



# Rednock School

Quality, Partnership, Success

E-mail: [admin@rednockschool.org.uk](mailto:admin@rednockschool.org.uk)  
[www.rednockschool.org.uk](http://www.rednockschool.org.uk)

Proposed Policy:	Safeguarding Children	Responsibility Of:	Kath Clements (DSL)
Date of Ratification:	September 2018	Date of Review:	September 2019

## SAFEGUARDING CHILDREN (CHILD PROTECTION) POLICY

### A. RATIONALE

Rednock School is committed to ensuring the safety of all students. If children are not safe, they cannot be happy, healthy, achieve, or reach their full potential. It therefore believes that it is the responsibility of us all to keep children and young people safe.

Every child and young person should be able to grow up free from the fear of abuse or neglect.

As a school community we recognise that safeguarding covers more than the contribution made to child protection in relation to individual children. We recognise that there are a number of policies that are relevant to safeguarding and promoting children and young people.

#### Related Policies and Guidance:

- Anti-Bullying Policy
- Health & Safety Policy
- Medical Needs Policy
- Drug & Substance Misuse Policy
- First Aid Policy
- School Security Policy
- Off-Site Visits Policy
- Reasonable Restraint / Physical Intervention Policy
- Race Equality Policy
- Guidelines for Adults Working with Children
- E-Safety Policy
- Acceptable Use Policy
- Procurement Policy
- Whistle Blowing Policy
- SRE Policy
- Behaviour for Learning Policy
- Gloucestershire Safeguarding Children's Board Allegations Management Procedures

### B. PRINCIPLES

Rednock School is committed to the principles and procedures set out by the **Gloucestershire Safeguarding Children Board** (GCSB), and have taken into account the guidance issued by the Department for Children, Schools and Families including Keeping Children Safe in Education (2016). Our policy applies to all staff, governors and volunteers working in the School.

As far as it is within our powers and resources, we will try to ensure that every child is safe, well cared for, and able to fulfil their potential.

### **C. POLICY STATEMENT**

All those working in or associated with Rednock School have a responsibility to the safeguarding of children and young people attending the school and the general safeguarding of the school.

All staff have a pastoral responsibility towards their students. They can play a part in the prevention of abuse and neglect through following the procedures for safeguarding children, and through the curriculum.

Rednock School strives to create and maintain a safe environment for its students, and manage situations where there are child welfare concerns. Students are helped to understand what is and what is not acceptable behaviour towards them, taught about staying safe from harm, and how to speak up if they have worries or concerns.

Staff through their day to day contact with students, and work with families, have a crucial role to play in noticing indicators of possible abuse or neglect. They are particularly well placed to observe outward signs, changes in behaviour, or failure to develop, which may indicate that abuse is taking place. They can play a crucial part by referring concerns through the procedures.

**All staff should be alert to the signs of abuse and neglect, and be familiar with the attached Procedures (see Appendix 1) Safeguarding is EVERYONE'S business.**

The School will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to;
- Ensure children know that there are adults in the school whom they can approach if they are worried;
- Include opportunities in the Personal Development curriculum, including Lifeskills for children to develop the skills they need to recognise and stay safe from abuse;
- Ensure students receive the right help at the right time. Early Help includes: listening to the student, parental meetings, offering advice and support, signposting to appropriate agencies, My Plans, etc. (see appendix 2)
- Support students who are suspected of suffering from significant harm or have been abused in accordance with his / her agreed children protection plan or children in need plan;
- Ensure it practices safe recruitment in checking the suitability of staff and volunteers to work with children.

The School follows the procedures set out by Gloucestershire Safeguarding Children Board by:

- Ensuring there is a designated senior person for safeguarding (child protection) who has received regular appropriate training and support for this role (the Designated Safeguarding Lead – see appendix 1);
- Ensuring there is a nominated governor responsible for child protection who has received appropriate training;
- Ensuring that every member of staff (including temporary and supply staff and volunteers) and the governing body knows the name of the Designated Safeguarding Lead and their role;
- Ensuring that all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the Designated Safeguarding Lead (see Appendix 1);

