

Appendix 1

Signs and Symptoms of Abuse and Neglect

Keeping Children Safe in Education (September 2018)

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

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours links to issues such as **drug taking, alcohol abuse, deliberately missing education and sexting** (also known as youth produced sexual imagery) put children at danger.

Peer on peer abuse: this is most likely to include, but may not be limited to:

- Bullying (including cyberbullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexual violence and sexual harassment
- sexting (also known as youth produced sexual imagery)
- Initiation / hazing type violence and rituals

Peer on peer abuse can be associated with factors in or outside of school and can occur in or outside of school; considering these factors is known as contextual safeguarding and environmental factors should be included as part of any referral into children's services.

Preventing and Detecting Radicalisation in the UK

Northern Counties School are fully committed to safeguarding and promoting the welfare of all its pupils. As a school we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. All staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

The School recognises we need to ensure the safety and wellbeing of our students and to prevent people being drawn into terrorism and ensure they are given appropriate advice and support.

Wherever necessary, we aim to:

- Respond to the ideological challenge of terrorism and the threat we face from those who promote it.
- Prevent individuals from being drawn into terrorism and ensure that they are given appropriate advice and support
- Work with multi agency teams appropriately if there are risks of radicalisation.

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalized, they should discuss this with the Designated Safeguarding Lead.

The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

Child Sexual Exploitation (CSE)

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;

- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

Potential vulnerabilities include:

Pupils at Northern Counties School due to the nature of their difficulties are particularly vulnerable to abuse, particularly their difficulties with communication, learning and physical difficulties. Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.

Forced Marriage

At the Northern Counties School we do not support the idea of forcing someone to marry without their consent.

Staff must contact the DSL if they are aware of any concerns. These will be passed on to the relevant children's or adult social care department.

Under-age Marriage

In England a young person cannot legally marry until they are 16 years old (without consent of parents/carers) or have a sexual relationship

Any concerns should be referred to the DSL

Female Genital Mutilation

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

Symptoms of FGM

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM.

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations.
- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and children's social care. The duty does not apply in relation to at risk or suspected cases.

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such.

Where staff are concerned that a child might be at risk of HBV, they must contact the Designated Safeguarding Lead as a matter of urgency

Appendix 2

Staff Code of Conduct

Positions of trust

As a result of the knowledge, position and authority of their role, all adults working with children are in a position of trust in relation to the people in their care. A relationship between a member of staff and a child cannot be a relationship between equals. There is potential for exploitation and harm and staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

Staff should avoid behaviour which might be misinterpreted by others and record any incident with this potential. Where a vulnerable person aged 18 or over is in a position of trust with a child or vulnerable adult it is an offence to engage in sexual activity with or in the presence of that child or vulnerable adult or to cause or incite that person to engage in or watch sexual activity.

Propriety and behaviour

All staff have a responsibility to maintain public confidence in their ability to safeguard the welfare of people in their care. The school recognises the value and benefits of having staff and others representing the school at a range of functions, events and levels including

- Courses and conferences
- Meetings
- Boards and other bodies
- Educational and other visits
- Sporting events
- Fundraising and other events

Staff will be deemed to be representing the school if any or all of the costs of attending or time for attending has been provided through the school.

Representing the school at any function, event or level must always be authorised by the appropriate line manager and representation should be regarded as a privilege. All expenses claimed in relation to representation must be done so in line with the Foundation's policy and practice in this area.

The following, non- exhaustive, list of action may breach the above and have the effect of bringing the organisation into disrepute:

- Behaving in an offensive and/or inappropriate manner
- Expressing views publicly which would not be compatible with the aims and values of the school
- Failing to maintain the high standards of behaviour expected

Failure to represent the school positively may result in the termination of the privilege of representation or disciplinary action. Bringing the organisation into disrepute is a disciplinary matter.

When attending an event and being in a position of responsibility for children and vulnerable adults, staff must ensure that the care and welfare of the children and vulnerable adults is their prime role and must be able at any time, day or night, to carry out those duties effectively.

