Hillside Infant School

Safeguarding and Child Protection Policy

Last Updated: September 2026
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Policy Status: Statutory







Paul Salter **Safeguarding Governor** **(Interim Chair)**	**Rebecca Fennell** **Designated** **Safeguarding Lead** **(Headteacher)**	**Natalie Pugh** **Deputy Designated** **Safeguarding Lead** **(Pastoral Care Lead)**

Definitions

Safeguarding is preventative and is:

- the action taken to promote the welfare and wellbeing of all children
- protecting children from abuse and maltreatment inside or outside the home
- preventing harm to children's health or development
- ensuring children grow up with the provision of safe and effective care
- providing help and support to meet the needs of children as soon as problems emerge

Child protection is responsive.

- The focus is on individual children identified as suffering from or likely to suffer significant harm. Physical Abuse, Sexual Abuse, Emotional Abuse and Neglect and exploitation are all categories of significant harm.
- Children can be at risk or abuse or significant harm by witnessing the ill treatment of others particularly relevant if a child see, hears or experiences domestic abuse and its effects.
- A child on the Child Protection (CP) Register would be considered to fall into the description above. There is a clear system for professionals to work together to create and implement a plan designed to empower the parent/s and to review this plan. Where a child continues to be at risk because the plan is not, or cannot, be implemented, escalation can involve court action to remove the child. Where the plan is successful, ongoing monitoring of the situation may be done using a Child in Need Plan (CIN). This is not a statutory process and requires consent of the parent/s to engage.
- A referral to the Multi Agency Safeguarding Hub (MASH) may result in a section 47 (of Children Act 1989) enquiry for the most significant cases. Section 17 (of Children Act 1989) may be implemented when a child has a need that will not be properly met unless social care provides support (housing, medical, education, financial are some aspects that may be identified). If there are issues that do not require social care, a referral may be made to an early help agency (e.g. for parenting support).

Key Safeguarding Personnel

Designated Safeguarding Lead (DSL): **Rebecca Fennell** Headteacher
Deputy Designated Safeguarding Lead (DDSL): **Natalie Pugh** (Pastoral Care Lead)
Governor Responsible for Safeguarding: **Paul Salter (Interim Chair)**
Other level 3 trained staff:
Nicole Pieniek- Jones (Assistant Headteacher - Inclusion)
Natalie Daniels (Assistant Headteacher – Head of KS1 / Class Teacher (Gold Class)
Laura Peters (Assistant Headteacher - Head of EYFS / Class Teacher (Nursery)
They can be contacted in person via the school office, by email **office@hillsideinfant.org.uk** and telephone 0208 249 6860.
Email is the only out of hours method of contact.

Education Safeguarding and Wellbeing Officer: **Amandeep Tamber**
Email: **Educationlwellbeing@hillingdon.gov.uk atamber@hillingdon.gov.uk**
Interim Local Authority Designated Officer (LADO): **Margaret Tomlinson**
Email: **MTomlinson@hillingdon.gov.uk@hillingdon.gov.uk** Deputy Local Designated Officer (DLADO): **Nicole Diamond**
Email: **ndiamond@hillingdon.gov.uk**, telephone 07943097366

Linked Policies and Partners

Safeguarding and child protection considerations should permeate all aspects of school functioning. Other key policies and documents, which should be read in conjunction with this policy, are:

Safer Recruitment
Staff Code of Conduct
Staff Handbook
ICT Acceptable Use
Behaviour
Anti-Bullying
Internet Safety
Whistleblowing

The Hillingdon Safeguarding Children Partnership has a key role in bringing together organisations to ensure that they work together to safeguard and promote the welfare of children. More information can be found here https://hillingdonsafeguardingpartnership.org.uk/

The Hillingdon MASH team have linked with other agencies to become the 'Stronger Families Hub'.

Overarching Principles

We have a collective responsibility to protect children from harm and take appropriate action and the earliest opportunity when we identify any factors, information or signs, that a child may be at risk or that the school environment could be unsafe. To do this successfully we need to create a culture of Professional Curiosity about children's lives at school, at home and in the community. All staff need to be educated and knowledgeable about the possible harms, warning signs and correct actions to take. Sharing accurate information, recording concerns promptly and keeping good quality records and always ensuring that the safeguarding leads are made aware will ensure a whole school approach.

