

Stoke Newington School

Child Protection & Safeguarding Policy 2014

Academic year	Designated senior person	Deputy designated senior person	Nominated governor	Chair of governors
2014-2015	Alan MacAskill	Jo Smith Lorna De La	Caroline Stagg	Crispin Truman

This policy applies to all adults, including volunteers, working in or on behalf of the school.

‘Everyone working in or for our school service shares an objective to help keep children and young people safe by contributing to:

- providing a safe environment for children and young people to learn and develop in our school setting, and
- identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in our school setting’

SCHOOL COMMITMENT

Stoke Newington School and Sixth Form is committed to Safeguarding and Promoting the Welfare of all of its pupils. Each pupil's welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse. We recognise that children who are abused or neglected may find it difficult to develop a sense of self worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our pupils



PROVIDING A SAFE AND SUPPORTIVE ENVIRONMENT

1. Safer Recruitment and Selection

The school pays full regard to current DCSF guidance 'Safeguarding Children and Safer Recruitment in Education' Jan 2007. We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and, checking the Children's List and Criminal Records Bureau checks and right to work in England checks.

In line with statutory changes, underpinned by regulations, the following will apply:

- a CRB Enhanced Disclosure is obtained for all new appointments to our school's workforce through staffing personnel and payroll, from October 2009 it is a criminal offence for employers to take on an individual in Independent Safeguarding Authority regulated activity whom they know to have been barred and/or not refer to the ISA details of anyone who is permanently removed from regulated activity or who leaves while under investigation for allegedly causing harm or posing a risk of harm
- this school is committed to keep an up to date single central record detailing a range of checks carried out on our staff - a copy is also held at the HR and Payroll Unit The Learning Trust
- all new appointments to our school workforce who have lived outside the UK will be subject to additional checks as appropriate
- our school ensures that supply staff have undergone the necessary checks and will be made aware of this policy
- identity checks must be carried out on all appointments to our school workforce before the appointment is made, in partnership with The Learning Trust

Staff
Annie Gammon, Samantha Williams, Mary Straw, Alan Macaskill, Patricia Wright, Lucy Bryant, David Medway
Governors
Full GB training took place in May 2009

The above have undertaken the Children's Workforce Development Council's Safer Recruitment in Education Training (www.cwdcouncil.org.uk). One of the above will be involved in all staff and volunteer appointments and arrangements (including, where appropriate, contracted services).

Safe Practice

Safe working practice ensures that pupils are safe and that all staff:

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
 - work in an open and transparent way
 - work with other colleagues where possible in situations open to question
 - discuss and/or take advice from school management over any incident which may give rise to concern;
 - record any incidents or decisions made
 - apply the same professional standards regardless of gender or sexuality
 - be aware of confidentiality policy
 - are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

Safeguarding Information for pupils

- All pupils in our school are aware of a number of staff who they can talk to. The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All pupils know that we have a senior member of staff (DSP) with responsibility for child protection and know who this is. We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm. The Life Skills materials are designed to help students stay safe including personal safety, alcohol and drugs awareness, sex and relations, being healthy and staying healthy.
- Our school will ensure that pupils are made aware that information can be found in the following *areas student advice centre, student notice board and in tutor rooms*
- School's arrangements for consulting with and listening to pupils are *through the student House of Commons and House of Lords*
- We make pupils aware of these arrangements by holding elections each year for the House of Commons and through the student notice boards in tutor rooms.
- We will also address issues of safeguarding and child protection in assemblies to ensure that students understand how to support each other.

Partnership with Parents and Carers

The school shares a purpose with parents to educate and keep children safe from harm and to have their welfare promoted.

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child.

Stoke Newington School and Sixth Form will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm but where we believe that a referral is urgent and we have made a reasonable attempt to contact the parent or carer then the referral will go ahead as the welfare of the young person is our primary concern.

We encourage parents to discuss any concerns they may have with *Stoke Newington School and Sixth Form*

We make parents aware of our policy it is available to all parents through the school website and VLE and is mentioned in the school prospectus. A printed copy of this policy will be sent to any parents or carers on request.

