

**Title of Policy:**

Child Protection/  
Safeguarding

**Reviewed by:**

Governing Body

**Frequency:**

Annual

**Last Review:**

Autumn 2015

**Next Review:**

Autumn 2016





## **BRANSTON JUNIOR ACADEMY** **CHILD PROTECTION / SAFEGUARDING POLICY**

### **SCHOOL DETAILS**

<b>Governors' Committee Responsible:</b>	Safeguarding Committee
<b>Governor Lead:</b>	Mr Stuart Harris
<b>Nominated Lead Member of Staff:</b>	Mrs Rachael Shaw
<b>Review</b>	Autumn Term 2014
<b>Next Review Date:</b>	Autumn Term 2015

### **1.0 SCOPE**

This policy outlines the nature, purpose and management of Child Protection and Safeguarding at Branston Junior Academy. It compliments and supports a range of other policies, such as:

- Allegations of Abuse Against Staff
- Behaviour / Anti-Bullying
- Confidentiality
- Confidential Reporting (Whistleblowing)
- E-Safety
- Tackling Extremism and Radicalisation
- Social Media
- First Aid / Drugs Education / Administering of Medicines
- Gifted and Talented / Special Educational Needs and Disabilities
- Health and Safety
- Out of School Visits
- Safe and Positive Handling
- Sex Education (SMSCH Policy)

It should also be referred to when dealing with Team Around the Child (TAC) or Child in Need (CiN).

Further detailed information can be found on the Lincolnshire Safeguarding Children's Board (LSCB) website: [www.lincolnshirelscb.org.uk](http://www.lincolnshirelscb.org.uk)

### **2.0 NATURE AND PURPOSE**

2.1 Children have the right to good health, affection, care and attention, education and a safe environment. They are, by nature, trusting and therefore vulnerable individuals. They are particularly vulnerable to influences that may affect their physical and emotional health and well-being.

2.2 This Academy aspires towards three goals:  
✓ **INSPIRE:** We inspire your child to enjoy and succeed throughout their learning journey.

- ✓ **EXPLORE:** We enable your child to meet exciting experiences, be part of the shared adventure and have the confidence to try something new.
- ✓ **NURTURE:** We generate an environment where emotional support is essential, allowing your child to achieve their full potential.

*BJA Mission Statement*

- 2.3 This policy aims to be a framework of guidance and referral for all staff; full time, part time, temporary and supply. We believe that:
- everyone at Branston Junior Academy shares an objective to safeguard children and young people
  - together we can play our part in the prevention of abuse and neglect, through our policies and procedures for safeguarding children and through the curriculum
  - we have a pastoral responsibility towards our pupils
- 2.4 We create and maintain a safe environment for children and young people and are able to manage situations where there are child welfare concerns. Children can be helped to understand what ‘is’ and ‘is not’ acceptable behaviour towards them, and taught about staying safe from harm. Pupils are empowered via a positive, supportive ethos to approach a range of adults if they have worries or concerns. The curriculum can also play a preventative role in preparing children and young people for their future responsibilities as adults, parents and citizens. PSHE lessons and SEAL and Sex Education materials are used to help pupils learn how to keep safe.
- 2.5 This policy therefore, sets out the management procedures to be followed when staff become concerned about the welfare of any child; including the provision of support for parents / carers, that may be needed.**

### 3.0 INTRODUCTION

- 3.1 This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with government publications: ‘Working Together to Safeguard Children’ 2013, Revised Safeguarding Statutory Guidance 2 ‘Framework for the Assessment of Children in Need and their Families’ 2000, ‘What to do if You are Worried a Child is Being Abused’ 2003. The guidance reflects, ‘Keeping Children Safe in Education’ 2015.
- 3.2 The Governing body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.
- 3.3 We recognise that all adults, including temporary staff<sup>1</sup>, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child’s welfare is our paramount concern.

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<sup>1</sup> Wherever the word “staff” is used, it covers ALL staff on site, including ancillary supply and self employed staff, contractors, volunteers working with children etc, and governors

- 3.4 All staff believe that our school should provide a caring, positive safe and stimulating environment that promotes the social, physical and moral development of the individual child.
- 3.5 The aims of this policy are:
- 3.5.1 To support the child's development in ways that will foster security, confidence and independence.
  - 3.5.2 To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
  - 3.5.3 To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse (*Reference Appendices 1 and 2*)
  - 3.5.4 To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.
  - 3.5.5 To emphasise the need for good levels of communication between all members of staff.
  - 3.5.6 To develop a structured procedure within the school, which will be followed by all members of the school community, in cases of suspected abuse.
  - 3.5.7 To develop and promote effective working relationships with other agencies, especially the Police and Social Care.
  - 3.5.8 To ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory CRB check (according to guidance)<sup>2</sup>, and a central record is kept for audit.

