The Polygon School
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POLICY DOCUMENT
023b: Child Protection

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Status: Statutory

Approval: Governing Body

Review Responsibility	Valid From	Signed off	Valid to	Frequency Of review
Safeguarding Team	24-08-2023	Full Governing Body	23-08-2024	Annual
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The Polygon School Child Protection Policy
This policy should be read in conjunction with the school's **Safeguarding Policy (023a)** and **Retention and Transfer of Pupil Records Policy (023c).**

Part one of this policy outlines the school's principles and values re child protection.
Part two outlines staff responsibilities.
Part three outlines the school's child protection procedures.
Part four outlines how disclosure should be managed.
Part five Managing allegations against pupils
Appendix 1 outlines the indicators of abuse.
Appendix 2 provides guidance for the use of body maps.
Appendix 3 provides guidance re child protection for temporary/supply staff and volunteers.

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Legal context:
There are several acts of parliament and guidance that are pertinent to the child Protection process but key legislation is both the Children's Act of 1989 and 2004 as well as the Education Act of 2002 which states that teachers, education professionals, social workers, health professionals, police officers and members of the public have a statutory duty to report any concerns or suspicions that a child has been abused.
Section 175 of the Education Act 2002 which clearly states that the "governing body of a maintained school shall make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school."

Further guidance:

- Working Together to Safeguard Children 2015 and 2023
- Keeping Children Safe in Education
- Disqualification Under the Childcare Act 2006 (2018)

Scope:
The policy relates to all staff, volunteers and governors of The Polygon School and provides them with the framework they need in order to keep pupils safe and secure in our school and to inform parents and guardians how we will safeguard their children whilst they are in our care.

Child Protection Statement:
We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils.
We make every effort to provide a safe and welcoming environment with a culture of openness where both pupils and adults feel safe and able to talk freely about their concerns, believing that they will be listened to and valued.
We maintain an attitude of "it could happen here" where safeguarding is concerned.
At the Polygon School we will educate and encourage pupils to keep safe through:

- The content of the curriculum
- A school ethos which helps pupils to feel safe and able to talk freely about their concerns, believing that they will be listened to and valued.
- Clear effective systems to support pupils with concerns, allegations or disclosures

The Pupil's Wishes:
Where there is a safeguarding concern, the senior leaders, school staff and governing body ensure the pupil's wishes and feelings are taken into account when determining what action to take. At The Polygon School we ensure the pupil's wishes are taken into account within the EHCP Annual Review process, during the PEP Meetings for our Children who are Looked After and at our School Council Meetings. Our aim is for all our systems and processes to operate with the **best** interests of the pupil at their heart. The school will listen to the **P**upil **V**oice (PV).

At The Polygon School **the Designated Safeguarding Lead is Sarah Kinder, Deputy Headteacher.**

The DSL is supported on a daily basis by the Safeguarding Team:

Ben Penfold (Headteacher)

Matt Harvey (Alternative Provision Lead)

Gemma Griffiths (SENDCO)

All members of the welfare team undertake DSL training and Prevent training in line with statutory requirements. The welfare team remain on call and will respond to safeguarding concerns in school holidays. In the event Sarah Kinder (DSL) is unavailable the acting DSL would be Gemma Griffiths.

Part One - Principles and Values:

Pupils have a right to feel secure and cannot learn effectively unless they do so.
All pupils, regardless of age, gender, race, ability, sexuality, religion, culture or language have a right to be protected from harm.
All staff have a key role in prevention of harm and an equal responsibility to act on any suspicion or disclosure that may indicate a pupil is at risk of harm in accordance with the guidance.
We acknowledge that working in partnership with other agencies protects pupils and reduces risk and so we will engage in partnership working throughout the child protection process to safeguard pupils.

Leadership and Management: We recognise that staff anxiety around child protection can undermine good practice and so have established clear lines of accountability, training and advice to support the process and individual staff within that process.
In this school any individual can contact the designated safeguarding lead (DSL) if they have concerns about a pupil.
There is a **nominated governor**, **Carley Sefton-Wilson,** who will receive reports of allegations against the head teacher and act on the behalf of the governing body.
As an employer we comply with the employment checks in 'Safer Recruitment' including 'Disqualification under the Childcare Act 2006' guidance.

