RIKKYO SCHOOL

Safeguarding: Recognising the Signs of Abuse and Neglect

Date	Review Date	Coordinator	Nominated Governor
30/08/2023	30/08/2024	Mr. Okuno	Mrs. Bunday

We are aware that 'Governing bodies and proprietors should ensure there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.' (Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 2020))

Aims

- To have in place a safeguarding and child protection policy and related policies that outline clear procedures to ensure that we meet our responsibilities for safeguarding and promoting the welfare of all children.
- To ensure all school personnel, volunteers and governors have undertaken training in the early identification of abuse and neglect and are aware of the indicators so that they are able to identify cases of children who may be in need of help or protection.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

The following are very important telephone numbers that must be kept up to date at all times:

Safeguarding Contacts	Name	Mobile No.
Designated Safeguarding Lead	Mr. Okuno	07786410987
Deputy Designated Safeguarding Lead	Melanie Brown	07788200442
Second Deputy Designated Safeguarding Lead	Fiona McAllister	07771963564
Nominated Governor for Safeguarding	Mrs. Bunday	hiromibunday@rikkyo.uk
Local Authority Designated Officer (LADO) (Gabrielle)	West Sussex	0330 222 6450.
Social Services Referrals	West Sussex	01403 229900
Out of Hours Social Services	IFD	01403 229900
Police	999	
Chair of Governors: Person to contact regarding concerns about the Headteacher	Mr. Sugiyama	junichisugiyama@rikkyo.uk
NSPCC Whistle-blowing Helpline	0800 028 0285	
Harmful Sexual Behavior Support / Help	0344 2250623 or via email at hsbsupport@swgfl.org.uk.	

1.0 Introduction

1.1 We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Children Act 1989
- Education Act 2002
- Female Genital Mutilation Act 2003
- Sexual Offences Act 2003
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Education and Inspections Act 2006
- Children and Young Persons Act 2008
- Childcare (Disqualification) Regulations 2009
- Police Act 1997 (Criminal Records) (No. 2) Regulations 2009
- School Staffing (England) Regulations 2009
- Equality Act 2010
- Education Act 2011
- Protection of Freedoms Act 2012
- Education (Independent School Standards) Regulations 2014
- Non-Maintained Special Schools (England) Regulations 2015
- Counter Terrorism and Security Act 2015
- Serious Crime Act 2015
- Data Protection Act 2018
- Voyeurism (Offences) Act 2019

1.2 The following documentation is also related to this policy:

- Dealing with Allegations of Abuse against Teachers and other Staff: Guidance for Local Authorities, Headteachers, School Staff, Governing Bodies and Proprietors of Independent Schools (DfE)
- Equality Act 2010: Advice for Schools (DfE)
- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE)
- Mental Health and Behaviour in Schools: Departmental Advice (DfE)
- Information Sharing (HM Government)
- What to do if you're worried a child is being abused (HM Government)
- Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children (DfE)
- Inspecting Safeguarding in Early Years, Education and Skills Settings (Ofsted)
- School Inspection Handbook (Ofsted)
- The Prevent Duty: Department advice for schools and childcare providers (DfE)
- Mandatory Reporting of Female Genital Mutilation - procedural information (HM Government)
- Guidance for safer working practices (Safer Recruitment Consortium)
- Child Sexual Exploitation - definition and guide for practitioners (DfE)
- Sexual violence and sexual harassment between children in schools and colleges (DfE)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)
- Sexting in Schools and Colleges (UK Council for Child Internet Safety (UKCCIS))
- Preventing youth violence and gang involvement (Home Office)
- Criminal exploitation of children and vulnerable adults: county lines guidance (Home Office)

1.3 We believe this policy should be viewed in **conjunction** with the following policies and information which have major relevance to safeguarding and promoting the welfare of children:

- **Safeguarding Part 1 of 4**
- **Safeguarding Part 2 of 4 : Roles and Responsibilities**
- **Safeguarding Part 4 of 4: Safeguarding Procedures**
- Acceptable Use of ICT
- Administration of Medicines
- Advocates and Independent Visitors
- Anti-Violence, Aggressive and Anti-Social Behaviour
- Anti-bullying
- Anti-Cyber Bullying
- Child Gone Missing On or Off Site
- Child Missing Education
- Child Sexual Exploitation
- Confidentiality
- Dealing with Allegations Against School Personnel
- Dealing with Sexual Harassment and Sexual Violence
- Disciplinary Procedure
- Disclosure and Barring Service Checks
- Domestic Abuse and Operation Encompass
- Drugs Education and Managing Drug Related Incidents
- Eating Disorders
- Educational Visits
- Equal Opportunities
- E-safety
- Female Genital Mutilation
- Health and Safety
- Hygiene
- Intimate Personal Care
- Intruders
- Knife Crime