#### 4.0 DEFINITIONS

- 4.1 **Children in Need (CiN)** may be defined as children whose self-esteem and potential to achieve at school is threatened by the following factors:
- emotional distress
  - anxiety and worry
  - physical neglect (eg; poorly dressed, poor personal hygiene)
  - an inability to thrive (eg; seeming withdrawn, poor levels of nourishment)
  - bullying, including verbal bullying
- 4.2 **Children at Risk** may be defined as children who as well as being affected by the factors listed at 3.1 above, may have their personal safety prejudiced by the following factors:
- physical and verbal abuse
  - mental and verbal humiliation
  - substance abuse (particularly amongst their parents/carers)
  - sexual abuse (particularly amongst their parents/carers)

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<sup>2</sup> Guidance regarding CRB checks recently updated by the Protection of Freedoms Act 2012

- 4.3 This policy uses the term ‘abuse’ to mean acts that place a child at risk and can take place by omission as well as commission. The Academy believes that ‘Children in Need’ may become ‘Children at Risk’ as a result of the factors identified at 3.1 not being responded to.

## **5.0 SAFE SCHOOL, SAFE STAFF**

### **5.1 We will ensure that:**

5.1.1 All members of the governing body understand and fulfil their responsibilities, namely to ensure that:

- there is a Child Protection policy together with a staff behaviour (Code of Conduct) policy
- the school operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training
- the school has procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.
- a senior leader has Lead Designated Child Protection Officer (LDCPO) responsibility
- on appointment, the LDCPOs undertake interagency training and also undertake LDCPO ‘new to role’ and an ‘update’ course every 2 years
- all other staff have Safeguarding training updated as appropriate
- any weaknesses in Child Protection are remedied immediately
- a member of the Governing Body is, nominated to liaise with the LA on Child Protection issues and in the event of an allegation of abuse made against the Headteacher
- Child Protection policies and procedures are reviewed annually and that the Child Protection policy is available on the school website or by other means
- the Governing Body considers how children may be taught about safeguarding. This may be part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHE) and/or for maintained schools through sex and relationship education (SRE).
- that enhanced DBS checks are in place for Chairs of Governors of independent, academies, non-maintained special schools

5.1.2 The Lead LDCPO, (Headteacher – Mrs Rachael Shaw) is a member of the Senior Leadership Team. The Deputy Designated Child Protection Officers is the Deputy Headteacher (Miss Louise Perkins). These Officers have undertaken the relevant training, and, upon appointment will undertake ‘LDCPO new to role’ training followed by biannual updates.

5.1.3 The LDCPO’s who are involved in recruitment and at least one member of the governing body will also complete safer recruitment training (currently on-line on the DfE website) to be renewed every 5 years

- 5.1.4 All members of staff and volunteers are provided with child protection awareness information at induction, included in their arrival pack, so that they know who to discuss a concern with.
  - 5.1.5 All members of staff are trained in and receive regular updates in e-safety and reporting concerns
  - 5.1.6 All other staff and governors, have child protection awareness training, updated by the LDCPO as appropriate, to maintain their understanding of the signs and indicators of abuse.
  - 5.1.7 All members of staff, volunteers, and governors know how to respond to a pupil who discloses abuse through delivery of this policy.
  - 5.1.8 All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of this policy on the school website and reference to it in our School brochure.
  - 5.1.9 Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time.
  - 5.1.10 Community users organising activities for children are aware of the school's child protection guidelines and procedures.
  - 5.1.11 We will ensure that child protection type concerns or allegations against adults working in the school are referred to the LADO<sup>3</sup> for advice, and that any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS)<sup>4</sup> for consideration for barring, following resignation, dismissal, or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer.
- 5.2 Our procedures will be regularly reviewed and up-dated.
- 5.3 The name of the designated members of staff for Child Protection, the Lead Designated Child Protection Officers (LDCPO's), will be clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.
- 5.4 All new members of staff will be given a copy of our safeguarding statement, and child protection policy, with the LDCPOs' names clearly displayed, as part of their induction into the school.
- 5.5 This policy is available publicly on the school website. Parents / Carers are made aware of this policy and their entitlement to have a copy of it via the school brochure and the school website.

