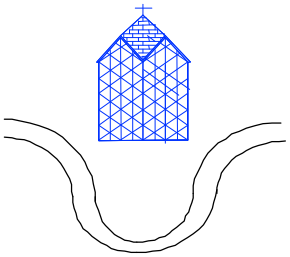

ST PAUL with ST LUKE

CHURCH OF ENGLAND PRIMARY SCHOOL

Leopold Street, Bow, London E3 4LA

Safeguarding Policy Version Control

Version no	Amendments	Approval date
2	Completely rewritten to comply with the most recent government legislation	10th May 2016
3	Updated in line with 'Keeping Children Safe in Education 2016'	

St Paul with St Luke Primary School

Safeguarding Policy

School Vision Statement

Our vision is that the school aims to provide excellent learning and teaching opportunities in all areas of the curriculum so that our pupils achieve their maximum potential. The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the significance of faith, and promotes Christian values through the experience it offers to all its pupils.

Values
Spiritual and reflective
'And we know that in all things God works for the good of those who love him'
(Romans 8:28)
Working together
'The Lord appointed seventy-two others and sent them on ahead of him, two by two'
(Luke 10:1)
Caring and respectful
'In everything do to others as you would have them do to you: for this is the Law and the Prophets'
(Matthew 7:12)
Life long learning
'Make me to know your ways, O Lord; teach me your paths' (Psalm 25:4)
Taking responsibility
'So then each one of us will give an account of ourself to God' (Romans 14:12)
Celebrating Individuality
'I knew you before I formed you in your mother's womb' (Jeremiah 1:5)

Equal Opportunities and the Single Equality Scheme
We believe that all those who work in St Paul with St Luke - children and adults - have the right to be treated fairly and with respect by everyone connected with the school.
We aim for St Paul with St Luke to be a safe, supportive place, where all children and adults feel valued as individuals, whatever their **ability, age, disability, gender reassignment, marriage or civil partnership, pregnancy & maternity, race, religion or belief, sex and sexual orientation.**
The school aims to foster the social and personal skills of co-operation, sharing and mutual respect.

This policy is to be read in conjunction with:

- **DFE statutory guidance for schools[1] and colleges[2], 'Keeping children safe in education',[3] 2016**
- **'Keeping children safe in education: information for all school and college staff', DfE,[4] 2016**
- **'Keeping children safe in education: childcare disqualification requirements – supplementary advice,[5] DfE, 2014**
- **'Working together to safeguard children',[6] 2013.**
- **The Prevent Duty: Departmental Advice for Schools and Childcare Providers 2015**
- **Tower Hamlets Safeguarding Children Board: Child Protection Procedures for Staff Working in Children's, School and Family Settings, 2016.**
- **Tower Hamlets Safeguarding Children Board: Procedures for Managing Allegations of Abuse against Staff working in Children's, School and Family Settings, 2016.**
- **Children Missing Education DfE January 2015**

Other policies that need to be taken into account include:

- Anti-bullying
- PSHCE
- SRE
- Drugs
- Confidentiality
- Behaviour
- Attendance
- Inclusion/SEND
- Health and Safety
- Safer Recruitment
- Managing Allegations against Staff
- Positive Handling/Restraint
- E-safety/internet
- Whistleblowing
- Supporting Pupils with Medical Conditions
- Staff Code of Conduct (Protocol)

Introduction

We believe that the school should provide a caring, positive, safe and stimulating environment which promotes all pupils' social, spiritual, physical, emotional and moral development.
Therefore, at St Paul with St Luke C of E Primary School, the governors and staff fully recognise the contribution the school makes to safeguarding children. We recognise that the safety and protection of all pupils is of paramount importance and that all staff, including volunteers, have a full and active part to play in protecting pupils from harm.

Significant Harm

The Children Act 1989 introduced Significant Harm as the threshold that justifies compulsory intervention in family life in the best interests of children.

Significant Harm is any **Physical Abuse**, **Sexual Abuse**, or **Emotional Abuse**, **Neglect**, accident or injury attributable to lack of adequate parental care or control, that is sufficiently serious to adversely affect progress and enjoyment of life.

Harm is defined as the ill treatment or impairment of health and development. This definition was clarified in section 120 of the Adoption and Children Act 2002 (implemented on 31 January 2005) so that it may include, "for example, impairment suffered from seeing or hearing the ill treatment of another".

There are no absolute criteria on which to rely when judging what constitutes significant harm. Sometimes a single violent episode may constitute significant harm but more often it is an accumulation of significant events, both acute and longstanding, which interrupt damage or change the child's development.

Ultimately, effective safeguarding of children can only be achieved by putting children at the centre of the system, and by every individual and agency playing their full part, working together to meet the needs of our most vulnerable children in line with all statutory guidance.

Therefore, the school's goal is to develop an ethos where:

- There is a belief that 'it could happen here'.
- There are clear procedures for reporting concerns.
- There is a commitment to take action in relation to concerns raised.
- There is a set of standards for professional conduct.
- Child protection is part of induction training.
- There is an ongoing culture of vigilance.

The aims of this policy are to:

- confirm that the pupils' development is supported in ways that will foster security, confidence and independence
- raise the awareness of teachers, non-teaching staff and volunteers of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse
- confirm the procedures to be followed by all members of the school community in cases of suspected harm or abuse
- emphasise the need for good levels of communication between all members of staff and those with designated responsibility for child protection, health and safety and other safeguarding responsibilities
- emphasise the appropriate safeguarding and child protection policies, procedures and arrangements of those service providers who use the school's premises through extended schools or provide any other before and after school activities
- emphasise the links with the school's policy for safer recruitment of staff and volunteers, and for managing allegations
- confirm the working relationship with the Initial Contact Team within Safeguarding, Pupils' Services Directorate of the Council, other agencies and, where appropriate with similar services in neighbouring authorities.

Responsibilities

i. The governing body:
has trained link governor(s) for:

- Child protection: **Alex Dresch** who will attend training/updates every three years
- Looked After Children: **Lynette Smith**
- PREVENT: **Alex Dresch**

The governing body will ensure that:

- It utilizes the experiences and expertise of their staff when shaping safeguarding policies
-
- Safeguarding including child protection is a standing agenda item at the fortnightly chair of governors meeting with the Headteacher.
-
- Appropriate filters and appropriate monitoring systems are in place.

- Children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.

- a member of the governing body is nominated to liaise with the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the headteacher.

- the school has a child protection policy, staff code of conduct and procedures in place.

- the school operates safer recruitment procedures and makes appropriate staff and volunteer checks and has procedures for dealing with allegations against staff and volunteers that all comply in accordance with Tower Hamlets Council, Children's Social Care Services Directorate and Local Safeguarding Children's Board procedures. (LSCB)

- the school and staff create a culture of safer recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might abuse children

- at least one member of an appointing panel will have attended safer recruitment training

- the school appoints a member of the school's leadership team is appointed to the role of designated safeguarding lead

- the school keeps an up to date single central record

- the school monitors adequacy of resources committed to child protection, and the staff and governor training profile

- it recognises that neither it, nor individual governors, have a role in dealing with individual cases or a right to know details of cases (except when exercising their disciplinary functions in respect of allegations against staff)

- the child protection policy is available to parents on request

- this policy and practice compliments other policies e.g. anti-bullying including cyber bullying, health and safety, drug, to ensure safeguarding.