We will give equal priority to keeping all children safe regardless of their age, disability, gender, race, religion or belief, sex or sexual orientation. We recognise that there are some factors that may make children more vulnerable to harm than peers and will continue to raise awareness of these.

Safeguarding is everybody's responsibility; this understanding needs to be firmly embedded in our practice, policies and procedures.

Mission Statement

Our mission is to establish and maintain an environment where children and adults feel secure and are encouraged to talk; feel confident that they will be listened to and to know who can help.

- To ensure that all staff have the appropriate training to ensure a safe and healthy learning environment and know how and when to raise concerns.
- To understand the expectations, applicable roles and responsibilities in relation to filtering and monitoring.
- To ensure that the school is compliant with all regulations, duties and guidance related to keeping children safe from harm.
- To ensure that practices and procedures are adhered to and kept under review.
- To create a collective culture of Professional Curiosity that enables the right questions to be asked at the earliest opportunity.
- To build confidence in all staff to address the smallest concerns and offer support and signposting to prevent situations from escalating.
- To build trust within out school community that all actions taken are in the best interests of children.

- To create a whole - school culture that promotes an inclusive, anti-discriminatory culture.
- To have a clear pathway for early help, other agency referral and social care involvement.
- To ensure that curriculum fully supports equipping children to make safe choices and know how to communicate concerns.
- To be reflective about our actions, identify changes and improvements and implement best practice as soon as we become aware of it.

CPOMS is our secure online safeguarding and wellbeing recording system, used to record, monitor and manage concerns about children; even those that are very low-level and would not meet the threshold for social care referral. This enables us to build a picture over time about any potential neglect or abuse and take preventative action. Our policy of **every concern will have an action with a rationale behind it** ensures that we actively follow-up all low-level concerns in the hope that we can support families and prevent escalation.
Every concern recorded on CPOMS automatically sends an alert to the DSL/DDSL and senior leadership team. Our policy of **every concern will have an action with a rationale behind it** ensures that we actively follow-up all low-level concerns in the hope that we can support families and prevent escalation.

The policy will be implemented and monitored by ensuring consistent adherence to agreed practices and by having clear induction and training for all staff and volunteers. DLS and DDSL will keep knowledge up to date, attend training sessions and implement new legislation and guidance as it becomes available.

This policy will be reviewed annually by governors.

Remote Learning and School Closure

The Safeguarding and Child Protection policies and practices are still valid and vital throughout any period of school closure or part closure. Risk assessments will be undertaken and updated as government guidance requires. Individual child vulnerability will be assessed, and actions taken as necessary. School will be represented at all social care meetings and partnership working will continue. Specific guidance is given to staff using video platforms.

During periods of school full or partial closure, staff members are tasked with making contact with all families on a weekly basis. Efforts are escalated and

senior leaders informed when families are non-responsive. A range of options are available to ensure safety including home visits if deemed appropriate. Concerns raised as a result of routine contact (e.g. parental reporting of mental health issues, belief that a child may be experiencing harm) will be followed up by senior leaders. DSL/DDSL will be available in school holidays to liaise with external agencies and attend case conferences.

Statutory Framework and Guidance

In order to safeguard and promote the welfare of children, the school will act in accordance with the following legislation and guidance:

- The Children Act 1989
- The Children Act 2004
- Education Act 2002 (Section 175/157)
- Children's Wellbeing and Schools Act 2026
- Keeping Children Safe in Education (DfE, September 2026)
- Keeping Children Safe in Education: Part One- information for all school and college staff (DfE, September 2026)
- Working Together to Safeguard Children (DfE December 2026)
- The Education (Pupil Information) (England) Regulations 2005 and Coronavirus amendment 2021
- Sexual Offences Act (2003) and amendment 2000
- Section 26, The Counter Terrorism and Security Act 2015 (PREVENT duty)
- Female Genital Mutilation Act 2003 (Section 74, Serious Crime Act 2015)
- Early Years Workforce Strategy (DfE March 2017)
- Regulated activity in relation to children -(Crime and Policing Act 2026)
- The designated teacher for looked-after and previously looked-after children (DfE 2018)
- Information Sharing – Advice for practitioners providing safeguarding services to children, young people, parents and carers. (DfE 2024)
- Guidance for safer working practice for those working with children and young people in education settings (Safer Recruitment Consortium Feb 2022)
- Hillingdon Safeguarding Partnership guidance
- Domestic Abuse Act 2021
- Government Guidance on Recruiting Teachers from Overseas 2024