## **6.0 RESPONSIBILITIES**

6.1 The designated LDCPOs are responsible for:

6.1.1 Referring a child if there are concerns about possible abuse, to the

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<sup>3</sup> LADO Local Authority Designated Officer for allegations against staff. AEO Area Education Officer

<sup>4</sup> Contact the LADO for guidance in any case

Local Authority, and acting as a focal point for staff to discuss concerns. Referrals should be made in writing, following a telephone call using the relevant Referral Form

- 6.1.2 Keeping written records of concerns about a child even if there is no need to make an immediate referral.
- 6.1.3 Ensuring that all such records are kept confidentially and securely and are separate from pupil records, and are passed on to the child's next school or college.
- 6.1.4 Ensuring that an indication of the existence of the additional file in 6.1.3 above is marked on the pupil records.
- 6.1.5 Liaising with other agencies and professionals.
- 6.1.6 Ensuring that either they or the staff member attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report which has been shared with the parents.
- 6.1.7 Ensuring that any pupil currently with a child protection plan who is absent in the educational setting without explanation for two days is referred to their key worker's Social Care Team.
- 6.1.8 Organising child protection induction, and update training at least every 3 years, for all school staff.
- 6.1.9 Providing an annual anonymised report for the governing body, detailing any changes to the policy and procedures; training undertaken by the LDCPO, and by all staff and governors; number and type of incidents/cases, and number of children on the child protection register.

## **7.0 SUPPORTING CHILDREN**

- 7.1 We recognise that a child who is abused or who witnesses violence, may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.
- 7.2 We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- 7.3 We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to become more aggressive or withdrawn.
- 7.4 Our school will support all children by:
  - Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
  - Promoting a caring, safe and positive environment within the school.
  - Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
  - Notifying Social Care as soon as there is a significant concern.
  - Providing continuing support to a child about whom there have been concerns, when they leave the school, by ensuring that appropriate information is copied under confidential cover to the child's new

setting, and ensuring the school medical records are forwarded as a matter of priority.

## **8.0 INDICATORS OF CHILDREN IN NEED AND AT RISK**

8.1 A child who is 'in need' or 'at risk' may not be easy to identify. Perpetrators of harmful behaviour are often family members or known to the child or family. They are often very skillful at hiding the effects of their behaviour. Academy staff should be alert to signs that occur in the following list; that may indicate that there is a cause for concern:

- a loss of self-esteem
- lack of respect for others
- lack of interest in their surroundings and activities
- delinquency
- poor time keeping and regular non-attendance at school
- poor personal organisation (failure to do homework or coming to school with inappropriate equipment)
- repeated evidence of inappropriate food in lunch boxes
- lack of personal care (unkempt appearance)
- unwillingness to get changed in PE
- misuse of substances
- unexplained marks
- repeated telling of untruths or making up of stories
- comments from other people (including children)
- repressed anger with sudden outbursts
- loss of trust leading to breakdown in relationships

## **9.0 CONFIDENTIALITY**

9.1 We recognise that all matters relating to child protection are confidential.

9.2 The Headteacher or LDCPOs will disclose any information about a child to other members of staff on a need to know basis only.<sup>5</sup> These concerns should never be discussed elsewhere, inside or outside the school, unless in confidential meetings organized for that purpose. Where knowledge or suspicion of abuse is an issue, professionals can never promise confidentiality and neither should they promise to keep secrets.

9.3 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

9.4 All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.

9.5 We will always undertake to share our intention to refer a child to Social Care with their parents / carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with Social Care on this point.

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<sup>5</sup> Guidance about sharing information, can be found in the DfE booklet 'Information sharing guidance for practitioners and managers' DCSF-00807-2008 (archived)

- 9.6 Any record relating to Child Protection and Safeguarding issues will be maintained in the Academy under the strictest confidence. All staff will be made aware of the location of Child Protection and Safeguarding records, and of the confidentiality that applies to them. Breaching this confidentiality will be considered a breach of an employee's responsibilities under the Staff Code of Conduct.
- 9.7 When a child leaves the Academy, records relating to any Child Protection and Safeguarding issues will be forwarded to the receiving school in an envelope, addressed to the school's 'Child Protection and Safeguarding Lead Professional' and marked 'Strictly Confidential'.