- Ensuring that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the School Prospectus;
- Notifying the relevant Social Worker if there is an unexplained absence of more than two days of a student who has a Child Protection Plan;
- Support students in accordance with agreed Child Protection Plan;
- Developing effective links with relevant agencies, sharing information following a MASH (Multi Agency Safeguarding Hub) inquiry and co-operate as required with their enquiries regarding child protection matters including attendance at strategy meetings, child protection conferences and core groups;
- Keeping written and / or electronic records of concerns about children, even where there is no need to refer the matter immediately;
- Ensuring all child protection records are kept securely, separate from the main student file and in a locked / secure location; Ensure any cases of children missing from education are investigated immediately and appropriate referrals made.
- Ensure that a child's school record indicates the existence of further records;
- Following procedures where an allegation is made against a member of staff, supply or agency worker, volunteer, contractor or governor. – see guidance from GSCB [www.gscb.org.uk/handbook](http://www.gscb.org.uk/handbook); and staffroom noticeboard.
- Ensuring safe recruitment practices are always followed.

The School endeavours to support all students through:

- The content of the curriculum;
- The school ethos which promotes a positive, supportive and secure environment and gives students a sense of being valued;
- The School Behaviour 4 Learning Policy which is aimed at supporting all students in the school;
- Liaison with other agencies that support the student including Children and Families Team), Child and Adult Mental Health Services and the Educational Psychology Service;
- Ensuring that, where a student with a Child Protection Plan leaves, their information is transferred to the new school immediately and that the child's social worker / lead professional is informed.

#### **D. Dealing with Disclosures (See Appendix 1 for Procedure)**

If a student chooses to tell a member of staff about possible abuse (see appendix 2) the following should be done to support the student:

- Inform the student that this information will have to be passed on;
- Do not give guarantees that parents or other agencies will not be informed;
- Stay calm and be available to listen;
- Listen with the utmost care to what the student is saying;
- Restrict questioning, ensuring any asked do not pressurise but clarify what happened, when it happened and what has happened for them to report it now;
- Don't put words into the student's mouth.
- Note main points carefully writing up a full record as soon after the disclosure as possible. This should include the date, time, what was said, body language etc. and should be signed.
- Reassure the student and let them know they were right to speak to someone.
- Inform the Designated Safeguarding Lead, or when absent the Head Teacher or DSL Deputies, as soon as possible.

*When the member of staff has informed the Designated Safeguarding Lead, they take on the responsibility for dealing with the issue.*

#### **E. Allegations against member of Staff**

Rednock School recognises the possibility that staff and volunteers may behave in a manner that causes harm to students and takes any allegation made seriously. The Gloucestershire Safeguarding Children's Board Allegations Management Procedures will be followed.

- Any allegation against staff, volunteers, Governors, contractors that indicates they may have behaved in a way that has harmed, or may harm a child, committed a criminal offence against or related to a child or behaved towards a child or children in a way that indicates he/she is unsuitable to work with children will be reported immediately to the Head Teacher or in their absence the most senior teacher. The Head Teacher will contact the Local Authority Designated Officer for Allegations (LADO) 01452 426994/01452 583638 to discuss the situation.
- For allegations against the Head Teacher the Designated Safeguarding Lead will contact the Chair of Governors who will in turn contact the Local Authority Designated Officer for Allegations (LADO) 01452 426994/01452 583638 to discuss the situation.

Staff should minimise the risk of allegations by following the Guidance for Adults working with children (available on U Drive).

#### **F. Domestic Abuse**

Exposure to domestic violence can have a serious impact on a student's development and emotional well-being. Domestic abuse falls into the category of harm and should therefore be reported to the Designated Safeguarding Lead.

The DSL will follow the Domestic Abuse Referral Process (DARP) to offer early intervention to support victims and witnesses of domestic abuse.

#### **G. Children Missing in Education**

The school attendance officer initially contacts parents when students are absent without notification. The school's Educational Welfare Officer monitors attendance and follows the Gloucestershire protocols for Children Missing in Education.

#### **H. Bullying**

Rednock School take all incidents or reported bullying seriously and follow procedures set out in the Anti-Bullying Policy.

#### **I. Peer on Peer Abuse, Honour Based Violence (HBV), Forced Marriage (FM), Female Genital Mutilation (FGM), Child Sexual Exploitation (CSE), Radicalisation.**

All Staff should be aware of and vigilant for signs of Peer on Peer Abuse, Honour Based Violence, Forced Marriage, Female Genital Mutilation, Child Sexual Exploitation and radicalisation following school procedures if suspected/alleged.