The professional bodies of any staff will also have a code of professional conduct that must be respected and considered at all times.

Dress and appearance

A person's dress and appearance are matters of personal choice and self-expression. However, it is important that staff consider the manner of their dress and appearance appropriate to their professional role which may be different to that adopted in their personal life. Staff should ensure that they are dressed decently, safely and appropriately for the tasks they undertake.

Gifts

Staff need to be aware that they should not accept any gift that might be construed as a bribe by other or lead the giver to have or expect preferential treatment. There are occasions when families, children and vulnerable adults wish to pass on small token of appreciation to staff (for example, a Christmas gift or a thank you gift) and this is acceptable. However it is unacceptable to receive gifts on a regular basis or of a significant value. All gifts should be logged in the gift log book. Similarly it is inadvisable to give personal gifts to children and vulnerable adults. This could be misinterpreted as a gesture or bribe or to single out that person and may be perceived that a "favour" of some kind is expected in return. All gifts received should be recorded in the gifts and hospitality book. Any reward given to children or vulnerable adults should be within the agreed guidance, consistent with the behaviour policy and recorded.

Infatuations

It is possible for children or young people to be strongly attracted to a member of staff and develop an infatuation. All situations should be responded to sensitively maintain the dignity of all concerned. If a member of staff is aware of a child or vulnerable adult becoming infatuated with him/herself or a colleague, this should be discussed with a Senior Manager and appropriate action taken, to avoid hurt and distress for all concerned.

Social contact

Staff should not seek personal friendship or social contact with children or vulnerable adults to secure a relationship. It is important that the staff member exercises their professional judgement if a child or young person seeks this contact, and makes a response so that there can be no misinterpretation of intent. Staff should not give their personal details such as home/mobile numbers, home or email address to children or vulnerable adults unless agreed with Senior managers.

Physical contact

See also intimate care policy

There are occasions when it is entirely appropriate for staff to have physical contact with the people in their care however it is important that they only do so in ways that are appropriate to their professional role.

Physical contact should be made in response to a child or young person's needs at the time, of limited duration and appropriate to their age, development, gender, ethnicity and background. Staff need to be aware that well intended contact may be misconstrued by the child or by an observer or by anyone to whom the action is described. Staff should never touch in a way which may be considered indecent. They should always be prepared to explain their actions and accept that any physical contact is open to scrutiny. Staff should never indulge in horse play, tickling or fun fights.

All physical contacts must never be secretive or for the gratification of the adult. If a member of staff believes that an action has been misconstrued they should report this immediately to a Senior manager.

There may be occasions where the child or vulnerable adult needs comfort in times of distress. Staff should consider the way this is offered, always tell a colleague when and how this comfort was given and record the situation. Extra caution will always be required if a child or vulnerable adult has been a subject of previous abuse.

Any sexualised behaviour by a member of staff towards a child or young person is inappropriate and illegal. The sexualised behaviour includes engaging children in watching sexual activity or pornographic material, as well as physical contact and penetrative and non-penetrative acts. This means that adults should never pursue sexual relationships with children or vulnerable adults in or out of the Percy Hedley School, and any form of communication with a child or vulnerable adult which could be interpreted as sexually suggestive or provocative.

Staff should be aware that conferring special attention on one child or vulnerable adult may be construed as "grooming" and this is a criminal offence.

Sports activities, showers and changing areas

Physical contact will be required at some times to perform a task or solely to demonstrate a task and this is acceptable. The child or young person should be informed of how this assistance is going to be given. Supervision of children and young people in showers and changing rooms must be appropriate to the age and gender of the person and sensitive to the dignity and privacy they are entitled to.

Staff should avoid unnecessary physical contact with children or young people in a state of undress and avoid any visually intrusive behaviour, announcing their entry to the changing room. Staff should not change in the same place as the children or vulnerable adult or shower with them.