Working Together to Safeguard Children (DfE 2026) requires each school to follow the procedures for protecting children from abuse which are established by the Hillingdon Safeguarding Partners.

Schools are also expected to ensure that they have appropriate procedures in place for responding to situations in which:

(a) a child may have been abused or neglected or is at risk of abuse, neglect or exploitation (including child-on-child abuse, risk of undergoing or having undergone FGM and risk of radicalisation or engagement in terrorism)
(b) a member of staff/supply staff or volunteer has behaved in a way that has, or may have harmed a child or that indicates they would pose a risk of harm.

The Early Years Workforce Strategy (2017) details minimum staffing levels and required qualifications including the need for newly qualified staff to hold current paediatric first aid.

Designated Safeguarding Leads

The broad areas of responsibility for the Designated Safeguarding Lead and Deputy are to:

Manage referrals and cases
Refer all cases of suspected abuse or neglect to the Multi-Agency Safeguarding Hub (MASH), Police (cases where a crime may have been committed including FGM) and to the Channel programme where there is a radicalisation concern.

- Liaise to share information - especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations.

- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral, or conduct Early Help or Family Help pathways by liaising with relevant agencies.

- Leadership over information sharing and Multi agency working

- Support staff that make referrals in all aspects of dealing with the family, completing appropriate paperwork and understand their responsibility to follow-up referrals to ensure that appropriate action has been taken.

- Share information with appropriate staff in relation to a child's looked after (CLA) legal status (whether they are looked after under voluntary arrangements with consent of parents or on an Interim Care Order or Care Order) and contact arrangements with birth parents or those with parental responsibility.

- Ensure they have details of the CLA's social worker and the name of the virtual school Head Teacher in the authority that looks after the child.

- Be aware of the requirement to have an appropriate adult present when police are in attendance.

- Should take lead responsibility for online safety and the understanding of the filtering and monitoring systems in place.

- Staff have access to regular and relevant up to date training and safeguarding awareness

All staff can make a referral to social care and provide assessment information to support section 47 or section 17. The process is detailed on the relevant websites of the local authority where the child resides, or this can be explained by any of the staff trained in safeguarding. Notices are displayed throughout the school.

Training

The Designated Safeguarding Lead/Deputy should undergo formal training every two years. The DSL & DDSL should also undertake Prevent awareness training and online safety training. In addition to this training, their knowledge and skills should be refreshed continuously (for example via e-bulletins, Safeguarding Cluster Meetings, or taking time to read and digest safeguarding developments).
They should:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.

- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.

- Ensure each member of staff has access to and understands the school's safeguarding and child protection policy and procedures, especially new and part-time staff. Volunteers and supply teachers should also receive information and training. Half-termly newsletters provide reminders and information.

- Be alert to the specific needs of children in need, those with special educational needs and young carers.

- Understand and support the school with regard to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation.

- Be able to keep detailed, accurate, secure written records of concerns and referrals.

- Obtain access to resources and attend any relevant or refresher training courses.

- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school puts in place to protect them.

Raising Awareness

- Ensure the school policies are known, understood and followed.

- Ensure the school's safeguarding and child protection policy is reviewed annually and the procedures are updated and reviewed regularly in collaboration with the governing body.

- Ensure the child protection policy is available publicly; parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.

- Share information with all relevant staff about welfare, safeguarding and child protection issues relating to individual children.

- Support parents and carers to understand the systems and processes in place to safeguard and protect children.

- Link with the Hillingdon Partnership to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

- Where children leave the school, ensure the file for safeguarding and any child protection information is sent to any new school as soon as possible but transferred separately from the main pupil file or shared via CPOMS

- Schools should obtain proof that the new school/education setting has received the safeguarding file for any child transferring and then destroy any information held on the child in line with data protection guidelines.