- Peer on Peer Abuse – any form of sexual, emotional, financial and / or coercive control; intimate and non-intimate relationships; includes online.
- Honour Based Violence a collection of practices used to control behaviour within families to protect perceived cultural or religious beliefs and honour. Violence can occur when offenders perceive that a relative has shamed the family or community by breaking their 'code of honour'. HBV cuts across all cultures and communities particularly where there is male domination.
- Forced Marriage where one or both spouses do not, or cannot, consent to marriage and duress (physical, psychological, financial, sexual or emotional) is involved.

- Female Genital Mutilation partial or complete removal, or modification of, the female genitalia for cultural or social reasons.
- Child Sexual Exploitation vulnerable students may be at risk of being sexually exploited by individuals or gangs. Where CSE is suspected the CSE screening toolkit will be used.
- Radicalisation: vulnerable students may be at risk of radicalisation by any extremist group (Prevent duty).

## J. KEY ROLES

### Governing Body

The governing body acknowledges its responsibility for ensuring that effective policies and procedures are in place and for monitoring compliance with these. The governing body has nominated an individual member to champion child protection issues. The role of the governor's Safeguarding Champion is to liaise with the Designated Safeguarding Lead and Head Teacher three times per year and provide information and reports to the appropriate governing body committee, once per year (see appendix 4). This policy will be reviewed annually and compliance with the policy will be monitored by Governors. Safeguarding is an agenda item on all Full Board meetings.

As part of the school governors' induction programme, all new members will be trained in child protection issues and DBS checked in line with statutory requirements.

Responsibility for provision of this training will lie with "Induction Governors" in liaison with the Governor's Safeguarding Champion. Updates will be provided to governors by the Governor's Safeguarding Champion following national policy changes.

### Head Teacher

The Head Teacher will ensure:

- that all policies and procedures adopted by the governing body are fully implemented and followed by all staff;
- sufficient resources and time are available for staff, including the designated safeguarding lead, to discharge their responsibilities (including attending strategy meetings and inter-agency meetings);
- all aspects of Safeguarding policy will be highlighted to staff on an annual basis;
- that all staff are made aware of whistle blowing procedures and will feel able to raise concerns about poor or unsafe practice because they are confident that concerns will be dealt with sensitively;
- provide reflective practice opportunities for the DSL.

The ultimate responsibility for Safeguarding Children in any educational setting lies with the Head Teacher. The Head Teacher has overall responsibility for all procedures within the School.

**Designated Safeguarding Lead (DSL)** The DSL will be a member of the wider senior leadership team and will carry out the duties as stated in the GSCB Handbook ([www.gscb.org.uk/handbook](http://www.gscb.org.uk/handbook)) including:

- Manage and co-ordinate all cases of suspected abuse or allegations, including timely referrals to the relevant investigating agencies;

- Collate the appropriate information for reports to be presented at Child Protection Conferences, maintain records and manage the education contribution to the Child Protection Plan recommended at the Child Protection Conference;
- Be responsible for collating all appropriate information on individual children, including a confidential record of all pupils who have a Child Protection Plan or Children in Need Plan and disseminate information on a 'need to know basis';
- Monitor attendance patterns in liaison with the school's attendance officer. Ensure that records are passed on when a child transfers school/setting in any circumstances including progression post 16. Keep records and ensure support and monitoring of CP cases;
- Attend or ensure attendance at strategy meetings, case conferences and review meetings;
- Act as a source of support, advice and expertise within the School, including monitoring the training needs of staff;
- Ensure that all staff, including non-teaching staff and volunteers, in the School undertake whole staff refresher training every 3 years;
- Ensure the curriculum raises student awareness of strategies to keep safe;
- Liaise with the Head Teacher to inform him of any issues and on-going investigations and ensure there is always cover for the role;
- Ensure record keeping procedures on staff and volunteers are in place;
- Provide two way liaison with other agencies including Children and Families, Police, Youth Support, Child and Adult Mental Health and Multi Agency Safeguarding Hub

## **J. SAFER RECRUITMENT**

The school will apply principles of safer recruitment to everyone who works with children within the education setting. It will not only be applied to individuals with direct or supervisory responsibility for students but also those who regularly work within the school when students are present who by the nature of their role will be seen as safe and trustworthy by students. This will extend to individuals who are not employed by the school such as contractors and unpaid volunteers.

### **Selection Procedures, Recruitment, and Vetting Checks**

Rednock School is committed to safeguarding and promoting the welfare of children and young people and expects staff and volunteers to share this commitment.