The School Prospectus

Safeguarding

Stoke Newington school is committed to providing a safe and secure environment and promoting a climate in which students and adults feel confident in sharing their concerns about their own safety or the well being of others.

The school's Child Protection Policy draws on guidance from The Children's Act (1989 and 2004) and procedures produced by the City and Hackney Safeguarding Children's Board and The Learning Trust

All adults working in the school are required to report instances of actual or suspected child abuse or neglect or other concern about the safety or welfare of a child to the Designated Safeguarding Children Officer who works in partnership with children's social care and other external agencies to ensure that children are not at risk of harm.

Partnerships with others

Our school recognises that it is essential to establish positive and effective working relationships with other agencies who are partners in the City and Hackney Safeguarding Children Board and the Safeguarding Children Team at The Learning Trust. There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children.

We currently work in partnership with the following external agencies: -

Social Services in Hackney, Islington & Haringey
YOT
St Josephs Bereavement Counselling
The Police
Young Carers
Primary School SENCO's and Learning Mentors
LIFE scheme (Fire Brigade project in Islington)
Targeted Youth Support (Islington)

CAMHS in Hackney, Islington & Haringey
Hackney Youth Support
Connexions
School Nurse
Learning Trust, Vulnerable Pupils dept. Legal dept, BEST team
Friendship works (Befriending scheme in Islington)
Nia Project (Domestic violence)

School Training and Staff Induction

The school's senior member of staff with designated responsibility for child protection undertakes basic child protection training and training in inter-agency working, (that is provided by The Learning Trust Safeguarding Children Team) and refresher training at 2 yearly intervals (courses can be booked on line at <http://trustnet.learningtrust.co.uk/cpd/Pages/searchcourses.aspx>)

The Headteacher and all other school staff, including non teaching staff, undertake appropriate induction training to equip them to carry out their responsibilities for child protection effectively, which is kept up to date by refresher training at 3 yearly intervals.

Basic Awareness online training <http://trustnet.learningtrust.co.uk/cpd/Pages/searchcourses.aspx>

Whole school Basic Awareness Training can be booked through The Learning Trust Safeguarding Children Team

All staff (including temporary staff and volunteers) are provided with the school's child protection policy and informed of school's child protection arrangements on induction. All temporary or short term contracted staff are also briefed about their responsibilities for Child Protection and Safeguarding.

Support, Advice and Guidance for Staff

Staff will be supported by the designated Safeguarding Children Officer and the deputy DSCO within the school and can get support through the safeguarding children team at The Learning Trust, children's social care within LBH or neighbouring boroughs if appropriate.

Additional Advice is available from The Learning Trust Safeguarding Children Team and Brenda Vickery on 0208820700 and referrals for urgent action can be made to Duty and Assessment Team at Children's Social Care

Related School Policies

Safeguarding covers more than the contribution made to child protection in relation to individual children. It also encompasses issues such as pupil health and safety and bullying.....and a range of other issues, for example, arrangements for meeting the medical needs of childrenproviding first aid, school security, drugs and substance misuse, positive behaviour etc. There may also be other safeguarding issues that are specific to the local area or population'

Safeguarding Children and Safer Recruitment in Education DfES 2007

The school has up-to-date policy on:

1. Anti-Bullying	2. Sex and Relationships	3. Food (Including Healthy Eating)
4. Trips	5. Safer Working - DCSF Guidance	6. Substance Misuse
7. Behaviour	8. School Security	9. Safer Recruitment
10. CRB guidance for school visitors	11. Home Visits	12. Health and Safety
13. Security Procedures	14. Use of Restraint	15. Whistleblowing

Children Missing from Education

Are of significant concern for a lot of young people school is a place of safety so children who are missing from school must be deemed to be very vulnerable. Particular concern should be paid to girls from backgrounds where they may be subject to forced marriage or removal from school for an extended period of time and could be subject to Female Genital Mutilation.

The school follows The Learning Trust procedures “Children Who May Be Missing/Lost From Education”. Contact: Brenda Vickery at The Learning Trust.