9.8 **Information Sharing**

With regards to the sharing of information, the Headteacher will ensure that:

- only factual information is shared
- the information is shared appropriately and confidentially with the appropriate professionals
- that a clear log of actions taken, is kept (usually on the Record of Concern sheet)

The Headteacher will ensure that all records of signs of abuse, neglect or any other injury and of any action taken; are timed, dated and signed. They will record the circumstances which caused the concern and indicate any visible injuries by way of a description and rough sketch – no photograph should be taken expect by the police and/or Social Care, if appropriate. Any explanation or comments made by the child or their carer, should be recorded in their exact words if possible. It should also be recorded whether or not the family have been informed of the reasons for the concern and the actions taken by the Headteacher.

## 10.0 DISCLOSURES

- 10.1 All staff have a responsibility to respond to disclosures by children or other concerns, and pass these concerns on to relevant people immediately. It is vital that staff do not:
- **dismiss** concerns or disclosures as insignificant – they may provide a vital link to other information
  - **keep** such concerns to themselves
  - **promise** secrecy to children or adults making disclosures, but reassure them that information will be shared appropriately and confidentially
- It is unacceptable for any member of staff to keep such concerns to themselves, including concerns about the conduct of another member of staff.
- 10.2 The following flow chart (which is on display in the Staff Room), should be followed by all staff (and any volunteers who are working in the Academy), if a child makes a disclosure.

**FLOWCHART TO SHOW THE PROCESS FOR HANDLING  
A DISCLOSURE OF CONFIDENTIAL INFORMATION**

**A pupil starts to talk to you about something important to them:**

- Interrupt and make the pupil aware that you may not be able to keep certain information confidential (eg; child protection or health and safety issues)
- Find a suitable place to listen to the pupil's concerns, where there will be no interruption.
- Remember significant points for possible recording afterwards

**IF YOU THINK ONLY LISTENING IS NEEDED**

**Listen to the pupil, then:**

- Reassure the pupil that they can come back to you to talk about this or any other matter, at some later date.
- **Inform an appropriate member of staff if you feel it is relevant. Eg; MSA / TA / Class Teacher (who may make brief notes in PAF file or similar).**

**If matter appears resolved:**

- Let the pupil know that you are still supporting them, without trying to elicit further information from them.
- If further information is volunteered, show appropriate interest and support.

**IF YOU NEED TO KNOW MORE ABOUT THE SUBJECT OF THE DISCLOSURE  
or  
IF YOU THINK ACTION OR REFERRAL IS REQUIRED**

**Listen to the pupil, then:**

- Reassure the pupil that they can come back to you to talk about this or any other matter, at some later date.
- **Inform Headteacher (or Deputy HT, in their absence) who may make brief notes in PAF file or similar, or ask the member of staff to write down the disclosure.**
- Staff can get further information from help-lines, internet, support agencies, self-help groups, colleagues, family, friends etc.
- **If external agency support is sought before speaking to the Headteacher, ensure that you do NOT talk about any details which might identify the pupil; eg; name, address etc.**
- Find appropriate and confidential means of support for both the pupil and yourself.

**If matter appears resolved:**

- Let the pupil know that you are still supporting them, without trying to elicit further information from them.
- If further information is volunteered, show appropriate interest and support.

**IF YOU THINK THERE IS A CHILD PROTECTION ISSUE**

**Listen to the pupil, then:**

- Reassure the pupil that they can come back to you to talk about this or any other matter, at some later date.
- **Inform Headteacher (or Deputy HT, in their absence) who may make brief notes in PAF file or similar, or ask the member of staff to write down the disclosure.**
- Initiate the Academy's Child Protection and Safeguarding Procedures (as described in the Policy).

**If matter appears resolved:**

- Let the pupil know that you are still supporting them, without trying to elicit further information from them.
- If further information is volunteered, show appropriate interest and support.

## 11.0 PROCEDURES

- 11.1 All members of the Academy staff will be aware of the following procedures and will act on them should they suspect any child is in need or at risk.
- 11.2 This Academy has two Lead Professionals who deal with issues of Child Protection and Safeguarding. These are the Headteacher and the Deputy Headteacher in their absence.
- 11.3 The **Headteacher** acts as the focal point for all matters concerning safeguarding children and young people. One of the primary tasks is to act as the contact between school, the family and other agencies. Incidents of possible child abuse obviously need to be handled with sensitivity and confidentiality consistent with the multi-disciplinary approach. If there is any cause for concern whatsoever, it is vital that information is passed to the **Headteacher** immediately. In the event, following statutory investigation, of concerns proving to be unfounded, staff should not reproach themselves for having raised the issue. In cases of this nature, it is always better to be safe than sorry.
- 11.4 **No-one who is involved in any way with the care of children, can escape responsibility for identifying the signs of child abuse and, having done so, for taking appropriate action as outlined below.**  
Accordingly, all staff should familiarize themselves with the procedures outlined in this document as well as with the Safeguarding Code of Practice, which provides definitions of the types of child abuse and gives social and medical indicators of abuse / neglect. These are on display on the board in the Staff Room.