Allegations against the Headteacher

Where an allegation is made against the Headteacher, the Deputy Head, who is also a Designated Person for Child Protection must inform the Chair of the Governing Body, as well as the Local Authority Designated Officer (LADO) on 0207 364 5000

- The role of the Named Governor for Child Protection shall include

    - Monitoring of procedures relating to liaison with the LADO, Social Care and the Police in relation to any allegations of child abuse made against the Headteacher, including attendance at Initial Action Meetings.

ii. The Headteacher will ensure that:

- the policies and procedures adopted by the Governing Body are followed by all staff

- the policy will be updated annually, and be available publicly either via the school website or by other means.

- designated staff review the six monthly updates of the LSCB procedures

- sufficient resources and time are allocated to enable the designated persons and other staff to discharge their responsibilities including taking part in strategy discussions and other multi-agency meetings, to contribute to the assessment and support of children and young people, and be appropriately trained

- a list of all staff and volunteers, and their safeguarding training dates is maintained

- all staff and volunteers feel able to raise their concerns about poor and unsafe practice in regard of pupils, and such concerns are addressed in a timely manner in accordance with agreed policies.

- he/she undergoes child protection training which is updated regularly, in line with advice from the LSCB

iii. The trained designated safeguarding leads (headteacher/senior managers) for child protection are:

1 Nicola Horton (Headteacher)

2 Emily Wright (Deputy Headteacher)

will:

- have their roles explicitly defined in their job descriptions.
- not delegate their responsibility
- be given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively.
- ensure that the designated safeguarding lead should undergo updated child protection DSL training every two years and in addition at least annual update training
- liaise in accordance with the LSCB procedures when referring a pupil where there are concerns about possible abuse or harm
- where there are concerns about a member of staff being involved, contact the Local Authority Designated Officer (LADO)
- be able to access the contents of the LSCB procedures and Personnel procedures, keep them updated and make them accessible to all staff
- ensure all staff, including supply teachers, visiting professionals working with pupils in the school and volunteers are informed of the names and contact details of the designated leads and the school's procedures for safeguarding children
- support staff who attend strategy meetings and/or case conferences
- support staff and volunteers who may find safeguarding issues upsetting or stressful by enabling them to talk through their anxieties and to seek further support from the school leadership group or others as appropriate
- ensure involvement of other designated leads e.g. where there are concerns about a pupil who is 'looked after'

ensure that:

- written records(note of concerns) are kept and monitored using the Tower Hamlets Family Wellbeing model.
- all child protection records are marked as such and kept securely locked and accessible only by the headteacher/deputy headteacher
- pupil records are kept separately, and marked as appropriate to indicate other confidential records are being held elsewhere
- if the pupil has a Child Protection Plan, and is absent without explanation for two days, their key worker in Safeguarding is contacted.
- phone calls about absences are similarly logged and dated in the absence book and on the MIS.
- records are monitored for patterns and appropriate action is taken
- where there are existing concerns about a pupil, and they transfer to another school in this authority, a copy of information held is forwarded under confidential cover and separate from the pupil's main file to the designated lead for child protection in the receiving school and their destination logged into the MIS.
- where a pupil has a **child protection plan** and transfers to another school;
    - the designated lead in Safeguarding is informed immediately

- their child protection file is copied for any new school or as soon as possible but transferred separately from the main pupil file
- or sent to the Social/Children's Services within the new authority if the pupil is transferring to a school in another authority as soon as possible

iv. The staff

We recognise that because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse. All staff, teaching and non-teaching, volunteers and others working in school need to:

- understand the the role of the DSL
- be aware that to safeguard children, they have a duty to share information with the designated leads, and through the designated lead, with other agencies
- be alert to signs and symptoms of harm and abuse (See Appendix 1 for possible signs of abuse):
- know how to respond to their duty when they have concerns or when a pupil discloses to them and know how to act
- know what and how to record concerns.
- know that can make their own referral to children's social care
- undergo child protection training which is updated regularly, in line with advice from the LSCB.
- maintain an attitude of 'it could happen here'
- .

Early Help

All staff should be aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

Reporting concerns to the designated safeguarding leads

Any concern should be discussed in the first instance with *one of the designated leads or in their absence a member of the Senior Leadership Team* as soon as possible.

For safeguarding concerns for immediate action, complete the **SAFEGUARDING NOTE OF CONCERN form** (**Appendix 3**) tick box 1 and give a copy to the designated person immediately.

For other non-urgent OR ongoing concern/s, complete the **SAFEGUARDING NOTE OF CONCERN form** (**Appendix 3**) tick box 2 and give a copy to the designated person immediately.

This note will be dealt with as quickly as possible, by the designated person.

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 duty line immediately. Anybody can make a referral.

When appropriate, the parent will be seen and/or social services will be alerted through the LBTH Child Protection Duty Line.

To inform the duty line the designated person will need:

- Full name and date of birth of child concerned
- Details of the concern – when, where, how?
- Names and dates of birth of any siblings (and schools attended)
- Full names of parent/carers
- Addresses
- Name of family doctor4.
-

Whistleblowing

Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them: • General guidance can be found at- Advice on whistleblowing • The NSPCC whistleblowing helpline is available for staff who do not feel able to raise

concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk. 9

Managing Allegations against staff, including the Headteacher
A detailed procedure can be found in the Tower Hamlets Local Safeguarding Children Board policy document. Other relevant policies include, *Staff code of Conduct (Protocol) and Whistleblowing.*

The school makes every effort to ensure that all staff and volunteers are properly vetted before coming into contact with pupils in the school by carrying out all statutory checks. They include:

SAFER RECRUITMENT AND VETTING

All governors will have an Enhanced DBS check

The school will check that an agency worker presenting at the school is the same person whom the agency has provided checks for and record that this check has happened.

The school will check that staff are not restricted from working as a teacher in another EEA country by using the NCTL Teacher Services system **https://teacherservices.education.gov.uk**

A prohibition check will be undertaken for everyone in 'teaching work', not just those with QTS.

The school adheres to the statutory and DFE recommended requirements set out in the Safeguarding and Safer Recruitment in Education (Updated July 2012) which ensures all adults who work with children in the school have undergone the appropriate recruitment and vetting checks. This information is recorded, monitored and updated on the school's Single Central Record.

DISCLOSURE AND BARRING SERVICE
In the case of DBS checks, schools may copy documents checked for DBS purposes and hold them on file and proof of other checks e.g identity. All applications are completed online and once they have been processed the disclosure number and issue date are recorded. The school must not keep copies of DBS Applications or the Disclosure Certificates.