Where children on roll at a school do not turn up, and this school has made the usual enquiries they should refer the case to the Attendance Service at the Learning Trust in the usual way. If the allocated worker cannot locate the child/family they will inform the Children Missing Education team and the school will be advised by them or the Attendance Service that they can take the child off roll (normally after 4 weeks).

Confidentiality

School has regard to “Information Sharing: Practitioner’s guide” HM Government, 2006
www.ecm.gov.uk/deliveringservices/informationsharing

“Where there is a concern that the child may be suffering or is at risk of suffering significant harm, the child’s safety and welfare must be the overriding consideration. “

The School should have a clear and explicit confidentiality policy.

The school policy clearly indicates:

- a) **When information must be shared with police and Social Care where the child/young person is / may be at risk of significant harm**
- b) **When the pupil’s and/or parent’s confidentiality must not be breached**
- c) **That information is shared on a need to know basis**

The primary concern must be at all times that we act to secure the safety and security of the young person.

9. Pupil Information

Our school will endeavour to keep up to date and accurate information in order to keep children safe and provide appropriate care for them the school requires accurate and up to date information regarding:

- names and contact details of persons with whom the child normally lives
- names and contact details of all persons with parental responsibility (if different from above)
- emergency contact details (if different from above)
- details of any persons authorised to collect the child from school (if different from above)
- any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
- if the child is or has been on the Child Protection Register or subject to a care plan
- name and contact detail of G.P.
- any other factors which may impact on the safety and welfare of the child

The school will collate, store and agree access to this information

The school regularly sends out data checks to parents and carers to check on the quality of the data and ensure that we operate with the highest standard of data integrity and quality.

Roles and Responsibilities

The governing body of Stoke Newington School and Sixth Form will ensure that:

- the school has a child protection policy and procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request;
- the school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children; and that any panel involved in the recruitment of staff has at least one member who has undertaken the CWDC's or equivalent Safer Recruitment Training.
- the school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures;
- a senior member of the school's leadership team is designated to take lead responsibility for child protection issues, providing advice and support to other staff, liaising with the local authority and working with other agencies
- staff including the Head Teacher undertake appropriate child protection training which is updated every three years
- they remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements;
- a governor is nominated to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the head teacher
- where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate.
- they review their policies and procedures annually and provide information to the LA about them and about how the above duties have been discharged

Our Headteacher will ensure that:

- the policies and procedures adopted by the Governing Body are fully implemented, and followed by all staff;
- sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities including taking part in strategy discussions and other inter-agency meetings and contributing to the assessments of children.
- all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies.

Senior Member of Staff with Designated Responsibility for Child Protection will:

Referrals

- refer cases of suspected abuse or allegations to the relevant investigating agencies and liaise with other agencies
- act as a source of support , advice and expertise within the educational establishment;
- Liaise with the headteacher to inform him/her of any issues and ongoing investigations and ensure there is always cover for this role.
- Ensure that the school has an effective system of record keeping

Training

- recognise how to identify signs of abuse and when it is appropriate to make a referral;
- have a working knowledge of how Kirklees Safeguarding Children Board operate, the conduct of a child protection case conference and be able to attend and contribute to these and ongoing child protection plans
- ensure that all staff have access to and understand the school's child protection policy;
- ensure that all staff have safeguarding training as part of their induction;
- keep detailed accurate secure written records of referrals; discussions with other agencies and/or concerns
- obtain access to resources and attend any relevant or refresher training courses at least every two years.

Raising Awareness

- ensure the child protection policy is updated and reviewed annually and work with the Governing Body regarding this;
- ensure parents are made aware of the child protection policy which alerts them to the fact that referrals may be made and the role of the establishment in this to avoid conflict later;
- where a child leaves the establishment, ensure the child protection file is copied for the new establishment asap and transferred to the new school separately from the main pupil file. If a child goes missing or leaves to be educated at home, then the child protection file should be copied and the copy forwarded to the Education Social Work Service.
- where the parents inform school that they wish to 'home educate' their child, The Learning Trust Attendance Service will try and carry out a home visit to offer support and advice to the parent carer.