In light of our commitment we will therefore apply the following recruitment procedures retaining a written record

- All job descriptions used within the school will clearly state the responsibility for safeguarding and promoting the welfare of children;
- Person specifications for roles will make clear that the applicant must be suitable to work with children;
- Application forms will be scrutinised carefully, with particular reference to previous employment history, by those responsible for the interview process and discrepancies or anomalies will be checked with the applicant (and verified as necessary);
- One person on each interview panel will be a NSCL accredited recruiter (see appendix 1);
- Independent professional and character references will be obtained. One of these should be from the current employer unless a valid reason is given. Such reasons will be checked at interview. Referees will be prompted to provide answers to questions that contribute to assessment of the candidates suitability to work with children;
- Without exception the recruitment process will include a face to face interview. Standard questions will be included to explore the individual's suitability to work with children;

- The identity (Birth Certificate plus evidence of address), qualifications (including QTS, registration with the GTC) of the successful candidate will be checked and a copy kept of their documents signed by the person responsible for the check. This will be recorded in the central database held by the Head Teacher's PA;
- Prohibition checks for teaching staff will be conducted and recorded.
- Health checks - physical and mental fitness of the successful candidate will be checked via health questionnaire;
- Disclosure and Barring Service (DBS) checks will be completed for the successful applicant. Where a DBS disclosure is not sufficient to establish suitability to work with children, because the individual has lived outside of the UK, further appropriate checks will be necessary ;
- Checks to confirm the right to work in the United Kingdom will be conducted;
- All new staff will be required to complete on line safeguarding training and provide a copy of their certificate prior to commencement of employment.

## **Volunteers**

To minimise the risk of unchecked volunteers being left unsupervised with students the school has adopted the policy that all individuals will be checked unless their role is a one off. All staff must notify the Head Teachers PA of volunteers proposed to work with children at least one month before they start so that checks can be conducted.

When new volunteers start to work regularly with the school we will carry out the full range of safer recruitment procedures used for paid staff. Where the volunteer is already well known to the school a streamlined process of checking will be employed.

- References will be sought
- Checking within the school community for concerns
- Conducting an informal interview to assess suitability
- Undertaking DBS disclosure
- Details of appropriate checks will be recorded in a central database.

Where the volunteer's role is a one off the checks will only be required if they will have unsupervised contact with students. It will be the responsibility of the member of staff who organised the use of the volunteer to ensure that no unsupervised contact is allowed where checks have not been conducted.

## **Induction**

At Rednock we recognise our responsibility to ensure that all new staff and volunteers are inducted to enable them to perform their role effectively. The induction program will include information about, and written statements of:

- Policies and procedures in relation to safeguarding and promoting welfare (Safeguarding (Child Protection), Anti- Bullying, Race Equality Physical Intervention and Restraint, Intimate Care, E Safety);
- Safe practice and the standards of conduct and behaviour expected of staff and students in the school;
- How and with whom any concerns regarding the safety of children should be logged including an introduction to the Designated Safeguarding Lead;
- Other relevant personnel procedures (disciplinary, capability, allegation management and whistle blowing);
- That volunteers who, because of infrequent contact with students, have not been subject to DBS checks should not be left unaccompanied with students.

Responsibility for staff induction lies with Assistant Head Teacher (CPD) for Teachers and Systems and Projects Manager for Support Staff.

### **Supply Staff**

The school Cover Manager will check before the first day of employment with agencies providing supply staff that the appropriate checks have been carried out and are satisfactory. Completion of this checking process will be recorded on the school central database.

### **Extended Services**

Where services are provided directly under supervision of school staff the checks outlined above will apply. Where services are provided by third party organisations, the school will seek assurance that appropriate policies and procedures are in place in regard to safeguarding children and child protection.

When an agreement is made for a community group to use school facilities they will be made aware of the school commitment to safeguarding. It will be explained that if a school event coincides with their booking they should contribute to safeguarding by maintaining a distance.

### **Visitors to the School**

The identity of all visitors to the school will be verified by Reception Staff and where appropriate the member of staff receiving the visitor. Records will be kept of the identity of visitors in the school visitor log. Visitors will be asked to read a leaflet containing school safeguarding information including an introduction to the school's Designated Safeguarding Lead.

### **Contractors**

We will ensure that any contractors working within the school operate safer recruitment procedures for their staff and this will be monitored monthly by the Facilities Manager.

