Equality and Diversity policy
- Care and Control
- Health and Safety
- Acceptable/Responsible Use
- Managing Attendance
- Record Retention Guidelines for Schools (SMBC)
- Managing Medical Conditions

- Visits and Journeys
- Security Statement
- Staff Code of Conduct/Safer Working Practice Guidance for Staff
- Keeping Children Safe in Education (2015)

Learning and Improvement Framework

At our school we are committed to taking account of any recommendations that are made from local Serious Case Reviews. We are aware that our school may become involved in a Serious Case Review and we are committed to supporting the process. As such we will ensure that the files and records that pertain to a child involved in an incident that may lead to a Serious Case Review are preserved in school and we will co-operate with the representatives from the Stockport Safeguarding Children Board who are undertaking the review.

We will also attend and contribute to the local multi-agency learning review (MALR) process as required and ensure that any identified actions are understood and implemented.

The Governing Body

Our Governing Body oversees the Head teachers' sound maintenance of all safeguarding procedures in line with this policy. The Head teacher has the day-to-day responsibility for maintaining these procedures with the backing of the Governing Body.

Our Governing Body will advise the Head teacher of its views on specific issues that will promote safeguarding in our school.

Our Governing Body does not discuss any individual cases and never requests to see individual pupil records, although we do ask the Head teacher to explain the effectiveness of their procedures.

Monitoring and Evaluation

Our Safeguarding and Child Protection Policy and Procedures will be monitored and evaluated by:

- Governing Body
- Pupil surveys and questionnaires
- Scrutiny of Attendance data
- Scrutiny of range of risk assessments
- Scrutiny of Governing Body minutes
- Logs of bullying/racist/behaviour incidents for SLT and Governing Body to monitor
- Review of parental concerns and parent questionnaires

Ratification

This policy was agreed and adopted by our full Governing Body

Signed: Barbara Oxley
Jane Driscoll

September 2015

Date for annual review:September 2016

Annex A- Further information and guidance to staff and volunteers

Staff members working with children are advised to maintain an attitude of '**it could happen here**' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.

Types of abuse and Neglect

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

Physical abuse: a form of abuse which 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 fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), 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 maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect: 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. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Specific Safeguarding Issues

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 cyberbullying 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. Local guidance and materials for schools can be found here- [Stockport Safeguarding Children Board](#) .

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. Warning signs that FGM may be about to take place, or may have already taken place, can be found on here-[Female Genital Mutilation](#) . Staff should activate school and local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Radicalisation and extremism: the school has a duty to act on and report any concerns raised in respect of radical or extremist behavior we do this following local processes and guidance. This may include where appropriate making a referral to the Channel Panel. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. The programme uses a multi-agency approach to protect vulnerable people by:

- identifying individuals at risk
- assessing the nature and extent of that risk
- developing the most appropriate support plan for the individuals concerned

Possible signs of abuse

The following signs may or may not be indicators that abuse has taken place. The lists are not exhaustive; any concerns **must** be shared with the designated safeguarding lead.

Signs of possible physical abuse

- Any injuries not consistent with the explanation given for them
- Injuries which occur to the body in places which are not normally exposed to falls or rough games
- Injuries which have not received medical attention
- Reluctance to change for, or participate in, games or swimming
- Bruises, bites, burns and fractures, for example, which do not have an accidental explanation
- Object shaped bruises
- The child gives inconsistent accounts for the cause of injuries

Signs of possible sexual abuse

- Any allegations made by a child concerning sexual abuse
- The child has an excessive preoccupation with sexual matters and inappropriate knowledge of adult sexual behaviour for their age, or regularly engages in sexual play inappropriate for their age
- Sexual activity through words, play or drawing
- Repeated urinary infections or unexplained stomach pains
- Severe sleep disturbances with fears, phobias, vivid dreams or nightmares which sometimes have overt or veiled sexual connotations
- Eating disorders

CSE-Likely behaviours may include:

- Repeatedly going missing, particularly overnight
- Coming home with unaccounted gifts, i.e. clothes, money, food, jewellery and drugs. (Common one being a mobile phone.)
- Having a relationship with an older partner with whom there

- may be concerns
- Excessive & secret use of internet and/or mobile (potential grooming?)
- Having several SIM cards, frequent mobile phone top ups
- Being unusually secretive (where have they been, who are their friends)
- Mood swings and changes in behaviour
- Talk of going to parties

Signs of possible emotional abuse

- Depression, aggression, extreme anxiety, changes or regression in mood or behaviour, particularly where a child withdraws or becomes clingy
- Obsessions or phobias
- Sudden underachievement or lack of concentration
- Seeking adult attention and not mixing well with other children
- Sleep or speech disorders
- Negative statements about self
- Highly aggressive or cruel to others
- Extreme shyness or passivity
- Running away, stealing and lying

Domestic violence and abuse

The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, 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. The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- financial
- emotional

Where we suspect or have evidence that any child or young person has engaged in or been witness to an abusive relationship, we will take action in line with local procedures.

Signs of possible neglect

- Dirty skin, body smells, unwashed, uncombed hair and untreated lice
- Clothing that is dirty, too big or small, or inappropriate for weather conditions
- Frequently left unsupervised or alone
- Frequent diarrhoea
- Frequent tiredness

- Untreated illnesses, infected cuts or physical complaints which the carer does not respond to
- Frequently hungry
- Overeating

Useful Links

[Stockport Safeguarding Children Board](#)

[Greater Manchester Safeguarding Partnership](#)

[Greater Manchester Policies and Procedures](#)

[Bullying](#)

[Child Sexual Exploitation](#)

[Domestic Abuse](#)

[Female Genital Mutilation](#)

[Forced Marriage](#)

[Violence against women and girls](#)

[Youth Violence and Gangs](#)

[Teenage Relationship Abuse](#)

[Supporting those who may have been trafficked](#)

[Mental Health Strategy](#)

[Sexting](#)

[Radicalisation](#)

[Private Fostering](#)

[Drugs](#)

[Fabricated or Induced Illness](#)