Safe Storage of Information

- Ensure that child protection files are stored securely in a locked cabinet and passed on to the new school when a child leaves. Any files should be sent under separate cover, marked CONFIDENTIAL and by RECORDED DELIVERY unless sent via CPOMS In the case of transfer to Hillside Junior School, the files are discussed and handed over in person or via CPOMS

A hard copy of safeguarding files are stored in a locked cabinet in the DDSL's office. Electronic files are stored on the leadership drive which has restricted access.

The Governing Body

Governing bodies must ensure that they comply with their duties under legislation. They must also have regard to this guidance to ensure that the policies, procedures and training in their school is effective and complies with the law at all times.

The nominated governor for safeguarding is:

NAME: Paul Salter – Interim Chair of Governors

The responsibilities placed on governing bodies include:

- their contribution to inter-agency working, which includes providing a coordinated offer of early help when additional needs of children are identified

- ensuring that an effective child protection policy is in place including on-line safety, together with a staff behaviour policy or code of conduct

- ensuring staff are provided with, and have understood, Part One of Keeping Children Safe in Education (DfE 2026) – Appendix 1 and are aware of specific safeguarding issues

- ensuring that staff induction is in place with regards to child protection and safeguarding

- appointing an appropriate senior member of staff to act as the Designated Safeguarding Lead/s and ensure they have the support and resources required.

- ensuring the DSL/s understands the filtering and monitoring systems put in place.

- ensuring that all of the Designated Persons undergo formal child protection training every two years (in line with Partnership guidance) and receive regular (annual) safeguarding refreshers (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments)

- prioritising the welfare of children and young people and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns

- ensuring that children are taught about safeguarding in an age appropriate way and understand that children with special educational needs can face additional barriers

- ensuring that appropriate filters and appropriate monitoring systems are in place to safeguard children from potentially harmful and inappropriate online material. Additional information to support governing bodies and proprietors is provided in Keeping Children Safe in Education (DFE 2026)

- ensuring the DSL carries out diligent and relevant checks on external children's clubs, camps and any other outside organisations; that these have relevant risks assessments, up to date DBS' and safeguarding training for their staff.

- appointing a member of the Governing body to understand the filtering and monitoring systems

- ensuring that they receive appropriate Safeguarding and Child Protection training at induction, including understanding the expectations and responsibilities in relation to filtering and monitoring. They need to understand the strategic challenge and test that safeguarding policies and procedures are effective

- having a named governor to take leadership responsibility for the organisation's safeguarding arrangements

- a named governor receives cyber security training

Governors have access to NGA and National College training on issues related to safeguarding. Safeguarding newsletters and updates are placed on governor hub. Link Governors visit the school to see the systems in place. Annual summary is presented to Governors.

When to be Concerned

A child-centred and coordinated approach to safeguarding

Safeguarding and promoting the welfare of children is **everyone's responsibility.** In order to fulfil this responsibility effectively, all professionals should make sure their approach is **child-centred**. This means that they should consider, what is in the best interests of the child. In addition to the information we know about school and home life, we must consider contextual information and extra familiar harm (e.g. where the child visits, who they are coming in contact with, what is happening in their local community and the risk of exploitation). Children can be at risk of harm by the actions of others in their homes or community. Children may not know how to, or feel ready to, talk. This should not prevent a professional curiosity or the building of trusting relationships. The DSL should always be informed of any concerns.

Children who may require early help

Hillingdon has adopted a multi-agency locality approach to working with partners, in order to offer early support and intervention. This service, Stronger Families, operates as a single-entry point for help and advice for professionals and families. It is operational 24 hours a day, seven days a week. The contact number is 01895556006.

All staff should be aware of the early help process; understand their role in identifying emerging problems and sharing information with other professionals to support early identification and assessment of a child's needs. Any child may benefit from early help. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. This also includes staff monitoring the situation and feeding back to the DSL/DDSL any ongoing/escalating concerns so that consideration can be given to a referral to MASH if the child's situation does not appear to be improving.