Training: All staff in our school are expected to be aware of the signs and symptoms of abuse and must be able to respond appropriately. All staff will receive safeguarding and child protection training at induction, refreshed at least annually and updated when guidance changes. Training will include recognition of abuse for SEMH and SEND pupils, trauma-informed practice, online safety, exploitation (CCE/CSE), child on child abuse, sexual violence/harassment, FGM, county lines, radicalisation (Prevent) and professional boundaries. DSLs will undertake multi-agency training every 2 years and attend local safeguarding partnership briefings and updates as required. Training is provided separately during induction to all new staff on appointment.

All staff are required to read part 1 of KSCIE **in full** at and sign annually to acknowledge they have attended/read and understood the training, or in between if any updates are issued. Staff undertake scenario-based learning and assessments to check knowledge. Training records are kept on staff HR files.

Any update in national or local guidance will be shared with all staff in briefings and then captured in the next whole school training session. This policy will be updated during the year to reflect any changes brought about by new guidance.

Referral: Following any concerns raised by staff, the DSL will assess the information and consider if significant harm has happened or if there is a risk that it may happen. If the evidence suggests the threshold of significant harm, or risk of significant harm has been reached; or they are not clear if the

threshold is met, then the DSL will contact children's social care. In the unlikely event the DSL or a DDSL is not available or there are immediate concerns, the staff member will refer directly to children's social care via The Childrens' Resource Service by calling the professionals line on 023 8083 2300.
Generally the DSL will inform the parents prior to making a contact however there are situations where this may not be possible or appropriate or in the best interest/wishes of the pupil.

Confidentiality: We maintain that all matters relating to child protection are to be treated as confidential and only shared as per the 'Working Together' guidance.
Information will only be shared with agencies who we have a statutory duty to share with and individuals within the school who 'need to know' or on transfer of school.

- Timely information-sharing is essential to effective safeguarding
- Arrangements should be in place setting out the processes and principles for sharing information within the school and with local authority children's social care, the safeguarding partners and other organisations, agencies, and practitioners as required
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- The Data Protection Act (DPA) 2018, Data (Use and Access) Act 2025, and the UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; or if to gain consent would place a child at risk
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests
- If a victim asks the school not to tell anyone about the sexual violence or sexual harassment:
- There's no definitive answer, because even if a victim doesn't consent to sharing information, staff may still lawfully share it if there's another legal basis under the UK GDPR that applies
- The DSL and deputies will have to balance the victim's wishes against their duty to protect the victim and other children

The DSL and deputies should consider that:

- Parents or carers should normally be informed (unless this would put the victim at greater risk)
- The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care
- Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. While the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the police remains

Regarding anonymity, all staff will:

- Be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system
- Do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment – for example, carefully considering which staff should know about the report, and any support for children involved
- Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities

- The government's information sharing advice for safeguarding practitioners includes 7 'golden rules' for sharing information (including personal information), and will support staff who have to make decisions about sharing information
- Staff should share relevant information promptly where needed to safeguard a child, considering necessity, proportionality, security and the risk of not sharing.
- If staff are in any doubt about sharing information, they should speak to the DSL (or deputy)
- Where a child leaves the school the DSL should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. The DSL should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving

Part Two - Staff responsibilities:

All staff have a key role to play in identifying concerns early and in providing help for pupils. To achieve this they will:

- Establish and maintain an environment where pupils feel secure, are encouraged to talk and are listened to.
- Ensure pupils know that there are adults in the school whom they can approach if they are worried about any problems.
- Plan opportunities within the curriculum for pupils to effectively develop the skills they need to assess and manage risk appropriately and keep themselves safe.
- Attend training regularly in order to be aware of and alert to the signs of abuse.
- Maintain an attitude of 'it could happen here' with regards to safeguarding.
- Record their concerns if they are worried that a pupil is being abused and report these to the relevant person immediately.
- If the disclosure is an allegation against a member of staff they will follow the allegations' procedures.
- Follow the procedures set out by this policy and any updates issued by the DfE. Also follow procedures set out in any other related policy for example safeguarding, offsite visits.
- Support pupils in line with their IEP/EHCP/child protection plan/personal education plan.
- Ensure they know who the designated safeguarding lead (DSL) and Safeguarding Team are and know how to contact them.
- Treat information with confidentiality whilst never promising to 'keep a secret'.
- Notify the DSL of any child on a child protection plan who has an unexplained absence.
- Staff will notify colleagues and/or parents of any concerns about their child, and provide them with, or signpost them to, opportunities to support them.

Senior management team and DSL responsibilities:

- Contribute to inter-agency working in line with guidance (Working Together and KCSiE).
- Provide a co-ordinated offer of support when additional needs of pupils are identified.
- Working with children's social care, support their assessment and planning processes including the schools attendance at, and reports for, conference, core group and any other relevant meetings.

- Carry out tasks delegated by the governing body such as training of staff, safer recruitment and maintaining a single central register.
- Provide support and advice on all matters pertaining to safeguarding and child protection to all staff regardless of their position within the school.
- Treat any information shared by staff or pupils with respect and follow all procedures, unless there is a 'good reason' not to (KCSIE).
- Ensure that allegations or concerns against staff are dealt with in accordance with guidance from department for education (DfE) and Southampton City Council (SCC).
- Liaise with other agencies that support pupils and provide support where required.

Governing body responsibilities:

- The school has effective safeguarding policies & procedures including a child protection policy, staff behaviour policy, behaviour policy, response to children who go missing from education, clear identified role and responsibilities of the trained DSL. All of which governors should ensure are included in all staff induction.
- Ensure school has a policy in respect to the use of restrictive interventions
- Ensure School has appropriate cyber security systems in place
- Review effectiveness of filtering and monitoring systems at least once every academic year as an agenda item.
- Ensure policies are reviewed within the correct timeframe – annually for child protection and safeguarding.
- SCC is informed of effectiveness of safeguarding and any support/actions required at least annually via the SCC safeguarding audit.
- Recruitment, selection and induction follows clear and effective safer recruitment practice.
- The single central register meets statutory requirements and background files support the checks required around identity, right to work and qualifications as set out in KCSiE
- Allegations against staff are dealt with appropriately by the head teacher.
- A member of the senior staff team is appointed as designated safeguarding lead (DSL), clear role and responsibilities are set out in their job description.
- A named link governor is selected to liaise with online safety officer to ensure filtering and monitoring processes are adhered to and reviewed.
- Staff have been trained appropriately and this is updated in line with KCSiE guidance
- Any safeguarding deficiencies or weaknesses are remedied without delay.
- There is a nominated governor for allegations against the head teacher who has undertaken some training for this role.

In addition to the role of staff and senior management team the DSL and Safeguarding Team will:

- Take **lead responsibility** for safeguarding and child protection (including online safety, filtering and monitoring).
- Assist the governing body in fulfilling their responsibilities under section 175 or 157 of the Education Act 2002.
- Attend approved DSL training for the role every two years and refresh in line with Local Authority expectations under KCSiE every year.