All staff and volunteers will:

- fully comply with the school's policies and procedures
- attend appropriate training
- inform the designated person of any concerns

TAKING ACTION TO ENSURE THAT CHILDREN ARE SAFE

AT SCHOOL AND AT HOME

All staff follow City and Hackney Children's Safeguarding Board procedures which are consistent with 'Working Together to Safeguard Children 2010' and 'What to do if you are worried a child is being abused'

It is **not** the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly all concerns regarding the welfare of pupils will be recorded and discussed with the designated senior person with responsibility for child protection (or another senior member of staff in the absence of the designated person) prior to any discussion with parents.

1. Staff must immediately report:

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- any explanation given which appears inconsistent or suspicious
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play)
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a child is presenting signs or symptoms of abuse or neglect
- any significant changes in a child's presentation, including non-attendance
- any hint or disclosure of abuse from any person
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)

2. Responding to Disclosure

Disclosures or information may be received from pupils, parents or other members of the public. School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity

Such information cannot remain confidential and staff will immediately communicate what they have been told to the designated person and make a contemporaneous record.

Principles

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the designated person in order that s/he can make an informed decision of what to do next.

Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm
- try to ensure that the person disclosing does not have to speak to another member of school staff
- clarify the information
- keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?'
- try not to show signs of shock, horror or surprise
- not express feelings or judgements regarding any person alleged to have harmed the child
- explain sensitively to the person that they have a responsibility to refer the information to the senior designated person
- reassure and support the person as far as possible
- explain that only those who 'need to know' will be told
- explain what will happen next and that the person will be involved as appropriate

3. Action by the Designated Senior Person (or other senior person in their absence)

Following any information raising concern, the designated senior person will consider:

- any urgent medical needs of the child
- *making an enquiry to find out if the child is subject to a Child Protection Plan by ringing 01924 483749*
- discussing the matter with other agencies involved with the family
- consulting with appropriate persons e.g. Safeguarding Officer and/or Social Care
- the child's wishes

Then decide:

- wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
- whether to make a child protection referral to social care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately
OR
- not to make a referral at this stage
- if further monitoring is necessary
- if it would be appropriate to undertake an assessment (e.g. CAF) and/or make a referral for other services

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to social care will be followed up in writing within 24 hours using a standard referral form.

4. Action following a child protection referral

The designated senior person or other appropriate member of staff will:

- make regular contact with the Social worker involved to stay informed.
- wherever possible, contribute to the Strategy Discussion..
- provide a report for, attend and contribute to any subsequent Child Protection Conference.
- if the child or children are made the subject of a Child Protection Plan, contribute to the Child Protection Plan and attend Core Group Meetings and Review Conferences.
- where possible, share all reports with parents prior to meetings.
- where a child on the child subject to a child protection plan moves from the school or goes missing, immediately inform the key worker in Social Care.

5. Recording and monitoring

- Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records will be signed and dated, any information given will be recorded verbatim where possible and a note made of the location and description of any injuries seen.
- All C.P. documents will be retained in a 'Child Protection' file, separate from the child's main file. This will be locked away and only accessible to the headteacher and designated senior person. These records will be copied and transferred to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of Designated Person Child Protection.' If the child goes missing from education or is removed from roll to be educated at home then any Child Protection file should be copied and the copy sent to the Safeguarding Children Team at The Learning Trust. Original copies will be retained until the child's 25th birthday.

6. Supporting the Child and Partnership with Parents and Carers

- School recognises that the child's welfare is paramount, however good child protection practice and outcome relies on a positive, open and honest working partnership with parents and carers.
- Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child.
- We will provide a secure, caring, supportive and protective relationship for the child.
- Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why.
- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child, parents or carers. The Designated Senior Person will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child.

Allegations regarding person(s) working in or on behalf of school (including volunteers)

Where an allegation is made against any person working in or on behalf of the school that he or she has:

- a. Behaved in a way that has harmed a child or may have harmed a child
- b. Possibly committed a criminal offence against or related to a child or
- c. Has behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

We will apply the same principles as in the rest of this document and we will always follow The City and Hackney Safeguarding Children Board procedures that can be accessed at <http://www.chscb.org.uk/>. Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely.