Staff, supply staff and volunteers working within school should be alert to the potential need for early help for children also who are more vulnerable. For example:

- Children with a disability and/or specific additional needs.
- Children with special educational needs.
- Children who are acting as a young carer.
- Children who are showing signs of engaging in anti-social or criminal behaviour.
- Children whose family circumstances present challenges, such as substance abuse, adult mental health or learning disability, domestic abuse or has a parent or carer in custody or is affected by parental offending. Staff should be curious and follow up on information that suggests increased risk from the environment that the child is in or the people that the child is spending time with.
- Children who are showing early signs of abuse, neglect and/or exploitation
- Children at risk of being radicalised or exploited – sexual or criminal exploitation takes place when an imbalance of power is used to take advantage and coerce or manipulate a child or young person to engage in harmful or criminal activity.
- Children who frequently miss/go missing in education, home or care or unexplainable and/or persistent absences from education.
- A child who has experienced multiple suspensions, is at risk of being permanently excluded from school or in an Alternative Provision or a pupil referral unit.

Our pastoral Care Lead can make assessment of need and referral for early help in Hillingdon and neighbouring boroughs of Harrow and Hertfordshire (referral agencies are determined by the local authority in which the family resides).

Mental Health and Wellbeing

School staff must recognise the role that they play in identifying poor mental health and supporting escalation of provision and/or referral for diagnosis or support. Whilst staff are unable to make a formal diagnosis, they should consider that poor or deteriorating mental health will impact on behaviour and education. Mental health changes can be an indicator of abuse, neglect or trauma.

Staff members should be aware of the main categories of maltreatment: physical abuse, emotional abuse, sexual abuse; physical and emotional neglect. They should also be aware of the indicators of maltreatment and specific safeguarding issues (such as FGM, radicalisation, child-on-child abuse) so that they are able to identify cases of children who may be in need of help or protection. Staff must be aware of the increased potential for children with SEND to experience peer group isolation and therefore should ensure that they are considered for additional pastoral support. Staff should always discuss concerns with the Designated Safeguarding Lead or Deputy however appropriate action should be taken immediately and is not subject to the availability of the DSL or DDSL.

Hillside Infant School is well-placed to address many elements of mental health and has appropriately trained staff including a Mental Health First Aider, Mental Health Champion and Therapeutic Play Worker. There is a well-resourced playroom and intervention area. Therapeutic support would typically be offered to all children with a social worker in addition to any child presenting with significant emotional issues that are a barrier to learning or engaging with all aspects of school life. This ability to address issues in-house should never prevent a referral to children's social care if there are any concerns that a child is at risk under from any of the issues identified within this policy. School can make contact with Children and Adolescent Mental Health Services (CAMHS) to refer or seek advice.

Children with special educational needs and disabilities:

Additional barriers can exist when recognising abuse and neglect in this group of children.

This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration
- Assumptions that children with SEN and disabilities can be disproportionally impacted by things like bullying- without outwardly showing any signs
- Communication barriers and difficulties
- Reluctance to challenge carers, (professionals may over empathise with carers because of the perceived stress of caring for a disabled child)
- Disabled children often rely on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased
- A disabled child's understanding of abuse
- Lack of choice/participation
- Isolation

Staff at Hillside are accustomed to working with children who have limited language or limited understanding of English. Several staff members have completed either British Sign Language or Signalong training and know how to use pictures, drawings, gestures and role play to support pre-verbal or non-English speaking children. We have also participated in two LADO

investigations into foster carers.

Child-on-child abuse

Education settings are an important part of the inter-agency framework not only in terms of evaluating and referring concerns to Children's Services and the Police, but also in the assessment and management of risk that the child or young person may pose to themselves and others in the education setting. Risk assessments should be completed of time and location to minimise any repeat of incidences.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse. When considering whether behaviour is abusive, it is important to consider:

- whether there is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- whether the perpetrator has repeatedly tried to harm one or more other children; or
- whether there are concerns about the intention of the alleged perpetrator.