- Liaise closely with attendance officer **(Matthew Harvey)** to ensure that absent pupils are at reduced risk of missing education.
- Ensure all staff and volunteers, including those not directly working with children, understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the DSL and Safeguarding Team.
- Ensure that whole school training occurs annually in line with KCSiE guidance so that staff and volunteers can fulfil their responsibilities and updates are provided to all when required.
- Ensure any members of staff joining the school receive effective induction prior to commencement of their duties that includes policies and procedures specific to the school.
- Keep child protection and safeguarding records up to date
- Keep written records of child protection concerns securely and separately from the main pupil file and use these records to assess the likelihood of risk.
- Ensure that copies of child protection records and welfare concerns are transferred accordingly as soon as possible and within 5 days for an in-year transfer or within the first 5 days of the start of a new term (separate from pupil files) when a child transfers school following the school's **Retention and Transfer of Pupil Records Policy (023c).**
- Ensure that where a pupil transfers school and is on a child protection plan or is looked after, the information is passed to the new school immediately and the child's social worker is informed.
- Ensure that child protection records/welfare concerns relating to vulnerable children are not destroyed in line with current embargo on destruction under the inquiry into historical sexual abuse.
- Understand the importance of information sharing, both within the school and college, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners.
- Link with SCC to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Develop, implement and review procedures in our school that enable the effective identification and reporting of all cases, or suspected cases, of abuse.
- Ensure that staff know which pupils have a social worker due to safeguarding needs, identifying the challenges that they face daily and the additional academic support and adjustments needed to best support them.
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation.

Part Three- The school's Child Protection Procedures:

Overview:

The following procedures apply to all staff working in the school and will be covered by training to enable staff to understand their role and responsibility.

The aim of our procedures is to provide a robust framework which enables staff to take appropriate action when they are worried a pupil is being abused.

The prime concern at all stages must be the interests and safety of the pupil. Where there is a conflict of interest between the pupil and an adult, the interests of the pupil must be paramount.

If a member of staff suspects abuse or they have a disclosure of abuse made to them they must:
Make an initial record of the information.
Report it to the DSL immediately.
The DSL will consider if there is a requirement for immediate medical intervention, however urgent medical attention should not be delayed if DSL is not immediately available.
Make an accurate record (which may be used in any subsequent court proceedings) as soon as possible and within 24 hours of the occurrence, of all that has happened, including details of:

- Dates and times of their observations
- Use the childs own words or phrases
- Dates and times of any discussions they were involved in
- Any injuries
- Explanations given by the pupil/adult
- What action was taken

The records must be signed and dated by the author.

Following a report of concerns from a member of staff, the DSL must:
Decide whether or not there are sufficient grounds for suspecting significant harm in which case a contact must be made to the Childrens' Resource Service.
Normally the school should try to discuss any concerns about a pupil's welfare with the family and where possible to seek their agreement before making a referral to Children's Social Care. However, in accordance with DfE guidance, this should only be done when it will not place the pupil at increased risk or could impact a police investigation. The pupil's views should also be taken into account.
If there are grounds to suspect a pupil is suffering, or is likely to suffer, significant harm they must contact the Childrens' Resource Service (CRS) via the online form and make a clear statement of:

- the known facts
- any suspicions or allegations
- whether or not there has been any contact with the pupil's family.

If the DSL feels unsure about whether a referral to the CRS is necessary they can phone the CRS for guidance.
If there is not a risk of significant harm, then the DSL will either actively monitor the situation or consider accessing early help support via the CRS phoneline.

If a pupil is in immediate danger and urgent protective action is required, the police should be called. The DSL should also notify Children's Social Care of the occurrence and what action has been taken.
Where there are doubts or reservations about involving the pupil's family, the DSL should clarify with Children's Social Care or the Police whether the parents should be told about the referral and, if so, when and by whom. This is important in cases where the Police may need to conduct a criminal investigation.
When a pupil is in need of **urgent** medical attention and there is suspicion of abuse the DSL should take the pupil to the accident and emergency unit at the nearest hospital, having first notified Children's Social Care.
The DSL should seek advice about what action Children's Social Care will take and about informing the parents, remembering that parents should normally be informed that a pupil requires urgent hospital attention.

Part Four- Managing Disclosures:

A member of staff who is approached by a pupil should listen positively and try to reassure them. They cannot promise complete confidentiality and should explain that they may need to pass information to

other professionals to help keep the pupil or other children safe. The degree of confidentiality should always be governed by the need to protect the pupil.
Additional consideration needs to be given to pupils with communication difficulties and for those whose preferred language is not English. It is important to communicate with them in a way that is appropriate to their age, understanding and preference.
The member of staff should share their concerns with the DSL or member of the safeguarding team ASAP. Ultimately, all staff have the right to make a referral to the police or social care directly and should do this if, for whatever reason, there are difficulties following the agreed protocol, e.g. they are the only adult on the school premises at the time and have concerns about sending a pupil home or witness something out of hours.