### 11.5 Children in Need

- 11.5.1 All significant welfare issues will be recorded in the Pupil Awareness File (PAF). This folder is retained in the Administrator's Office, clearly marked. As well as factors such as those listed at 8.1, the PAF can be used to record details of:
- significant illnesses, to the child or a family member
  - family disruption, breakdown and any other changes that may arise (eg; birth of a new baby)
  - any bereavement, including pets
- 11.5.2 Every member of staff must take responsibility for completing the PAF, if they become aware of any relevant information.
- 11.5.3 Every member of staff must take responsibility for reading the PAF, as necessary.
- 11.5.4 When an entry is made in the PAF, the member of staff making the entry will alert all staff to the fact, via a discreet note (initials of child and class) on the notice board in the Staff Room.

11.5.5 If a member of staff believes there is a significant issue regarding a child's welfare, and the matter should be discussed with parents/carers, this will be done after consultation with a lead professional (such as the Headteacher or an external support agency) and the conversation with parents/carers may be led by the lead professional.

## 11.6 **Children at Risk**

If a member of staff believes a child's safety is at risk, they must discuss their concerns with the Lead professional in the school. The response to the concern will be as follows:

- If the Lead Professional believes the matter can be discussed with parents / carers without further endangering the child, then contact will be made with parents and carers and a meeting arranged to discuss the concerns as soon as possible and before the end of the day.
- The member of staff raising the concern must record the details in writing on a 'Record of Concern' sheet which are stored in the Administrator's Office; giving as much detail as possible. They may also be needed to be available to provide first-hand information. Care must be taken to ensure that only facts (and not opinions) are written on the 'Record of Concern' sheet.
- No further discussion will take place with the child, nor will the child be spoken to in any way, prior to the meeting with parents/carers.
- The Lead Professional will check for any previous 'Records of Concern' relating to the child or family, to see if any patterns are forming.
- The Lead Professional may choose to contact Social Care Customer Services (01522 782111) to seek advice.
- The Lead Professional will record all subsequent actions taken, on the Record of Concern sheet; including times and names of people spoken to and, where possible, actual words/phrases used.
- The Lead Professional will attend the meeting with the parents/carers, and the member of staff who raised the concern, may be asked to also attend.
- The meeting will begin with the lead Professional stressing the professional duty that the Academy has under legislation, to investigate all such sensitive matters as fully as possible.

## 11.7 **Child Protection**

11.7.1 If at any time the Lead Professional believes the child may be suffering, or may be at risk of suffering significant harm, even in the absence of any physical evidence; they will immediately contact 'Social Care Customer Services' (01522 782111) to report the concerns. This will be done **before speaking to parents/carers** and advice from the Customer Services team will be taken as to when parents/carers are informed.

- The Lead Professional will record all subsequent actions taken, on the Record of Concern sheet; including times and names of people spoken to and, where possible, actual words/phrases used.

11.7.2 It is good practice for the Lead Professional to discuss any concerns they have with the family and, where possible, to seek the family's agreement to making a referral to Customer Services. Full details of

any such conversation should be recorded. However there are exceptional circumstances where such discussion and agreement-seeking would place the child at increased risk of significant harm. In these circumstances it can be appropriate to refer without agreement from the family, although Social Care will subsequently disclose the source of the referral to the family. In cases where a professional is acting in good faith on third party information, it may not be appropriate for Social Care to reveal the source of the referral. In either event, Social Care will advise the professional of their decision on this point.