Child-on-child abuse can manifest itself in many ways and different gender issues can be prevalent. Severe harm may be caused to children by abusive and bullying behaviour of other children, which may be physical, sexual or emotional and can include gender-based violence/ sexual assaults, sexting, teenage relationship abuse, peer-on-peer exploitation, serious youth violence, sexual bullying or harmful sexual behaviour. Harmful sexual behaviour must never be dismissed as 'banter' or part of growing up. Misogyny must be recognised as a potential driver of harmful behaviour. Discriminatory behaviour, including racism and faith is also recognised as targeted abuse; this can significantly affect a child's welfare, well-being and sense of safety.

Consistent implementation of the behaviour policy and expectation that children will adopt the school values provides a school framework for clear messages to be given to children. Recording systems are in place to record, follow-up and monitor incidences of bullying, racist incidents and significant behaviour concerns. We recognise that the ages of our children means that many of the issues faced by other education settings may not present yet, however we can play a part in preventing future issues by teaching the children to be respectful, assertive and communicate their concerns using appropriate language. We can use incidental teaching to explain the reasons we do or do not act in certain ways.

In order to minimise the risk of child-on-child abuse, the school:

- Provides a developmentally appropriate PSHE curriculum which develops students understanding of acceptable behaviour and keeping themselves safe.
- Implements the Relationships Education curriculum (from July 2025)
- Has systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed, and valued.
- Has relevant policies a, practices and recording systems in place (e.g. behaviour policy, bullying policy, racial incidents)
- Follows the guidance in KCSIE to support a child and protect anonymity

The Sexual Behaviours Traffic Light Tool by the Brook Advisory Service helps professionals assess and respond appropriately to sexualised behaviour. The traffic light tool can be found at Sexual Behaviours Traffic Light Tool – Brook.

The Pastoral Care Lead has been trained on the use of this tool. Staff awareness was raised during the September 2026 training day, during staff briefings and in the half termly Safeguarding update.

Online Harms

Hillside Infant school recognises that online safety is a key part of our safeguarding responsibilities, even for our youngest pupils. While children in an infant setting may have limited independent access to technology, they are still at risk of exposure to age-inappropriate content, online bullying, as well as misinformation, disinformation conspiracy theories and potentially harmful contact; online coercion, grooming and exploitation. We also understand the added risk of children being exposed to AI generated abuse and deepfakes. We take a proactive, preventative approach by embedding online safety into our curriculum through age-appropriate teaching that supports pupils to understand the basics of staying safe online.

All staff receive regular safeguarding training, including how to identify and respond to concerns involving online harms. We also work closely with parents and carers to promote a shared understanding of safe digital behaviour and to ensure consistency between home and school. Our safeguarding procedures include clear protocols for managing online safety concerns, in line with statutory guidance.

Sexting

Guidance on responding to and managing sexting incidents can be found at:
Sexting: advice for professionals | NSPCC Learning

Sexting is the sharing of sexual, naked or semi-naked images of themselves or others, or sending sexually explicit messages via any shared media. Creating or sharing explicit images of a child is illegal even if the person doing it is a child.

Whilst we recognise that the sending of explicit images is less likely to be an issue for our children, we do internet safety lessons throughout the year to make children aware of the potential dangers. The school participated in the NSPCC 'Speak Out. Stay Safe.' programme in 2026. All classes also taught lessons using the NSPCC 'Pants' resources termly – 2025/26.
Hillside was awarded the Gold Pants award for raising awareness about 'Keeping ourselves safe' and 'Privates are Private.'

Operation Encompass and Domestic Abuse

Hillingdon operates an information sharing platform. This enables police to notify school in the event that an incident of domestic abuse has been attended by police and children have been present. This allows for discrete support of that child upon return to school. In order to be sent notifications, a member of staff must be trained in supporting families where Domestic Abuse (DA) is an issue.

Laura Clarke, Domestic Abuse Lead for Education (Hillingdon)
Independent Domestic Violence Adviser (IDVA)
M: 07507 475 797 email**: lclarke@hillingdon.gov.uk@hillingdon.gov.uk**

Children who witness domestic abuse are also victims and this can have a lasting impact.

We have raised the issue of domestic abuse in school newsletters and staff training. We can offer the following support to parents:

- signposting and referral to other agencies,
- therapeutic support for children,
- a safe place to store documents, money or possessions as part of a safety plan if fleeing the abuse is an option,
- a meeting room for victims to meet with professionals or other supporting agencies,
- receiving telephone or email messages,
- a safe place to come to during all school opening hours.