Where possible and necessary, because the employee may have access to students, the school will ensure through contract arrangements that appropriate checks have been completed. Where unchecked contractors are on site at the same time as students they will be accompanied by a member of school staff at all times. A named member of school staff will sign the visitor book to verify the identity of the contractor and to say that they are responsible for their supervision.

### **During the School Day**

The school will take necessary steps to ensure the safety of students including identifying separate access and egress routes for students and members of the public using the on-site Community Centre.

**Adults who do not have a satisfactory DBS disclosure must not be left unattended on school site (including facilities shared with the community) at any time.**

### **MONITORING AND EVALUATION**

**This policy should be read in conjunction with the Guidance for Safer Working Practice and Part 1 of Keeping Children Safe in Education (DfE September 2016).**

Monitoring of this policy will be carried out by the following:

Governor's Safeguarding Champion; Designated Safeguarding Lead; A member of the Leadership team acting as the Deputy DSL

### **Appendix 1**

#### **Designated Safeguarding Lead (DSL):**

Kath Clements, member of the wider SLT  
Room 129, Internal Telephone number 0746  
Direct line 01453 540746

#### **Deputy Safeguarding Officer**

David Alexander, Head Teacher

#### **DSL Trained School Staff**

Jo-Ann Hemper  
Patricia Rosevear (Sixth Form)

#### **E Safety Officer (DSL trained)**

Andy Birkett

#### **Safer Recruitment Trained**

David Alexander, Head Teacher  
Peter Broomfield, Governor  
Kerry Evans, HR Manager

#### **Nominated Governor responsible for Child Protection**

Sally Winterbottom

#### **PROCEDURES:**

Disclosures of abuse or significant concerns should be referred directly to the DSL.

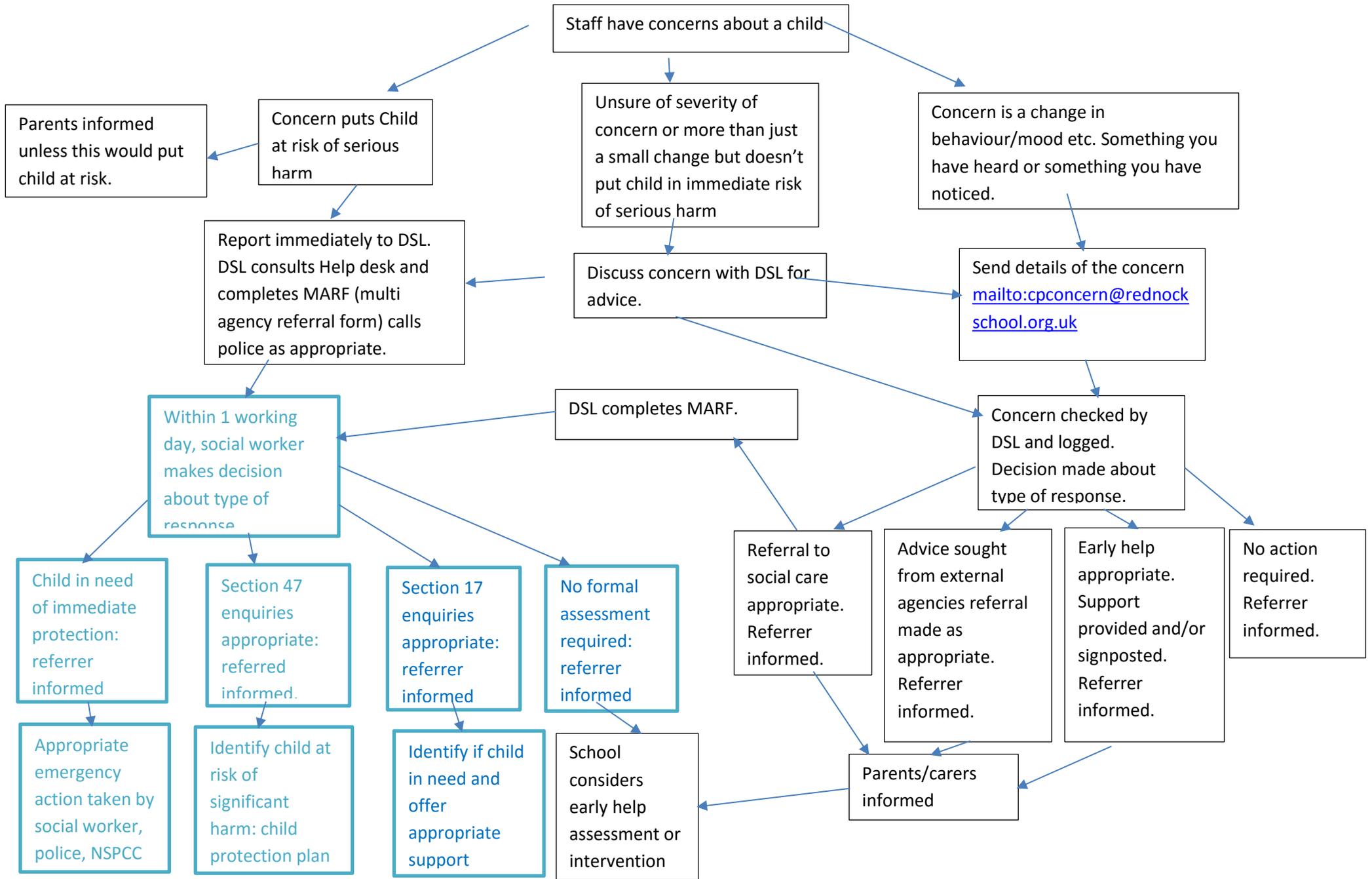
Any concerns or observations regarding the well-being of a student should be reported to the DSL by email to [cpconcern@rednockschool.org.uk](mailto:cpconcern@rednockschool.org.uk) or by completing the concern form (bright yellow) located in the Staff Room.