- 11.7.3 Other factors relevant to the decision to refer without prior discussion with the family include:
- Issues of staff safety
  - The risk of destroying evidence
  - The likelihood of children or other family members being intimidated
  - The possibility of an increased risk of domestic violence
  - The possibility of the family moving to avoid professional scrutiny
- 11.7.4 On referral to Social Care Customer Services, the **Headteacher** needs to be clear about:
- The nature of the concerns
  - How and why the concerns have arisen
  - What appears to be the needs of the child and family, including any special needs arising from cultural, physical, psychological, medical or other factors
  - If known, what other agencies and professionals are involved with the child and family
  - The expectations of Social Care – what exactly does the Headteacher want to know or want done?
  - What actions Social care are taking or advising, upon receipt of the phone referral
  - Any actions to be taken, and by whom, if any agreed plan is not carried out
- 11.7.5 **It is not the responsibility of Academy staff to investigate suspicions of child abuse, but to pass on all relevant information to Social Care via the Children's' Services Customer Service Centre. Any investigations conducted by the Academy are potentially detrimental to the formal investigation process and ultimately to the safety of the child in question.**
- 11.7.6 Where others, such as Educational Welfare Officers, Youth Workers or Educational Psychologists are involved, the Headteacher should check with them to see if they have any concerns.
- 11.7.7 Following a Child Protection Investigation, where the concerns are substantiated and the child is judged to be at continuing risk of harm, Social Care may convene a Child Protection conference. It is expected

that the Headteacher will attend and provide a written report. If they are unable to attend for unavoidable reasons, or send a representative, they should submit the written report in the format provided by the LA. **It is essential that schools are represented at conference, and any subsequent Core Group Meetings, and that they actively participate in any Child Protection Plan for children on their school roll.**

11.7.8 If, following an initial investigation, concerns are substantiated but the child is not judged to be at continuing risk of significant harm, Social Care may decide that a plan for the child's future safety and welfare can be implemented without the need to convene a Child Protection Conference. If the Headteacher still has serious concerns that a child may not otherwise be adequately safeguarded, he/she can request that Social Care consider convening a Child Protection Conference. Any such request needs to seek the support of Education's Senior Liaison Officer.

11.7.9 Where any member of staff becomes aware of an allegation of child abuse made against a colleague, Child Protection procedures must be followed. (See the Academy's 'Allegations of Abuse Against Staff' Policy.) The Headteacher must be notified, or where an allegation is against the Headteacher, the Chair of Governors must be informed. All allegations of alleged or suspected abuse, must be reported to the Local Authority Designated Officer (LADO). This applies even where the nature of the alleged assault would not normally meet the threshold applied to children in their own families.

## 11.8 **Medical Treatment**

11.8.1 If a child comes to school in need of immediate medical treatment, they should initially be taken to the Academy's designated First-Aider, where appropriate action will be taken. (However, all members of staff have undertaken First Aid training). This action may involve:

- First aid treatment provided using academy facilities
- A call or delivery to the nearby health centre
- Delivery to hospital
- Call to emergency services

11.8.2 If, in the judgement of the Headteacher, there are indications that the cause of the problem may be related to child abuse, the medical professionals must be informed. The headteacher must also refer the case to Social Care.

11.8.3 Provision of medical treatment should not be delayed by attempts to contact the parent or guardian in advance and in some cases of suspected child abuse, it would be inappropriate to alert parents.

## **12.0 EARLY HELP (EH) / TEAM AROUND THE CHILD (TAC)**

If it is felt that the child can be helped through supporting the whole family – be this through evidence gained from school, or via advice following an advice phone call or a referral made to Social Care Customer Services; then an EH form needs to be completed, in consultation with parents / carers, which will then start the TAC process off.

## **13.0 SUPPORTING STAFF**

13.1 The nature of child protection and safeguarding means that staff may be asked to deal with matters of a potentially distressing nature. The Academy will offer counseling via professional support services for any member of staff who has to deal with such issues and requests help.

13.2 Distress may also be caused by false accusations made against a member of staff. In such circumstances, the Academy will follow local authority guidance as set out in the ‘Working Together to Safeguard Children’ manual, in respect of investigating any allegation and the appropriate actions that are recommended in order to safeguard both staff and children. The Academy also has a separate policy entitled ‘Allegations of Abuse Against Staff’. The Academy does however, follow the principle that staff are innocent

13.3 Inevitably the Headteacher becomes involved in all cases of Child Protection and Safeguarding, which can result in an accumulation of stress and distress. For this reason, the Academy has nominated a Governor whose role is to monitor the well-being of the Headteacher and provide a means of ‘off-loading’, should this be requested by the Headteacher. The local vicar also provides such a service, should this be requested by the Headteacher. Under both situations, the procedures relating to ‘Confidentiality’ and ‘Information Sharing’ (as detailed in sections 9.0 and 9.8 of this policy) are followed.

## **14.0 ALLEGATIONS AGAINST STAFF**

14.1 All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents, to be conducted in view of other adults.

14.2 All Staff should be aware of Branston Junior Academy’s ‘Behaviour and Anti-Bullying’ Policy, as well as the ‘Safe and Positive Handling’ Policy.