DISQUALIFICATION UNDER THE CHILDCARE ACT 2006 AND DISQUALIFICATION BY ASSOCIATION
All staff members will be required to complete a two question disclosure upon appointment and annually at the annual safeguarding training day. Should a positive disclosure of potential disqualification by association be received then the staff member is required to complete the detailed Disqualification Waiver Application Form and submit it to Ofsted. Whilst the staff member does this the Headteacher will risk assess and consider whether the staff member can be safely deployed in the school or whether suspension is necessary.

When it is alleged that a teacher or other member of education staff has physically, sexually, or emotionally abused a child then this should be reported immediately to the **Designated Person for Child Protection.**

Where the allegation or concern relates to the Headteacher then this should be reported immediately to the **Designated Governor for Child Protection. He can be contacted through the school.**

The designated person will follow the procedures set out in the Tower Hamlets Local Safeguarding Children Board Procedures for **Managing Allegations of Abuse against Staff Working in Schools and Family Setting.**

Contacting Tower Hamlets Child Protection Duty Line
All communication with social services MUST BE RECORDED in the confidential Safeguarding or CP file in the locked filing cabinet in the headteacher's room.

The referrer should keep a formal record of:

- Discussions with child;
- Discussions with parent;

- Discussions with their managers;
- Information provided to LA children's social care;
- Decisions taken (with time and date clearly noted).
- All telephone conversations, discussion and decisions with other agencies must be logged on the child's record in the confidential CP or Safeguarding file in the locked filing cabinet in the headteacher's office.
- The referrer should file a record in the confidential CP or Safeguarding file in the locked filing cabinet in the headteacher's office
- The number for the child protection line is displayed in the staff room/Reception Area and headteacher's office. This action is in accordance with the Tower Hamlets child protection procedure.

Tower Hamlets Safeguarding Children Board (http://www.childrenandfamiliestrust.co.uk/the-lscb/)

Alternatively, contact:

Children's Social Care MASH Telephone: 020 7364 3444

Children's Social Care Out of Hours Team
Telephone: 020 7364 4079

Police Child Abuse Investigation Team
Telephone: 020 8217 648

Immediate response to the pupil
It is vital that our actions do not abuse the pupil further or prejudice further enquiries, for example:

- listen to the pupil, if you are shocked by what is being said, try not to show it
- it is permissable to observe bruises but not to ask a pupil to remove their clothing to observe them

If a disclosure is made

- accept what the pupil says
- stay calm, the pace should be dictated by the pupil without them being pressed for detail by asking leading questions such as "what did s/he do next?" It is our role to listen - not to investigate
- use open questions such as "is there anything else you want to tell me?" or "yes?" or "and?"
- be careful not to burden the pupil with guilt by asking questions like "why didn't you tell me before?"
- acknowledge how hard it was for the pupil to tell you
- do not criticise the perpetrator, the pupil might have a relationship with them
- do not promise confidentiality, reassure the pupil that they have done the right thing, explain whom you will have to tell (the designated lead) and why; and, depending on the pupil's age, what the next stage will be. It is important that you avoid making promises that you cannot keep such as "I'll stay with you all the time" or "it will be all right now".

Recording information

- Make some brief notes at the time or immediately afterwards; record the date, time, place and context of disclosure or concern, facts and not assumption or interpretation.(**Use note of concern as soon as possible**)
- If it is observation of bruising or an injury try to record detail, e.g. "right arm above elbow"
- Note the non-verbal behaviour and the key words in the language used by the pupil (try not to translate into 'proper terms').
- It is important to keep these original notes and pass them on to the designated member of staff who may ask you to write a referral.

Supporting pupils

- The staff and governors recognise that a child or young person who is abused or witnesses violence may find it difficult to develop and maintain a sense of self worth. We recognise that in these circumstances pupils might feel helpless and humiliated, and that they might feel self blame.
- We recognize that children with SEN and disabilities are more likely to be abused or neglected. We also realize that additional barriers can exist when when recognizing the abuse of pupils with SEND.
- We recognise that this school might provide the only stability in the lives of pupils who have been abused or who are at risk of harm.
- We accept that research shows that the behaviour of a pupil in these circumstances might range from that which is perceived to be normal to aggressive or withdrawn.
- The school will support all pupils by:
  - discussing child protection cases with due regard to safeguarding the pupil and his or her family
  - supporting individuals who are or thought to be in need or at risk in line with LSCB procedures
  - encouraging self-esteem and self-assertiveness
  - challenging and not condoning aggression, bullying or discriminatory behaviour
  - promoting a caring, safe and positive environment.

Confidentiality

- A pupil's views will be considered by the designated lead in deciding whether to inform the pupil's family, particularly where the pupil is sufficiently mature to make informed judgements about the issues, and about consenting to that.
- The personal information about all pupils' families is regarded by those who work in this school as confidential. All staff and volunteers need to be aware of the confidential nature of personal information and will aim to maintain this confidentiality
- Staff understand that they need know only enough to prepare them to act with sensitivity to a pupil and to refer concerns appropriately. The designated leads and head teacher will disclose information about a pupil to other members of staff on a need to know basis only. It is inappropriate to provide all staff with detailed information about the pupil, the incident, the family and the consequent actions.

Staff must be aware that:

- they cannot promise a pupil complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the pupil or other pupils safe
- Where there are concerns about a pupil's welfare relevant agencies need to be involved at an early stage. If a member of staff or a volunteer has concerns about a pupil's welfare, of if a pupil discloses that s/he is suffering abuse or reveals information that gives grounds for concern, the member of staff should speak to their designated person with a view to passing on the information **IMMEDIATELY.**

Working with parents/carers

- Parents and carers play an important role in protecting their children from harm.
- In most cases, the school will discuss concerns about a pupil with the family where appropriate before calling Duty Line.
- However, where there are any doubts, the designated lead should clarify with Duty Line Team whether, and if so when and by whom, the parents should be told about the referral.
- The pupil's views will be considered in deciding whether to inform the family, particularly where the pupil is sufficiently mature to make informed judgements about the issues, and about consenting to that.
- The school aims to help parents understand that the school, like all others, has a duty to safeguard and promote the welfare of all pupils. The school may need to share information and work in partnership with other agencies when there are concerns about a pupil's welfare.

Professional development

- The governors are clear that all staff and volunteers who work with pupils aged up to 18 years need to have appropriate child protection training that equips staff to recognise and respond to pupil welfare concerns. They should:
- ensure staff are given mandatory induction, which includes familiarisation with child protection policy, staff code of conduct, the designated leads in the school their responsibilities and procedures to be followed.
- ensure all staff read at least part one of Keeping Children Safe in Education 2016.