**Disclosures or serious concerns should be reported immediately to the DSL in person.**

The DSL will decide upon the appropriate response / action, taking into account the social care threshold and in-line with this policy. All concerns will be kept secure, even if no action is required. Advice may be sought from Children's Helpdesk: 01452 426565. ***The School follows the guidance contained in the "live" version of the Gloucestershire Safeguarding Children Board (GSCB) handbook for educational settings - [www.gscb.org.uk/handbook](http://www.gscb.org.uk/handbook).***

# Actions where there are Concerns about a child

Black boxes school actions. Blue boxes external agency actions.



## **Appendix 2**

### **Early Help**

Awareness raising of potential issues to staff and students, including faith abuse, radicalisation, gang and youth violence, relationship abuse, domestic abuse, gender based violence, female genital mutilation, sexting, trafficking child sexual exploitation. Life skills lesson content reviewed and revised on a rolling programme taking into account data from GHLL survey results, media focuses, events in school and information received in alerts from GSCB.

Child Sexual Exploitation (CSE) – Chelsea’s Choice delivered to year 8 students on an annual basis. CSE screening tool completed for students thought to be at risk.

Sexting – Police Community Support Officers deliver assemblies. Students experiencing distribution of images, etc. are given the opportunity for support via mentoring.

Students signposted to support via contact list and ‘nobody’s listening’ stickers in student planners. The school nurse runs a regular drop in session for health and mental health issues including self-harm. Sexual health weekly ‘drop in’ clinic available to support students.

School Counsellor provides support for students experiencing a wide ranging of difficulties and works closely with the DSL to ensure appropriate provision is in place.

Outside agencies invited into school to work with individuals and groups of students identified as at risk. Referrals made to appropriate outside agencies for support. Including Avenger Task force in respect of gangs and youth violence, GDASS for relationship abuse, Children and Young People’s service for mental health concerns, ‘The Door’ for student mentoring.

## **Appendix 3**

### **Types of Child Abuse and their Symptoms:**

Child abuse categories:

#### **Physical Abuse:**

Physical injury to a child, including deliberate poisoning, where there is definite knowledge or a reasonable suspicion, that injury was inflicted or knowingly not prevented. Possible signs of Abuse:

- Bruises and abrasions – especially about the face, head, genitals or other parts of the body where they would not be expected to occur given the age of the child. Some types of bruising are particularly characteristic of non-accidental injury especially when the child’s explanation does not match the nature of the injury or when it appears frequently.
- Slap marks on cheeks or buttocks.
- Twin bruises on either side of the mouth or cheeks – can be caused by pinching or grabbing, sometimes to make a child eat or to stop a child from speaking.
- Bruising on both sides of the ear – can be caused by grabbing a child that is running away. A very painful and humiliating common injury.
- Grip marks on arms or trunk – associated with shaking and/or sexual abuse.
- Black eyes.
- Damage to the mouth.