14.3 Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction<sup>6</sup>

14.4 We understand that a pupil may make an allegation against a member of staff.

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<sup>6</sup> Refer to “Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings” available on the DfE website

- 14.5 If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Headteacher<sup>7</sup>.
- 14.6 The Headteacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO)
- 14.7 If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors, without notifying the Headteacher first.
- 14.8 The school will follow the Lincolnshire procedures for managing allegations against staff. Under no circumstances will we send a child home, pending such an investigation, unless this advice is given exceptionally, as a result of a consultation with the LADO.
- 14.9 Suspension of the member of staff, excluding the Headteacher, against whom an allegation has been made, needs careful consideration, and the Headteacher will seek the advice of the LADO and HR Consultant in making this decision.
- 14.10 In the event of an allegation against the Headteacher, the decision to suspend will be made by the Chair of Governors, with advice.

## **15.0 WHISTLEBLOWING**

- 15.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- 15.2 All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If it becomes necessary to consult outside the school, they should speak in the first instance, to the LADO following the Whistleblowing Policy.
- 15.3 Whistle-blowing about the Headteacher should be made to the Chair of the Governing Body whose contact details are readily available to staff, via the Admin Staff.

## **16.0 PHYSICAL INTERVENTION**

- 16.1 We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.
- 16.2 Such events should be recorded and signed by a witness.

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<sup>7</sup> or Chair of Governors in the event of an allegation against the Headteacher

- 16.3 Staff who are likely to need to use physical intervention will be appropriately trained in the Team Teach technique, and must follow all aspects of the Branston Junior Academy ‘Safe and Positive Handling’ policy.
- 16.4 We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.
- 16.5 We recognise that touch is appropriate in the context of working with children, and all staff have been given ‘Safe Practice’ guidance to ensure they are clear about their professional boundary.<sup>8</sup>

## **17.0 ANTI-BULLYING**

Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms eg; cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse. We keep a record of bullying incidents.

## **18.0 RACIST INCIDENTS**

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

## **19.0 TACKLING EXTREMISM AND RADICALISATION**

Our policy on tackling extremism and radicalisation is set out separately.

## **20.0 PREVENTION**

- 20.1 We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.
- 20.2 The school community will therefore:
- Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
  - Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, asking children to report whether they have had happy/sad lunchtimes/playtimes.
  - Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.

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<sup>8</sup> ‘Guidance on Safer Working Practices is available on the DfE website

- Include safeguarding across the curriculum, including PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include activities linked to anti-bullying work, e-safety and road safety. Year 6 children have access to cycle training and specific activities to prepare for transition to Secondary school and more personal safety/independent travel.
- Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.
- Ensure all staff are aware of our ‘Social Media’ policy.

## **20.0 HEALTH AND SAFETY**

Our Health and Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment, and for example in relation to internet use, and when away from the school and when undertaking school trips and visits.

## **21.0 ROLES AND RESPONSIBILITIES**

- 21.1 The responsibility for ensuring the Academy’s Child Protection and Safeguarding procedures are implemented, belongs to the Governing Body, who maintain a strategic overview but delegate operational authority to the Headteacher.
- 21.2 All staff will share responsibility for child protection and safeguarding. Staff will ensure that they are alert to any of the signs that might indicate abuse is taking place. Staff should be aware of any child at the Academy who is, or who may have been, victims of child abuse and should be especially vigilant about these children.
- 21.3 One Governor will undertake the role of ‘Child Protection / Safeguarding Governor’; who will meet regularly with the Headteacher to discuss any actions taken or concerns raised. Where appropriate, general feedback from the meetings will be given to the Governing Body. At all times, the ‘confidentiality’ and ‘information sharing’ procedures will be followed.
- 21.4 **The Academy will ensure that:**
- It has a Headteacher who has undertaken the LSCB’s *Working Together to Safeguard Children and Young People* course and attends a refresher course every 2 years thereafter.
  - Every member of staff and every governor know the name of the Headteacher and their role in safeguarding children and young people.