- Medical and First Aid
- Mobile Phone Safety and Acceptable Use
- Pastoral Care
- Photographic and Video Images
- Prevent Duty - Dealing with Extremism and Radicalisation
- Pupil Absence on Medical Grounds
- Pupil Behaviour and Discipline
- Relations Education, Sex Education and Health Education
- Safe Physical Contact with Pupils
- Safer Recruitment and Retention
- School Based Counselling
- School Personnel Code of Conduct
- School Security
- Searching, Screening and Confiscation
- Self-Harm
- Students on Placement
- Supervision of Pupils
- Supporting Pupils with Log Term Medical Conditions
- Troubled and Vulnerable Children
- Visitors, Visiting Speakers and Contractors
- Whistle Blowing

1.4 We recognise that the safety and protection of pupils is the responsibility of all **school personnel and volunteers** as they are in a unique position to notice injuries, marks or bruises when children are undertaking certain activities which might indicate a child has been abused. We believe that we must report and investigate all injuries for the safety and protection of the children in our care.

1.5 We acknowledge that children can be harmed **physically, emotionally, sexually or by neglect.** It is our duty to report any concerns that we have of child abuse as the health, safety and protection of all children is paramount. We are aware that if abuse is suspected by another child then child protection procedures will be applied to both children.

1.6 All school personnel and governors have undertaken training in the early identification of abuse and neglect and are aware of the indicators so that they are able to identify cases of children who may be in need of help or protection. In doubt, they will consult with the designated safeguarding lead.

1.7 School personnel are 'aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.'

1.8 We are aware that risk indicators that are frequently found in cases of child abuse is not proof that abuse has occurred but they must be regarded as indicators of the possibility of significant harm.

1.9 We must be aware that the absence of such indicators does not mean that abuse or neglect has not occurred.

1.10 We must be alert to the following **non-specific signs** which may indicate that something is wrong with a pupil:

- Suspicious bruises with unsatisfactory explanations
- Suspicious injuries with unsatisfactory explanations
- Self-injury unsatisfactory explanations
- Age inappropriate sexual behaviour
- Significant change in behaviour

- Significant change in attendance
- Aggressive and attention seeking behaviour
- Extreme anger or sadness
- Depression
- Lack of self-esteem

1.11 We must be aware of the potential risk to children when a child appears frightened of either parent/carer or of other associated adults or children.

1.12 We must be alert to when a parent or carer:

- has a record of being persistently late in collecting their child from school;
- appears to be misusing alcohol or drugs;
- appears to be having mental health issues;
- appears to be in a domestic abuse relationship;
- persistently avoids treatment for their child's episodic illnesses;
- persistently refuses to allow home access to healthcare or social services;
- frequently complains about their child and in the child's presence;
- frequently fails give any form of attention or praise to child;
- has unrealistic expectations of their child;
- develops a relationship with a previously known or suspected child abuser

2.00 Injuries caused by Physical Abuse		
Bruising on:	**Burns, Scalds and Bite Marks**	**Fractures;**
- cheeks, ears, palms, arms and feet; - eyes without bruising to the forehead; - several areas of the head or on areas unlikely to be injured accidentally; - the back, ears, palms, arms and feet; - the upper arms or outer thighs; - any part of the body caused by fingers, a hand, or an object; - any part of a non-mobile child	**Burns** on: - the back of hands, feet, legs, genitals or buttocks; - which have a clear shape such as a cigarette burn or lineal burns **Scalds** that have a line indicating immersion or poured liquid. **Bite marks** left by a human on the body leave clear impressions of the teeth and are oval or crescent shaped.	- may cause pain, swelling and discolouration over a bone or joint; - on non-mobile children are rarely seen are a cause for concern

2.1 Recognising Emotional Abuse	**2.2 Recognising Neglect**
- Low self-esteem and lack of confidence - Eating disorders - Self-harming behaviours - Problems with relationships and socializing - Withdrawn personality or prefers to be a loner - Physical, emotional and mental delay - Aggressive, rebellious and violent behaviour - Abnormal attachment between child and parent/carer - Scape-goated within the family	- Poor hygiene - Unwashed /inadequate clothing - Frequent, untreated bouts of head lice - Poor attendance - Poor punctuality - Problems with relationships and socialising - Withdrawn and isolated - Untreated health problems - Frequent missed medical / dental appointments - Poor parental supervision of child - Child appears listless, apathetic and irresponsive with no apparent medical cause - Weight loss - Child thrives away from the home environment - Parents intoxicated or violent - Child abandoned or left for long periods