- Bite marks.
- Fractures.
- Poisoning or other misuse of drugs.
- Burns and/or scalds.

### **Sexual Abuse:**

The involvement of dependant, developmentally immature children and adolescents in sexual activities they do not truly comprehend, to which they are unable to give informed consent or that violate the social taboos of family roles. Possible signs of abuse:

- A detailed sexual knowledge inappropriate to the age of the child.
- Behaviour that is excessively affectionate or sexual towards other children or adults.
- Attempts to inform by making a disclosure with an excessive pre-occupation with secrecy or confidentiality.
- A fear of medical examinations.
- A fear of being alone with adults.
- A sudden loss of appetite, compulsive eating, eating disorders.
- Excessive masturbation especially in public.
- Promiscuity.
- Sexual approaches or assaults on other children or adults.
- Urinary tract infections, sexually transmitted diseases particularly where his/her partner is not evident.
- Bruising to the buttocks, lower abdomen, thighs and genital/rectal areas. Grip marks.
- Discomfort or pain particularly in the genital or anal areas.
- Drawing of pornographic or sexually explicit images.

### **Emotional Abuse:**

The severe adverse effect on the behaviour and emotional development of a child caused by persistent or severe emotional ill treatment or rejection. All abuse involves some emotional ill treatment, this category should be used where it is the main or sole form of abuse.

### **Physical Neglect:**

The persistent or severe neglect of a child (for example, by exposure to any kind of danger, including cold and starvation) which results in serious impairment of the child's health or development, including non-organic failure to thrive. Persistent stomach aches, feeling unwell, and apparent anorexia can be associated with physical neglect. Possible signs of neglect:

- Underweight – frequently hungry or pre-occupied with food or in the habit of stealing wither food or with the intention to procure food.
- Inadequately dressed – differentiate between lack of care preventing child from thriving and coming from a home where neatness and cleanliness are unimportant.

### **Grave Concern/at risk:**

Covers a number of situations where a child may be at risk. Children whose situations do not currently fit the above categories but where social or medical assessments indicate significant risk of abuse. Possible circumstances:

- A known child abuser in the family.

- Another child in the family is known to have been abused.
- Parents are involved with pornographic material to an unusual degree.
- An adult in the family with a history of violent behaviour.
- Child is exposed to potential risk or exploitation via the internet e.g. pornographic material or chat rooms.

### **Symptoms of Stress and Distress:**

When a child is suffering from any one or more of the above 'categories of abuse' or if the child is 'at risk', he/she will nearly always suffer from/display signs of stress and distress. Possible signs of stress and distress:

- Lack of concentration and a fall-off in school performance;
- Aggressive or hostile behaviour;
- Moodiness, depression, irritability, listlessness, fearfulness, tiredness, temper tantrums, short concentration span, acting withdrawn or crying at minor occurrences;
- Difficulties in relationships with peers;
- Regression to immature forms of behaviour, e.g. thumb sucking;
- Self-harming or suicidal behaviour;
- Low self-esteem;
- Wariness, insecurity, running away or truancy;
- Disturbed sleep;
- General personality changes such as unacceptable behaviour or severe attention seeking behaviour;
- A sudden change in school performance.

### **Parental signs of Child Abuse:**

Particular forms of parental behaviour that could raise or reinforce concerns are:

- Implausible explanations of injuries;
- Unwillingness to seek appropriate medical treatment for injuries;
- Injured child kept away from school until injuries have healed without adequate reason;
- A high level of expressed hostility to the child;
- Grossly unrealistic assumptions about child development;
- General dislike of child-like behaviour;
- Inappropriate labelling of child's behaviour as bad or naughty;
- Leaving children unsupervised when they are too young to be left unattended.

#### Appendix 4: Checklist for Governors Safeguarding Champion

		Date of Check	Evidence Source	Signature
Safeguarding (Child Protection) Policy	Up-to-date			
	Available to Parents			
	Adheres to Guidelines			
Safer Recruitment Policy & Procedure				
Recruitment & Vetting Checks Policy & Procedure				
Allegations Management Procedure				
Designated Office	Identified			
	Deputy			
	Trained (Give date of last 2 updates – 2 year cycle)			
Staff Training Policy & Procedure	Permanent (Give date of updates – 3 year cycle)			
	Temporary (Awareness of School Procedures)			
<b>Action Required</b>				