Guiding principles, the seven R's

Receive

- Listen to what is being said, without displaying shock or disbelief.
- Accept what is said and take it seriously.
- Make a note of what has been said as soon as is practicable.

Reassure

- Reassure the pupil, but only so far as is honest and reliable.
- Don't make promises you may not be able to keep e.g. 'I'll stay with you' or 'everything will be alright now' or 'I'll keep this confidential.'
- Do reassure e.g. you could say: 'I am glad you have been able to tell me this', 'I am sorry this has happened', 'We are going to do something together to get help'.
- **Do not** pass any judgement or ask why questions.

Respond

- Respond to the pupil only as far as is necessary for you to establish whether or not you need to refer this matter, but do not interrogate for full details.
- Do not ask 'leading' questions i.e. 'did he touch your private parts?' or 'did she hurt you?' Such questions may invalidate your evidence (and the pupil's) in any later prosecution in court.
- Do not criticise the alleged perpetrator; the pupil may care about him/her, and reconciliation may be possible.
- Do not ask the pupil to repeat it all for another member of staff. Explain what you have to do next and whom you have to talk to. Reassure the pupil that it will be a senior member of staff.

Report

- Share concerns with the Designated Safeguarding Lead, Deputy DSL or Safeguarding Team as soon as possible.
- If you are dissatisfied with the level of response you receive following your concerns, you should press for re-consideration.

Record

- If possible make some very brief notes at the time, and write them up as soon as possible.
- Keep your original notes.
- Record the date, time, place, person's present and noticeable nonverbal behaviour, and the words used by the pupil. Record the actual words used, rather than translating them into 'proper' words.
- Complete a body map to indicate the position of any noticeable bruising/injury.
- Record facts and observable things, rather than your 'interpretations' or 'assumptions.'