2.3 Recognising Sexual Abuse	2.4 Recognising Child Sexual Exploitation
- Sexually explicit behaviour, play or conversation - Unwillingness to remove clothes for PE or sport activities - Pain or itching of genital area - Soiled clothes - Unexplained expensive gifts, toys or favours - Withdrawn or isolated behaviour - Sleep problems - Aggressive behaviour	- Inappropriate sexual or sexualised behaviour - Underage sexual behaviour - Injuries from physical assault, physical restraint, sexual assault - Unexplained expensive gifts - Provocatively dressed - Using multiple mobile phones - Children collected from school by unknown adults - Going out with older boy/girl friends - Poor attendance - Truancy - Exclusion - Disengagement with school and education - Mood swings and unexplained behaviour or personality changes - Eating disorders - Self-harming - Drug or alcohol abuse - Involved in gangs etc - Involved in crime and known to the police

2.5 Recognising Sexual Harassment between children
- Sexual comments both online and in person   - Sexual taunting both online and in person   - Close physical behaviour   - Interfering with someone's clothes   - Displaying photos, pictures or drawings of a sexual nature   - Online sexual harassment   - Non-consensual sharing of sexual images and videos   - Sexualised online bullying   - Sexual threats

2.6 Recognising the signs of Female Genital Mutilation

Signs that FGM may be about to take place	Signs that FGM has taken place
▪ Parents who originate from one of the 'at risk' countries planning to take a long trip abroad ▪ Child excited about taking part in a 'special' ceremony that involves being cut ▪ Background information indicates that an older has undergone FGM	▪ Difficulty walking, standing or sitting after prolonged absence from school ▪ Spending longer in the bathroom or toilet ▪ Appearing withdrawn, anxious or depressed ▪ Displaying unusual behaviour after an absence ▪ Being particularly reluctant to undergo normal medical examinations ▪ Asking for help, but may not be explicit about the problem due to embarrassment or fear

2.7 Recognising Child Exploitation / 'County Lines' Criminal Activity

- Significant decline in performance and results
- Changes in emotional well-being
- Persistence absence from school
- Persistence absence from home without explanation and being found out of area
- Self-harming and unexplained injuries
- Association with older individuals, groups and gangs
- Identified with carrying weapons in and out of school
- Unexplained expensive gifts
- Using multiple mobile phones

2.8 Recognising the signs of Radicalisation

- Significant changes to appearance and behaviour
- Significant decline in performance and results
- Displays low self-esteem
- Rejection of cultural and religious heritage
- Demonstrating and speaking about radical views
- Possession of violent extremist literature
- Associated with individuals or gangs linked to extremist organisations

Raising Awareness of this Policy

We will raise awareness of this policy via:

- School Handbook/Prospectus;
- School website;
- Staff Handbook;
- Meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops;
- School events;
- Meetings with school personnel;
- Written communications with home such as weekly newsletters and of end of half term newsletters;
- Annual report to parents;

- Headteacher reports to the Governing Body;
- Information displays in the main school entrance;
- Email
- Social media:

Training

We ensure:

- all school personnel:

  - ☐ have received the appropriate training on all safeguarding policies and procedures undertaken by a registered training provider;

  - ☐ are familiar with the following documentation:

    - ➢ Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges
    - ➢ Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children

  - ☐ are aware of the following linked policies:

    - ➢ All aspects of this policy
    - ➢ Safeguarding Part 1
    - ➢ Safeguarding Part 2
    - ➢ Safeguarding Part 4
    - ➢ Equal opportunities
    - ➢ Inclusion

- the content of all training is correct, delivered well and engages staff as we believe that the more engaging training is, the better the outcomes that we need to measure;
- that we have in place data that evidences staff understanding by using a simple short multiple-choice test through one of the following applications such as Google Forms, Microsoft Forms, Kahoot or SurveyMonkey;
- that we have in place evidence for all staff that:

  - ☐ highlights the knowledge gaps in the training;
  - ☐ shows how those knowledge gaps were corrected

- all school personnel understand and undertake their role in safeguarding and child protection effectively

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Race Disparity Audit

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

See Appendices Documents section on Policies for Schools Website

- Frequency of Policy Monitoring
- Monitoring Implementation and Policy Effectiveness Action Plan
- Initial Equality Impact Assessment
- Policy Evaluation
- Policy Approval Form

We believe this policy:

- has been reviewed thoroughly by the safeguarding governor and the Designated Safeguarding Lead has been questioned on it to make sure it stands up to scrutiny;
- flows and is easy to follow;
- is an essential part of the school;
- supports staff in managing certain situations;
- forms an important framework that will ensure consistency in applying values and principles throughout the establishment;
- provides guidance, consistency, accountability, efficiency, and clarity on how the school operates;
- provides a roadmap for day-to-day operations;

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- ensures compliance with laws and regulations, gives guidance for decision-making, and streamlining internal processes;
- is designed to influence and determine all major decisions, actions and all activities taking place within the boundaries set by them;
- stems from the school's vision and objectives which are formed in strategic management meetings;
- has been received by all school personnel via appropriate safeguarding training;
- is provided to all school personnel and a hard copy can be found in the staffroom reference library

Headteacher:		Date:	
Chair of Governing Body:		Date:	