One to one situations

Staff sometimes need to work one to one with a child or young person. Staff should recognise their vulnerability in these situations and plan accordingly to ensure their safety and that of the person in their care. Staff should tell others where they are taking the child or vulnerable adult and if possible leave the door to the room open. Risk assessment may need to be carried out for these situations.

Personalised care

All people who use the services of the Percy Hedley Foundation receive care, treatment and support from all staff who are committed to maximising people's choice, control and inclusion and protection of their human rights as important ways of meeting their individual needs and reducing the potential for abuse.

Children and vulnerable adults who use services have access to appropriate information about what abuse is how to recognise the signs, what they should do if they or another person is being abused or suspect abuse, including relevant contact details under the safeguarding procedures. They should also know what they might expect to happen when a referral is made under the local safeguarding procedures. This is promoted through relevant curriculum and through information brochures and training.

Students / Work experience

We will ensure that people who use Percy Hedley Services benefit from staff (including volunteers, students, temporary and ancillary staff and practitioners working under practising privileges) who:

- Are honest, reliable, trustworthy and treat the people who use the service with respect
- Are competent to carry out their role and meet the needs of the people who use the services
- Have been subject to the necessary checks, so that the Foundation is assured that the worker is suitable for their role
- An appropriately qualified and experienced member of staff is appointed to supervise them
- Wherever it is possible, this supervisor is on duty at the same time as the new worker, or is available to be consulted
- New workers do not escort people away from the premises unless accompanied by a staff member for whom a full and satisfactory DBS check has been received

Appendix 3

Use of CPOMS

CPOMS is a reporting system which is used in school to support pupil safeguarding and wellbeing. It creates a time line of information which supports school to support pupils.

CPOMS can be found at

northerncounties.cpoms.net

All staff need to create their own password at initial log in with their email address.

CPOMS incidents are automatically flagged to members of the senior leadership team and designated safeguarding leads. Certain categories are highlighted to other staff eg medical (nurses), wellbeing (wellbeing team). Senior leaders will add an action- if this action needs to be taken by the staff member, they will alert the staff member to this via CPOMS. If it is a behaviour incident/accident/near miss this will be logged by senior leaders on a spreadsheet, with the action and any other details to enable us to identify trends.

There are a number of categories on CPOMS. Some categories open out into sub sections such as Safeguarding and Bullying. When reporting an incident on CPOMS it is important that you pick the correct category. If you pick accident, behaviour incident or near miss, there is a specific format which must be followed.

Any relevant email contact with parents which help to create the bigger picture should be logged on CPOMS.

Any telephone contact with parents which help to create the bigger picture should be logged on CPOMS.

All care team meeting minutes/ LAC minutes should be uploaded on CPOMS via the document vault.

All concerns to be logged on CPOMS. If it is a child protection concern you must also see a Designated Safeguarding Lead.

If there is an injury to the child via accident/ other concerns, please use the body map.

When logging an accident/ near miss you must include:

1. Date and time of accident
2. Place of accident
3. Details of accident
4. Details of injury
5. Treatment given
6. Witnesses

Senior leaders will investigate and log:

1. Is accident reportable to OFSTED or RIDDOR?
2. Was the person authorised to be there?
3. Were they properly trained to be there?
4. What action has been taken to prevent recurrence?
5. Recommended action to HS manager?

When logging a behavioural incident you must include:

1. Antecedents (Describe the events leading up to the incident/behaviour- see Behaviour scale)
2. Incident description (see behaviour scale)
3. Nature and duration of physical intervention used
4. Pupil response to the intervention
5. Details of any resulting harm (pupil/staff/property)
6. Outcomes (what can be learnt from the incident)
7. Pupil debrief (how do they feel about the incident?)
8. Parent informed (parents must be formed that day if intervention was used)

When recording, please number your responses to correspond to the numbers above.

Senior leaders will then log this incident on the behaviour incident spreadsheet to identify trends.

If you have any concerns about a child please take to a Designated Lead:

Jo Allen, Claire Ramsay or Julia Patterson

If you are having difficulties logging onto CPOMS see Jo Allen.