- ensure a refresher training is held for all staff at the beginning of each academic year and subsequently make staff aware of up to date guidance.
- ensure that multi-agency training is undertaken by staff and governors every three years to ensure their knowledge and skills are up to date.
- A report of the school's training needs assessment is presented to the governors annually so that they can ensure that training is appropriately provided for all staff.
- A training register is kept on the MIS to indicate when staff have been trained and this in turn informs the *annual* report to governors.
- A training register is kept by the Finance Officer to indicate when governors have been trained and this in turn informs the *annual* report to governors.
- Safer recruitment training by *Tower Hamlets HR team or NCSL* has been attended by:

    - **Nicola Horton September 2012 next due September 2017**
    - **Emily Wright December 2015 next due December 2020**
    - **Nicola Drew May 2016 next due May 2021**

Prevention in the Curriculum

- The school recognises the importance of developing pupils' awareness of behaviour that is unacceptable towards them and others, and how they can help keep themselves and others safe.
- The PSHCE programme (Jigsaw) *in each key stage* provides personal development opportunities for pupils to learn about keeping safe and who to ask for help if their safety is threatened. As part of developing a healthy, safer lifestyle, pupils are taught to, for example:
    - safely explore their own and others' attitudes
    - recognise and manage risks in different situations and how to behave responsibly
    - judge what kind of physical contact is acceptable and unacceptable
    - recognise when pressure from others (including people they know) threatens their personal safety and well-being and develop effective ways of resisting pressure, including knowing when and where to get help
    - use assertiveness techniques to resist unhelpful pressure.
    - Internet Safety
    - SRE programme .

CHILD PROTECTION INFORMATION TO PARENTS AND CARERS

"All schools have a clear responsibility placed on them by the Children Act 1989 and by guidance from the Department for Education to safeguard the welfare of all their pupils".

In doing so, schools are expected to consult with Children's Social Care if they believe there is a possibility that a child may be suffering from abuse or neglect.

A referral to Children's Social Care is not intended to be an accusation of any particular action or against any particular person. It is the reporting of concerns which have come to the school's attention. This is in accordance with Tower Hamlets Local Safeguarding Children Board's Child Protection Procedures.

St Paul with St Luke Primary School has a Child Protection Policy and this refers to Tower Hamlets Local Safeguarding Children Board's Child Protection Procedures. Both of these documents are publicly available and can be consulted by parents/carers.

Any one of the above-named people will be happy to discuss any questions or concerns parents / carers may have about Child Protection practice.

Dissemination to parents

Parents will be reminded of policy yearly at class meetings at the start of the academic year. Copies of the policy will also be available on request.

Monitoring

The designated person, Nicola Horton or in her absence Emily Wright, will monitor the day to day implementation of this policy.

Evaluation

The policy will be evaluated yearly as part of the annual safeguarding policies review. This evaluation will be presented to the governing body via the Headteacher's report.

A NOTE OF CONCERN MUST BE COMPLETED FOR ALL ASPECTS OF CHILD PROTECTION AND SAFEGUARDING IMMEDIATELY, ESPECIALLY ALL ASPECTS LISTED BELOW

Categories and Signs of Abuse:

1. Background

This policy acknowledges that:

- Child abuse exists and can present itself in any of the following forms: physical, emotional, or sexual; or as neglect. Neglect often involves features of one or more of the other forms of abuse; all forms of abuse may involve aspects of emotional abuse; and all of these forms of abuse may occur alone or in combination.
- Children may be abused and/or neglected by their parents, carers, guardians or other trusted adults as well as by strangers.
- Abuse may be perpetrated by individuals, by groups or by networks of individuals.
- Children may also be abused by other children.

Children of all races, religions and cultures, with or without disabilities, and from any model of family life, have an equal right to protection from abuse.

2. Categories of Abuse

The definitions of physical abuse, emotional abuse, sexual abuse and neglect given below are taken from Keeping Children Safe in Education, Department for Education, 2016.

Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm.

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 persistent 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, though 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.

ORGANISED ABUSE

Organised or multiple abuse may be defined as abuse involving one or more abuser and a number of related or non-related abused children and young people. The abusers concerned may be acting in concert to abuse children, sometimes acting in isolation, or may be using an institutional framework or position of authority to recruit children for abuse.

Organised and multiple abuse occur both as part of a network of abuse across a family or community, and within institutions such as residential homes and schools.

Note: Children whose situations do not currently fit the above categories may also be at significant risk of harm. This could include situations where another child in the household has been harmed or the household contains a known abuser.

SPECIFIC TOPICS UNDER CHILD PROTECTION

According to the latest guidance on safeguarding in Keeping Children Safe in Education https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/372753/Keeping_children_safe_in_education.pdf)

There are a number of additional areas that staff should have an awareness of in relation to keeping children safe. Some of these are given below with brief guidance. For more detailed guidance please follow the links provided.

Peer on Peer Abuse

Who does it affect?

Research consistently tells us that any young person can be impacted by peer-on-peer abuse, but that some are more vulnerable than others:

- Research consistently finds that peer-on-peer abuse is experienced by young people aged 10 upwards, with those being abused generally being slightly younger than those who are abusing them, although some services have identified young people aged 8 who have been affected.
- Girls and young women are more frequently identified as those who are abused by their peers, and report it having a negative impact on their lives, whereas boys and young men are more likely to be identified as abusers and less likely to say that partner abuse impacts them negatively. However, boys and young men report high levels of victimisation in gang-affected neighbourhoods). The most important message to take from the research is that while young men and young women experienced peer-on-peer abuse they do so in gendered ways
- Black and minority ethnic children are often under-identified as victims and over-identified as perpetrators
- Young people with intra-familial abuse in their histories, or those living with domestic abuse, are also said to be more vulnerable to peer-on-peer abuse
- Young people in care, and those who have experienced a loss of a parent, sibling or friend through bereavement, also feature as those who have abused, or been abused by, their peers

The forms that peer on peer abuse can take are:

Bullying including cyber bullying

Gender based violence/sexual assaults

Sexting

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We aim to minimize the likelihood of of peer on peer abuse happening by consistently following the procedures in school policies : Anti-Bullying, Behaviour, E-Safety/Internet, SEND/Inclusion and our teaching of the PSHCE and SRE schemes.

All staff should know that abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”.

Victims of peer on peer abuse will be supported .through the procedures in the policies and details recorded.

Female Genital Mutilation (FGM)
Some girls are at risk from FGM from parents/ carers who believe this will be in the best interests of the child. Therefore vulnerable girls may well be coached that this will be a normal part of their upbringing. Staff should be aware of the following signs that may indicate a girl is at risk of being taken for FGM:

- Disclosure from a girl stating she is going to have a 'special operation';
- Planned withdrawal from school to a country where FGM is prevalent;
- Withdrawal from sessions where FGM is discussed (for example, in Sex and Relationships Education lessons in Year 6).

Staff should also be aware of signs that a girl may have already suffered FGM.

- Prolonged absence from school
- Increased bladder infections, urinary, menstrual or stomach problems
- Disclosure from a girl that she has been subject to FGM

Staff should be aware that FGM **is illegal** and as such should report any concerns immediately as it may involve a police investigation. The DSL will report to the police and liaise with the LADO.