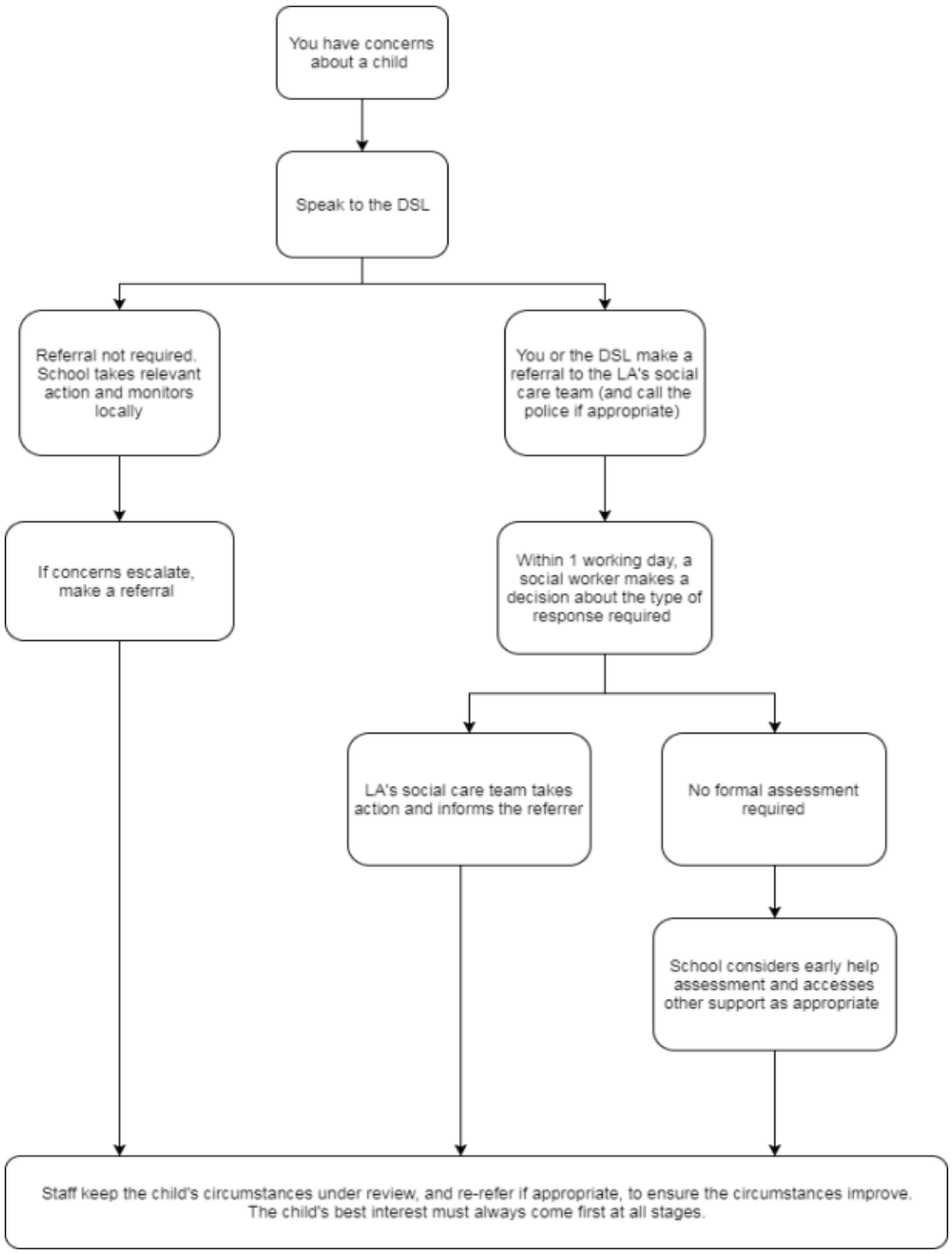
Remember

- Support the pupil: listen, reassure, and be available.
- Complete confidentiality is essential. Share your knowledge only with appropriate professional colleagues.
- Try to get some support for yourself if you need it.

Review (led by DSL and safeguarding team)

- Has the action taken provided good outcomes for the pupil?
- Did the school's CP procedures work?
- Were any deficiencies or weaknesses identified in the procedure? Have these been remedied?
- Is further training required?

What happens next? Figure 1: procedure if you have concerns about a child's welfare



It is important that concerns are followed up and it is everyone's responsibility to ensure that they are. The member of staff should be informed by the DSL what has happened following the report being made. If they do not receive this information they should be proactive in seeking it out.

If they have concerns that the disclosure has not been acted upon appropriately, they might inform the head teacher/ safeguarding governor of the school and/or may ultimately contact the children's services department or the Local Authority Designated Officer LADO. They may use the whistleblowing procedure. Receiving a disclosure can be upsetting for the member of staff and schools should have a procedure for supporting them after the disclosure. This might include reassurance that they have followed procedure correctly and that their swift actions will enable the allegations to be handled appropriately.

In some cases additional counselling might be needed and they should be encouraged to recognise that disclosures can have an impact on their own emotions.
Children may become subject to Child in Need plans or Child Protection plans. This will always involve multiagency working around the child/family. All agencies are required to provide written reports for each meeting. Our school will also send a representative from the Safeguarding Team to the meeting to share this report and hear the wider picture.

Part Five - Managing allegations against pupils:

Allegations against pupils: If a concern is raised that there is an allegation of a pupil abusing another pupil within the school, the 'Dealing with Allegations Against Pupils' guidance will be followed (Appendix 3). This has been reviewed in line with the 'Sexual violence and Sexual harassment' guidance issued by the Government 2021

- When an allegation is made by a pupil against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the designated safeguarding lead (DSL) should be informed.
- A factual written record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.
- The DSL should contact the Childrens Resource Service to discuss the case.
- The DSL will follow through the outcomes of the discussion and a case will be taken forward where appropriate.
- If the allegation indicates that a potential criminal offence has taken place, once referred to the Childrens Resource Service, the police will become involved.
- Parents, of both the student being complained about and the alleged victim, should be informed and kept updated on the progress of the referral.
- The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils' files.
- It may be appropriate to arrange for alternative education provision for a short period for either or both pupils as the allegation is an allegation and will need to be fully investigated.
- Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures.
- In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.
- The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

Managing allegations against staff:

Please refer to managing Allegations against staff policy 010

Appendix 1 - Indicators of abuse, neglect and exploitation:

Abuse: Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others.