- Every member of staff and every governor understands that they have individual responsibility for referring child protection concerns using the proper channels and within the timescales as set out in the LSCB's Code of Practice.
- Every member of staff and every governor knows where relevant resources and documents are stored.
- Members of staff, governors and volunteers receive appropriate training on signs and symptoms of abuse at least every 3 years and know how to respond appropriately to a pupil who may disclose abuse.
- Staff understanding of the content of this policy is a core component of safeguarding children and young people on a daily basis.
- Parents have an understanding of the responsibility placed on the school and staff, for safeguarding children and young people, and have access to this policy.
- Safer recruitment practices are adopted which help to deter, reject or identify people who might abuse children, or who are otherwise unsuited to work with them.
- A senior member of the Academy staff with responsibility for recruitment, and at least one Governor, has completed recognised Safer Recruitment training and that this is refreshed every five years.
- All staff, governors and volunteers feel able to raise concerns about poor or unsafe practices and that such concerns are addressed sensitively and effectively. *(also see Branston Junior Academy's Confidential Reporting – Whistleblowing Policy)*

#### 21.5 **The Governing Body will ensure that:**

- The Academy reviews its training needs and Child Protection / Safeguarding Policy and procedures annually.
- Any deficiencies or weaknesses in regards to safeguarding children and young people arrangements, are brought to the attention of the Governing Body, and are remedied without delay.
- The Chair of Governors is nominated to be responsible for liaising with the Local Authority designated Officer (LADO) and / or partner agencies, as appropriate, in the event of allegations being made against the Headteacher, and that there are procedures for dealing with allegations in school.

## 22.0 CONTACT LIST

### Local Authority

Safeguarding Officer (Schools)	Ruth Fox 01522 554695
Local Authority Designated Officer (LADO)	Nicola Brangham 01522 554674
Social Care Customer Services	01522 782111
Police Central Referral Unit	Glynn Hughes/Kevin Hooch 01522 805775

### Branston Junior Academy

Senior Designated Person	Mrs Rachael Shaw (Headteacher)
Deputy Designated Person	Miss Louise Perkins (Deputy Headteacher)
Chair of Governors	Mr Alastair Plant
Safeguarding Governor	Mr Stuart Harris

## 23.0 MONITORING, EVALUATION AND REVIEW

This policy will be monitored and evaluated by:

- Governing Body visits to the school
- SLT ‘drop ins’ and discussions with children and staff
- Pupil surveys and questionnaires
- Scrutiny of Attendance data
- Scrutiny of risk assessments
- Scrutiny of Governing Body minutes
- Logs of bullying/racist/behaviour incidents for SLT and Governing Body to monitor
- Review of parental concerns and parent questionnaires

# Appendix one

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## Recognising signs of child abuse

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### Categories of Abuse:

- Physical Abuse
  - Emotional Abuse (including Domestic Abuse)
  - Sexual Abuse
  - Neglect
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## Signs of Abuse in Children:

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The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
  - Extreme anger or sadness
  - Aggressive and attention-seeking behaviour
  - Suspicious bruises with unsatisfactory explanations
  - Lack of self-esteem
  - Self-injury
  - Depression
  - Age inappropriate sexual behaviour
  - Child Sexual Exploitation.
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## Risk Indicators

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The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:

- Appear frightened of the parent/s
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)

- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

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## Recognising Physical Abuse

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The following are often regarded as indicators of concern:

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

### **Bruising**

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

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

### **Bite Marks**

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

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

## **Burns and Scalds**

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

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

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

## **Fractures**

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

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

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

## **Scars**

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

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## **Recognising Emotional Abuse**

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

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

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scape-goated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self esteem and lack of confidence
- Withdrawn or seen as a “loner” – difficulty relating to others

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## Recognising Signs of Sexual Abuse

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

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

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

### **Sexual Abuse by Young People**

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

Developmental Sexual Activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate Sexual Behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. it may also be that the behaviour is "acting out" which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

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## Assessment

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In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- **Equality** – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- **Consent** – agreement including all the following:
  - Understanding that is proposed based on age, maturity, development level, functioning and experience
  - Knowledge of society's standards for what is being proposed
  - Awareness of potential consequences and alternatives
  - Assumption that agreements or disagreements will be respected equally
  - Voluntary decision
  - Mental competence
- **Coercion** – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide.

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## Recognising Neglect

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

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

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## Child Sexual Exploitation

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The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

# Appendix two

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## Forced Marriage (FM)

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This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party.

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## Female Genital Mutilation (FGM)

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It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

### What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

#### 4 types of procedure:

Type 1: Clitoridectomy – partial/total removal of clitoris

Type 2: Excision – partial/total removal of clitoris and labia minora

Type 3: Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4: all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

### Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

### Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women.

It is **illegal** in most countries including the UK.

### **Circumstances and occurrences that may point to FGM happening**

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

### **Signs that may indicate a child has undergone FGM:**

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

### **The 'One Chance' rule**

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges take action **without delay**.