For more guidance please refer to 'Female Genital Mutilation: Multi-agency practice guidelines' https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/355044 /MultiAgencyPracticeGuidelines.pdf

Child trafficking and exploitation
It can be difficult to detect signs of trafficking, especially if the victims of trafficking have been coerced into concealing the true nature of their situation. However, staff may notice:

- signs of neglect;
- poorly explained absences;
- inconsistency in terms of adults who are responsible for the child.

For a more detailed description of signs and symptoms, staff can visit http://www.londonscb.gov.uk/trafficking/

Child Sexual Exploitation (CSE)
Some children are at risk of being exploited sexually by a range of adults who appear to care for them. Staff should report any concerns where a child:

- has new possessions or unexplained gifts;
- talks about having older boyfriends or girlfriends;
- has mood swings or changes in emotional well-being;
- displays inappropriate sexualised behaviour.

For more information on CSE, please refer to 'What to do if you suspect a child is being sexually exploited':

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/279511 /step_by_step_guide.pdf

Domestic violence and violence against women and girls
The definition of 'domestic violence and abuse' was updated by the Home Office in March 2013 to include the reality that many young people are experiencing domestic abuse and violence in relationships at a young age. They may therefore be Children in Need or likely to suffer significant harm. The definition from the Home Office is as follows:

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

This can encompass, but is not limited to, the following types of abuse:

- Psychological
- Physical
- Sexual
- Financial
- Emotional

Staff should be aware that any disclosures made by children may have a background in domestic abuse and that this abuse may be part of an overall pattern of abuse or violence towards women and girls in the family. That said domestic abuse can also be experienced by **males**, and assumptions should not be made based on the gender of perpetrators of domestic abuse.

For more support please consult: 'Domestic violence and abuse':
https://www.gov.uk/domestic-violence-and-abuse

Honour-based violence

So-called honour-based violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and'or community, including Female Genital Mutilation (FGM) and forced marriage. All forms of so called HBV are abuse and should be escalated as such. If in any doubts staff should speak to the designated safeguarding lead.

E-safety (use of ICT, the Internet, mobile technology and Social Media)

The school has an E-Safety policy which includes guidance for all pupils in relation to E- safety and using the internet and social media.
Staff are encouraged to report their concerns if they believe that children are using the internet, mobile technology or social media inappropriately (e.g. sexting). In these instances the designated child protection person will take advice from the Duty Advice Line on how to proceed with regards to talking to parents/ carers about E-safety.

In some extreme cases the Police may become involved if a child is at risk of exploitation due to their use of the internet or social media.

Consequently staff must report any concerns in a timely way so that advice and support can be sought. For more guidance please follow the link to Child Exploitation and Online Protection Agency (CEOP) http://ceop.police.uk/

Digital Devices in the school and Early Years

Practitioners are able to use their personal mobile phones during their break times. During working hours they must be kept out of the reach of children and parents, in a secure area accessible only to staff. All staff are made aware of their duty to follow this procedure which is set out in the Code of Conduct (Protocol).

We believe that photographs validate children's experiences and achievements and are a valuable way of recording milestones in a child's life. Parental permission for the different ways in which we use photographs is gained as part of the initial registration at St Paul with St Luke. We take a mixture of photos that reflect the pre-school environment; sometimes this will be when children are engrossed in an activity either on their own or with their peers. Children are encouraged to use the camera to take photos of their peers.

In order to safeguard children and adults and to maintain privacy, cameras are not to be taken into the toilets by adults or children.

All adults whether teachers/practitioners or volunteers at St Paul with St Luke understand the difference between appropriate and inappropriate sharing of images. All images are kept securely in compliance with the Data Protection Act.
Only school issued digital devices must be used to capture images of children.

Forced marriage
A forced marriage is one in which at least one participant does not (or cannot) consent to the marriage and pressure or abuse is used. It is recognised in the UK as a serious abuse of human rights.

The pressure put on people to marry against their will can be physical (including threats of violence, actual physical violence and sexual violence) or emotional and psychological (for example, shame and coercion). Financial abuse can also be a factor.

Whilst it is unlikely that primary-age pupils will be the victims of forced marriage, they may disclose that older siblings or parents are at risk. Staff should report any concerns so that the authorities can be made aware of the possibility of this form of abuse. For more information please see: 'Forced marriage' https://www.gov.uk/forced-marriage

Involvement in gangs
Involvement in gangs can lead to children and young people to become involved in crime; they may also become subject to exploitation in a range of ways. Consequently it is important that schools teach children how to be assertive and to recognise the dangers of becoming involved in gangs.

Identifying children with issues related to negative behaviour and providing mentoring support is highly effective is preventing problems in the future.

Staff should report any concerns they have about a child's involvement in gangs as soon as possible so that the young person can be offered support and protection.

For more information see: 'Addressing Youth Violence and Gangs'
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/226293/Advice_to_Schools_and_Colleges_on_Gangs.p

Drugs
There is a clear drugs policy in place to guide staff in what to do in the event of a drug- related incident. Staff should report any drug-related incident in the usual way and the member of staff responsible for drug-related incidents will follow policy guidance.

For more information on Drugs Policy and guidance for school staff see:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/270169/drug_advice_for_schools.pdf

Faith Abuse
Belief in witchcraft, spirit possession and other forms of the supernatural can lead to children being abused. Fear of the supernatural is also known to be used to make children comply with being trafficked for domestic slavery or sexual exploitation.

Where staff have concerns about a child who may be subject to this form of abuse they should report it to a DSL.

For more information see 'Tackling Child Abuse linked to Faith or Belief':

https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse- linked-to-faith-or-belief

Mental Health
There are some children who experience mental health issues or have parents/ carers who have mental health issues. At times, these issues may not have been shared explicitly and a child may be vulnerable if the appropriate support is not in place to ensure his/her safety.

If staff have concerns related to a parent or carer's mental health or a child's mental health, they should report it to the DSL.. In this way plans can be implemented to support all involved through starting a Common Assessment Framework (CAF) with the family and involving appropriate external agencies.

Children at risk from extremism and radicalisation

The DFE **The Prevent Duty** of June 2015 sets out expectations on **preventing extremism.** It directs inspectors to examine a school's response to extremist behaviour when considering the behaviour and safety of pupils, as well as the effectiveness of the leadership and management of the school in preventing extremism. The Government has said that it intends to strengthen these provisions in the near future.

Since 2012, it has been required by law that teachers should not "undermine fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs."

- The Government has defined extremism in the *Prevent* strategy as: "vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces".