Whilst we acknowledge such allegations, (as all others), may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures.

Initial Action

- The person who has received an allegation or witnessed an event will immediately inform the headteacher and make a record
 - In the event that an allegation is made against the headteacher the matter will be reported to the Chair of Governors who will proceed as the 'headteacher'
 - The headteacher will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs
 - The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of children
- The headteacher may need to clarify any information regarding the allegation, however no person will be interviewed at this stage
- The headteacher will consult with the Local Authority Designated Officer (LADO) in order to determine if it is appropriate for the allegation to be dealt with by school or if there needs to be a referral to social care and/or the police for investigation
 - Consideration will be given throughout to the support and information needs of pupils, parents and staff
 - The headteacher will inform the Chair of Governors of any allegation.

An introductory guide for staff on Safeguarding and Child Protection

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults or another child or children.

Physical abuse

Physical abuse 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

Emotional abuse is the persistent emotional maltreatment of a child such as to:

Cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

These four areas of concern are not unique and separate and any or all of these forms of neglect and abuse can be experienced by a single child at the same time. So we need to be aware of the different types of abuse and what kind of effect they may have on young people.

Children Causing Concern

You are concerned because the student has:

1. Told you that they have been made to have sex with an uncle..

It is critical that professional involvement is brought into this kind of event at the earliest stage; the young person might need a place of safety and medical support. Do not email you must make the referral in person as a matter of urgency

The response to dealing with this kind of disclosure is really critical; do not display shock, anger, disgust. Be calm, do not ask questions or seek clarification, just listen to the young person, After you have made the referral write down what was said as accurately as possible.

You are concerned because the student has:

2. Marks or bruising on her/his body and cannot say how they occurred or the explanation is embarrassed and confused or evasive.

This may be physical abuse and professional involvement in this may or may not be required but if the marks are caused by non-accidental injuries then it is urgent that they are recorded properly and that the young person receives all of the support they require.

Your response needs to be considered; have you ever had concerns for the welfare of the young person before, have you ever seen marks on the young person before. There could be simple reasons for the marks but you cannot make that decision you must make a referral in person or by phone with a member of the safeguarding team.

You are concerned because a student:

3. tells you that her mum is calling her names, shouting and using other language that is inappropriate and hurtful, and this is a regular occurrence and its making her very unhappy.

On the face of it this could be an example of emotional abuse but is this a pattern of behaviour or a one off incident when mum has come home found the house a mess and lost the plot. It could require additional support to deal with mental health, drugs or alcohol abuse within the family as well as providing support for the young person.

Your response can be considered and sympathetic but you need to make a referral to the safeguarding team. It would appear that something inappropriate and different has happened to this young person and at the least the parent will be contacted and invited in to discuss the event. This may happen

You are concerned because a student has:

4. Begun to appear in school looking tired and not well cared for.

On the face of it this could be an example of neglect but is this pattern of behaviour or a one off incident. Have the family been made homeless or suffered from issues of family breakdown or bereavement. It could reflect a lack of care or even that the young person is looking after themselves because the carer has been admitted to hospital or simply

Have a chat to the student and see how they are feeling if they say they are fine pass on your concerns to the YCC but also make an email referral to **Child Protection**. This will be followed up by the YCC in conjunction with the Safeguarding team.

It is important that the school establish the reasons for the change in appearance of the young person or ensures that another agency does.

You are concerned because a student has:

5. Told you that their friend is using a knife to cut their arm and she has lots of small scars on her arms. She doesn't know what to do but is very worried.

Self harm is more common than people realise and young people particularly in girls and young women between the ages of 15 and 25. Although recent research shows that boys and young men also have significant rates of self harm. Cutting is one form of self harm, overdosing on drugs such as painkillers and drinking alcohol to be sick can also be seen as self harm.

There is no one reason why people become involved in self harm but without professional help it is very difficult for them to break away from

It is essential that any possibility of young people being involved in self harm is taken seriously and referred on to the safeguarding team complete an email referral to **Child Protection**.

Contact will be made with parents and a referral to external support for the young person.