This can be particularly relevant in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects.

Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others.

Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children. Children may also cause harm to other family members, often referred to as child to parent or care giver abuse.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone

Emotional Abuse may involve

- Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children
- Verbal abuse such as criticism, belittling, or name-calling

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or penetration with an object) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and **all** staff should be aware of it and of their school or college's policy and procedures for dealing with it.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

The Trigger Trio*:* this term has been used to describe the issues of domestic violence, mental ill-health and substance misuse which have been identified as common features of families where harm to women and children has occurred. They are viewed as indicators of increased risk of harm to children and young people. In a review of Serious Cases Reviews undertaken by Ofsted in 2011, they found that in nearly 75% of these cases two or more of the issues were present.

Appendix 2 - Body Maps:

Body Maps on CPOMS incident forms should be used to document and illustrate visible signs of harm and physical injuries.
Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.
At no time should an individual teacher/member of staff take photographic evidence of any injuries or marks to a child's person, the body map below should be used.
Any concerns should be reported and recorded without delay to the appropriate safeguarding services, e.g. Social Care direct or child's social worker if already an open case to social care/ Police.
When you notice an injury to a pupil, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:

- Exact site of injury on the body, e.g. upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g. round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the pupil feel hot?
- Does the pupil feel pain?
- Has the pupil's body shape changed/are they holding themselves differently?

Add any further comments as required. Ensure First Aid is provided where required and record the steps taken.

<u>Appendix 3</u> - Briefing sheet re safeguarding and child protection for volunteers/temporary/supply staff and those on short contracts at The Polygon School:

While working/volunteering in The Polygon School, you have a duty of care towards the pupils here. This means that at all times you should act in a way that is consistent with their safety and welfare.
In addition, if at any time you have a concern about an adult or pupil, particularly if you think they may be at risk of abuse or neglect, it is your responsibility to share that concern with the school Designated Safeguarding Lead (DSL).
This is not an exhaustive list but you may have become concerned as a result of:

- observing a physical injury, which you think may have been non-accidental.
- observing something in the appearance of a pupil which suggests they are not being sufficiently well cared for.
- observing behaviour that leads you to be concerned about a pupil.
- a pupil telling you that they have been subjected to some form of abuse.

In any of the circumstances listed here, you must write down what you saw or heard, date and sign your account, and give it to the Designated Safeguarding Lead.
This may be the beginning of a legal process – it is important to understand that legal action against a perpetrator can be seriously damaged by any suggestion that a pupil has been led in any way. Just record factual information shared including exact words/phrases used.
If a pupil talks to you about abuse, you should follow these guidelines:

- Rather than directly questioning the pupil, just listen and be supportive.
- Never stop a pupil who is freely recalling significant events, but don't push the pupil to tell you more than they wish.
- Make it clear that you may need to pass on information to staff in other agencies who may be able to help – do not promise confidentiality. You are obliged to share any information relating to abuse or neglect.
- Write an account of the conversation immediately, as close to verbatim as possible. Put the date and timings on it, and mention anyone else who was present. Then sign it, and give your record to the DSL/Deputy DSL or a member of the Safeguarding Team who should contact children's social care if appropriate.
- If you are a teacher and have information that an act of Female Genital Mutilation has occurred it is your duty to report this to the police. You may wish to ask for advice from the DSL. The DSL must be informed in all circumstances. If you are not a teacher, please report the information to the DSL.

The school has a policy for safeguarding pupils which you can find, together with the local procedures to be followed by all staff, on the school website.