In our school, there are five key ways which help us to deter violent extremism. We aim:
1. To understand how an extremist narrative, which can lead to harm, can be challenged by staff in schools; and to model to pupils how diverse views can be heard, analysed and challenged in a way which values freedom of speech and freedom from harm;

2. To understand how to prevent harm to pupils by individuals, groups or others who promote violent extremism; and to understand how to manage risks within the school;

3. To understand how to support individuals who are vulnerable, through strategies to support, challenge and protect;

4. To increase the resilience of pupils and of the school community by helping pupils to acquire skills and knowledge to challenge extremist views, and by promoting an ethos and values that promote respect for others;

5. To use teaching styles and curriculum opportunities which allow grievances to be aired, explored and which demonstrate the roles of conflict resolution and active citizenship.

Exposing children to extremist ideology can hinder their social development and educational attainment alongside posing a very real risk that they could support or partake in an act of violence.

Radicalisation of young people can be compared to grooming for sexual exploitation.

"Safeguarding vulnerable people from radicalisation is no different from safeguarding them from other forms of harm." Home Office – The Prevent Strategy

The overall role of schools in safeguarding children is set out in the Government's statutory guidance 'KeepingChildrenSafeinEducation' published in 2016.

STAFF TRAINING AND AWARENESS

Training on recognising and responding to the risk of Violent Extremism and the role of professionals is available for school staff and other professionals from the Prevent Project Manager , Nojmul Hussain (nojmul.hussain@towerhamlets.gov.uk; tel: 020 7364 4691) or from the Support for Learning Service (contact Liz Vickerie: liz.vickerie@towerhamlets.gov.uk; tel: 020 7364 6448).

A poster summarising the issues and referral procedures has been circulated to all staff and is also displayed in the staffroom.

Why might a young person be drawn towards extremist ideology?

A decision by a young person to become involved in violent extremism:

- May begin with a search for answers to questions about identity, faith and belonging;
- May be driven by the desire for 'adventure' and excitement;
- May be driven by a desire to enhance the self- esteem of the individual and promote their 'street cred';
- Is likely to involve identification with a charismatic individual and attraction to a group which can offer identity, social network and support;
- Is likely to be fuelled by a sense of grievance that can be triggered by personal experiences of racism or discrimination.

Recognising Extremism - early indicators may include:

- Showing sympathy for extremist causes
- Glorifying violence
- Evidence of possessing illegal or extremist literature
- Advocating messages similar to illegal organisations such as "Muslims Against Crusades" or other non-proscribed extremist groups such as the English Defence League.
- 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; therefore, young people's involvement with particular groups may not be apparent through their social presentation.)

REPORTING

To report concerns about a child being involved in, drawn into, or susceptible to violent extremism, Tower Hamlets have developed the following referral route:

1. Talk to the family and other professionals working with the young person about the concerns and get their views. (If the family is implicated in potential extremism contact the Social Inclusion Panel first).

2. Seek consent to complete a CAF assessment and get a holistic perspective on the situation. Determine if there are additional needs and if so how these could be met.

3. Contact other relevant agencies and engage them in a Team Around the Child (TAC) approach to supporting the young person and their family with a programme of support.

4. If the concerns persist and the TAC approach does not seem to be having a positive impact, or if it appears the young person is already exposed to or involved with extremist organisations, refer the case to the **Social Inclusion Panel** (SIP) using the CAF form.

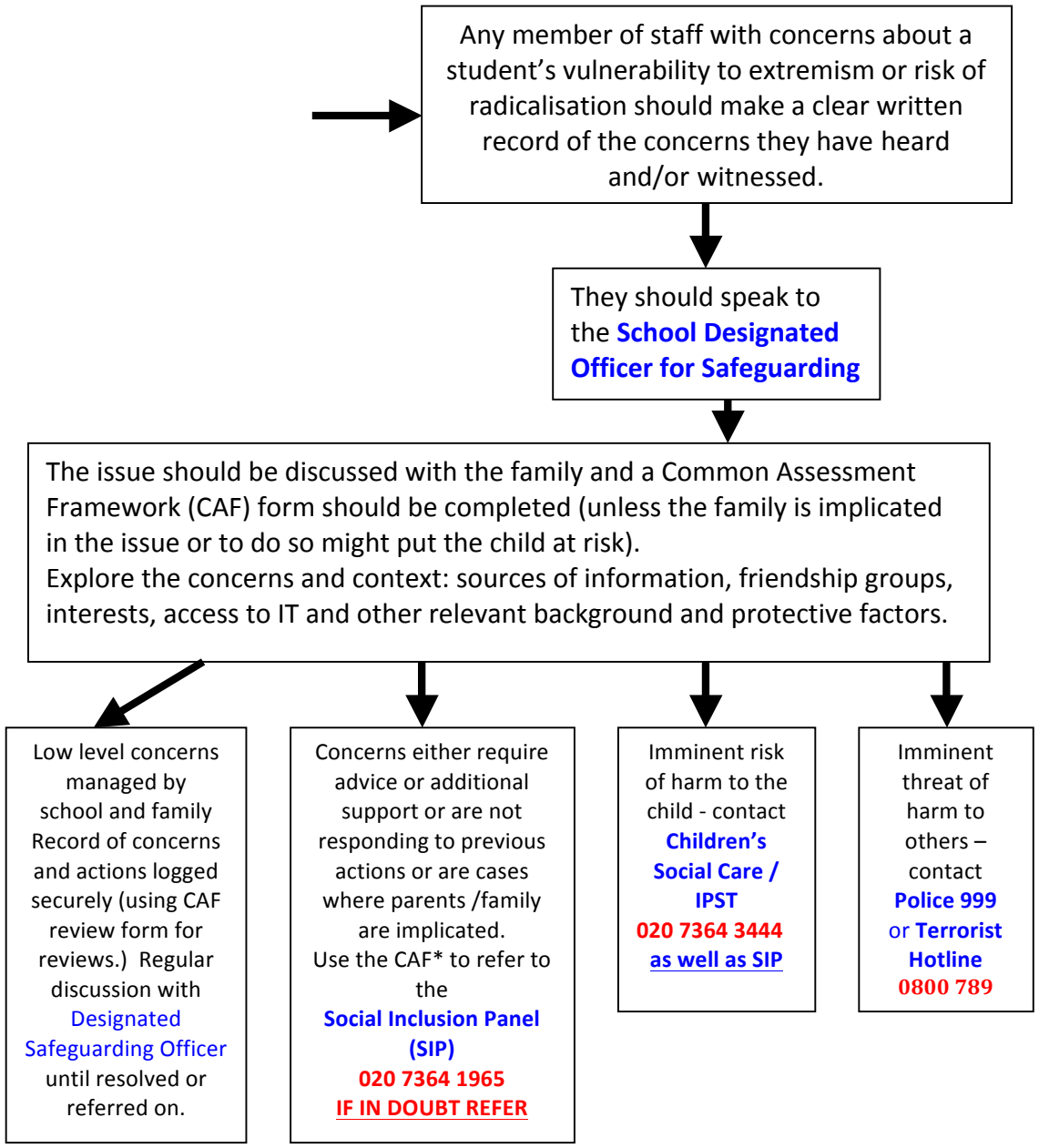
If in doubt: REFER to SIP

In Tower Hamlets the SIP is the panel which performs the function of "Channel" for those under 18 (Channel is the multi-agency discussion and planning network for cases requiring Prevent interventions).The Chair of SIP is Liz Vickerie (liz.vickerie@towerhamlets.gov.uk; tel: 020 7364 6448).

For Adults (those 18 or over), cases should be referred to the Safeguarding Adults Panel (SAP). Contact the Prevent Project Manager, Nojmul Hussain (nojmul.hussain@towerhamlets.gov.uk; tel: 020 7634 4691).

If at any stage you are concerned that **a child or young person is at imminent risk of harm** you should also contact the Child Protection Duty Line on 020 7364 3444. If you suspect someone is actually engaged in terrorist activity, you should also contact the police or the anti-terrorist hotline immediately on 0800 789 321.

Referral route for safeguarding concerns related to Radicalisation or Extremism



**Although involving the family is best practice, you may share information (using a CAF) with other agencies (e.g. SIP) without consent and, if necessary, without the family's participation under the Crime and Disorder legislation which allows for information sharing to prevent crime.*

If in doubt SHARE and REFER to SIP.

*The **Social Inclusion Panel (SIP)** will advise on next steps and provide interventions.*

PREVENT interventions are voluntary so the family will be consulted and involved prior to further action.

INTERVENTIONS WITH INDIVIDUALS
The school may implement a number of strategies to support individuals, such as:

- Increased adult support, supervision and encouragement
- Key worker
- Positive buddying programmes
- Positive activities in and out of school
- Behaviour support / anger management programmes
- Learning Mentor support
- Attendance support
- 1 to 1 or group counselling (Place2Be)
- Parenting programmes with a Preventing Violent Extremism element
- Links with relevant voluntary or religious organisations
- Advice on cyber safety (for pupils and parents)

And referrals (usually through SIP) for:

- Family Therapy / CAMHS programmes
- Targeted Youth Support
- YISP crime prevention programmes
- Police Prevent team support
- Specialised theological / educational programmes
- Intensive Family Support Programmes

PREVENTION
The school seeks to prevent extremism through its curriculum and other activities: These include:

- work on community cohesion, tolerance and anti-violence addressed throughout curriculum: promoting alternative positive narratives to counteract extremist ideologies.
  collective worship, assemblies, RE lessons
- open discussion and debate of issues and the law in a supportive environment.
- critical appraisal of sources / internet resilience / identifying propaganda – relevant for all subjects but especially when using the internet for research
- citizenship programmes – British Values
- PSHCE
- anti-bullying work including homophobia and violence against women.
- rewarding positive behaviour
- pastoral and induction support
- work on safety, risk and crime prevention
- opportunities for channeling positive engagement e.g. charity work / fund-raising
- positive in and out of school hours programmes
- access to youth clubs and holiday programmes
- parenting programmes to ensure consistent messages between home and school.

INTERNET SECURITY
Generally, what is good practice for safeguarding in other fields is good practice for safeguarding against extremism. Two main factors impact upon online safeguarding – these are user behaviour and network security.

The school enforces an Acceptable Use Policy, which includes provisions such as preventing access to private email on the network, ensuring web connected computers are in public areas, and

monitoring browsing history. There is also, as always, a need to ensure that everyone knows what to do should they become concerned about something they find, or contact they receive, online.

The school has a robust filtering system in place, both at a school and service provider level. The school uses the London Grid for Learning. This has several layers of filtering:

- There is a global list of filtered sites that is determined by the Internet Watch Foundation, followed by a pan-London layer, also in compliance with the Internet Watch Foundation, applied across the capital by Atomwide.

- There is a Local Authority layer (administered in Tower Hamlets by Nic Teeman (nic.teeman@towerhamlets.gov.uk) where additional bespoke filtering for the borough can be applied, such as key words and URLs.

- There is a school layer. This gives the school the ability to request that specific URLs should be blocked (or unblocked), or to add key words to the prescribed list.

The school has the right to amend its filtering settings. The ICT co-ordinator and ICT technician have the necessary access rights, and they also receive training from LGFL and Atomwide. The school chooses to share its access rights with the Levett Consultancy / LA and seeks appropriate support in applying bespoke filtering policies.

The LGFL website has documents to explain these policies and processes in detail under the Support tab on their website www.lgfl.net. Pupils are required to log in using individual USOs (Unified Sign Ons) so that it is possible to track their personal online activity. Further levels of security can be added with other LGFL services such as Webscreen2, MailProtect**.**

VISTORS AND USE OF SCHOOL PREMISES / FACILITIES

- The school monitors the activities of any clubs or groups operating under the name of the school, or using its premises or facilities.
- Appropriate checks will take place for all visitors (e.g. by searching for the person or company on the internet).
- Visitors are expected to sign a "Visitors Policy" to ensure that they uphold the values and policies of the school.

- A visitor's folder is kept in the main office. The member of staff responsible for inviting the visitor in to school MUST carry out the following checks: Google search/Take a screenshot of information found and have it authorised by the Headteacher..

RESPONSIBILITIES

- Vetting visitors - Nicola Drew (Finance Officer)
- Access for groups using school facilities – Nicola Drew (Finance Officer), Nicola Horton (Headteacher) Emily Wright (Deputy Headteacher)
- Safeguarding and Child Protection – Nicola Horton (Headteacher), Emily Wright (Deputy Headteacher)
- Curriculum Development – Lauren Sharpe (Assistant Headteacher)
- Curriculum Enrichment – All Teaching and Learning Leaders

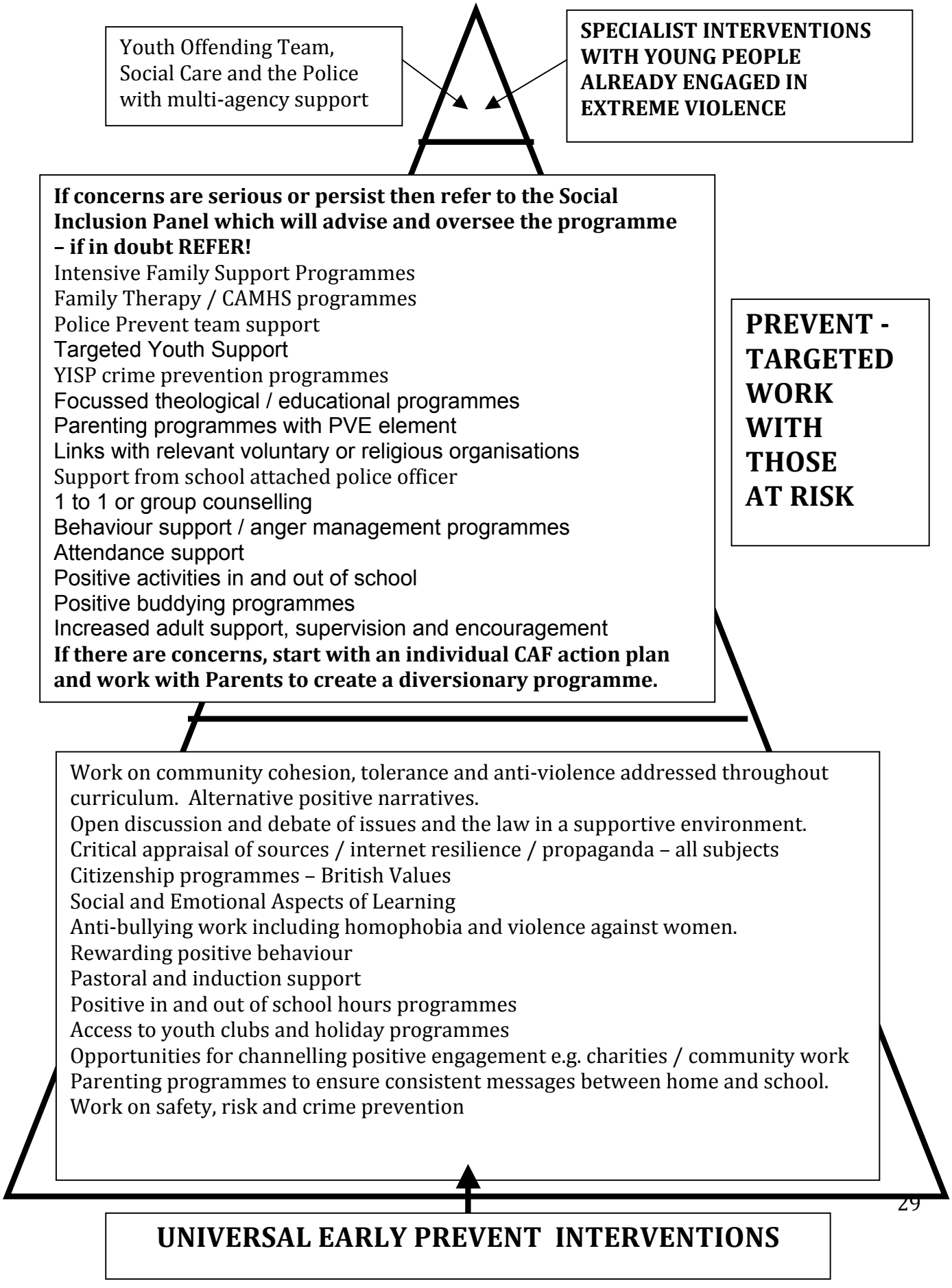
SCHOOL GOVERNORS

Governors are responsible for ensuring Prevent issues are being addressed through the curriculum and that the safeguarding policy reflects vulnerability to radicalisation.
The school will report on these to the Governing Body and the lead Governor for Safeguarding

INTERVENTION TRIANGLE

On the next page is a triangle of intervention showing, at the base, examples of UNIVERSAL preventative work in schools to increase pupil resilience and counteract extremist messages.

As you progress up the triangle, where a school identifies a concern with an individual, the school will use the CAF to assess and undertake TARGETED support work with the child / young person to divert them from harm. If concerns are more serious or do not respond to school interventions (or if you want advice) you should refer to the Social Inclusion Panel (SIP) which can provide additional support. At the top of the Triangle are those cases that are beyond Prevent because the young people in question are already involved in violent extremism.


Youth Offending Team, Social Care and the Police with multi-agency support
SPECIALIST INTERVENTIONS WITH YOUNG PEOPLE ALREADY ENGAGED IN EXTREME VIOLENCE
If concerns are serious or persist then refer to the Social Inclusion Panel which will advise and oversee the programme – if in doubt REFER!
Intensive Family Support Programmes
Family Therapy / CAMHS programmes
Police Prevent team support
Targeted Youth Support
YISP crime prevention programmes
Focussed theological / educational programmes
Parenting programmes with PVE element
Links with relevant voluntary or religious organisations
Support from school attached police officer
1 to 1 or group counselling
Behaviour support / anger management programmes
Attendance support
Positive activities in and out of school
Positive buddying programmes
Increased adult support, supervision and encouragement
If there are concerns, start with an individual CAF action plan and work with Parents to create a diversionary programme.
PREVENT - TARGETED WORK WITH THOSE AT RISK
Work on community cohesion, tolerance and anti-violence addressed throughout curriculum. Alternative positive narratives.
Open discussion and debate of issues and the law in a supportive environment.
Critical appraisal of sources / internet resilience / propaganda – all subjects
Citizenship programmes – British Values
Social and Emotional Aspects of Learning
Anti-bullying work including homophobia and violence against women.
Rewarding positive behaviour
Pastoral and induction support
Positive in and out of school hours programmes
Access to youth clubs and holiday programmes
Opportunities for channelling positive engagement e.g. charities / community work
Parenting programmes to ensure consistent messages between home and school.
Work on safety, risk and crime prevention
UNIVERSAL EARLY PREVENT INTERVENTIONS

APPENDIX 1
POSIBLE SIGNS AND SYMPTOMS OF ABUSE

Signs of physical abuse • Unexplained injuries or burns, particularly if they are recurrent • Improbable excuses given to explain injuries • Refusal to discuss injuries • Untreated injuries • Admission of punishment which appears excessive • Bald patches • Withdrawal from physical contact • Arms and legs kept covered in hot weather • Fear of returning home • Fear of medical help • Self destructive tendencies • Aggression towards others • Running away	**Signs of Neglect** • Constant hunger • Poor personal hygiene • Constant tiredness • Poor state of clothing • Emaciation • Frequent lateness or non attendance at school • Untreated medical problems • Destructive tendencies • Low self esteem • Neurotic behaviour • No social relationships • Running away • Compulsive stealing or scavenging
Signs of emotional abuse • Physical, mental and emotional developmental lags • Admission of punishment which appears excessive • Over reaction to mistakes • Continual self deprecation • Sudden speech disorders • Fear of new situations • Inappropriate emotional responses to painful situations • Neurotic behaviour (for example rocking, hair twisting, thumb sucking) • Self-mutilation • Fear of parents being contacted • Extremes of passivity or aggression • Drug / solvent abuse • Running away • Compulsive stealing; scavenging	**Signs of sexual abuse** • Sudden changes in behaviour or school performance • Displays of affection in a sexual way inappropriate to age • Tendency to cling or need reassurance • Tendency to cry easily • Regression to younger behaviour, such as thumb sucking, acting like a baby • Complaint of genital itching or pain • Distrust of a familiar adult or anxiety about being left with a relative, babysitter or lodger • Unexplained gifts of money • Depression and withdrawal • Apparent secrecy • Wetting day or night • Sleep disturbance or nightmares • Chronic illness, especially throat infections • And venereal disease • Anorexia or bulimia • Unexplained pregnancy • Fear of undressing e.g. For sport • Phobias or panic attacks