Parents have been open about DA and have taken advantage of the safekeeping of documents, using the staff car park for drop-off and collection and signposting to other agencies.

Prevent Policy Statement

The school is committed to upholding the rights of children and this Prevent Policy Statement is based on the following:

Article 12: Every child has the right to say what they think in all matters affecting them and to have their views taken seriously.

Article 13: Every child must be free to say what they think and to seek and receive information as long as it is within the law.

Article 14: Every child has the right to think and believe what they want and also to practice their religion, as long as they are not stopping other people from enjoying their rights.

Article 19: Every child has the right to be protected from all sorts of violence, abuse, neglect and mistreatment, and to be kept safe.

The government definition of extremism in the 'Prevent Strategy' is - *Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas.*

Children can be exposed to extremist influences or prejudiced views from an early age through a variety of media. Any reflection of these views that is detected through behaviour or language of children will be challenged and addressed using the behaviour policy, parent/carer discussions or via the Channel programme where appropriate.

Education is a powerful tool against the ignorance, division and fear created by extremism. We will provide children with the knowledge, skills and critical thinking to challenge extremist ideas. Our curriculum will promote spiritual, moral, social and cultural development within an ethos of inclusion and empowerment. The British values will be woven into the everyday life of school in addition to some discrete teaching through assemblies, special days, lessons and activities.

The guidance 'Teaching Approaches that help build resilience to extremism among young people' (DfE 2011) provides the framework for connecting with children, facilitating safe places for discussion, encouraging children to be involved in decision making and tolerating a range of faiths, backgrounds and beliefs.

All staff and governors will access Prevent training and a record of this will be held on file.

The Hillingdon Lead on Prevent is Fiona Gibbs email: fgibbs@hillingdon.gov.uk
tel: 07946714637

Prevent referral forms are located in the leadership drive/safeguarding/prevent.

At Hillside Infant School, there is an excellent system of pastoral and well-being support for all children, which encourages the sharing of worries, concerns and opinions. By fostering a culture of openness, and listening to children's views and opinions, adults are well placed to detect early indications of extremist views held by our pupils, or their reporting of family views. We acknowledge that if we fail to challenge extremist views, we are failing to protect pupils and that tackling extremism is an essential element of safeguarding. We will question the reasons behind parental requests for withdrawal from any part of the curriculum.

Looked after children and previously looked after children.

Looked after children and previously looked after children may have experienced trauma and neglect that can have a profound effect on development, academic achievement and emotional regulation. They are considered a particularly vulnerable group and all staff members are required to have an understanding of attachment disorders, emotional trauma and how best to support children who have experienced disrupted, abusive or neglectful care. Each school has a designated teacher for looked after children who is the link person between school, virtual schools, social care and foster/adoptive families.
Details of this role can be found here Designated teacher for looked-after and previously looked-after children - GOV.UK (www.gov.uk)

The designated teacher for looked after children and previously looked after children is Nicole Pieniek-Jones, Assistant Headteacher for Inclusion. Training for this role is provided by Hillingdon Virtual School. We have supported life story work, cultural awareness programmes and counselling for children who have faced difficult beginnings.

Voyeurism (Offences) Act 2019

This Act criminalises the act of taking photographs, without the knowledge of the subject, between layers of clothing and can include skirts, shorts, kilts or any other garment. The victim can be of any gender.
More details can be found here Voyeurism (Offences) Act 2019 (legislation.gov.uk)

Dealing with a Disclosure

If a child discloses that he or she has been abused in some way, the member of staff /supply staff or volunteer should:

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the child to talk freely
- Reassure the child, but not make promises which it might not be possible to keep
- Never promise a child that they will not tell anyone - as this may ultimately not be in the best interests of the child
- Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Listen, only asking questions when necessary to clarify
- Not criticise the alleged perpetrator
- Explain what has to be done next and who has to be told
- Make a written record (see Record Keeping)
- Pass the information to the DSL/DDSL without delay

Disclosure reporting forms are available in the folder in the Welfare Room and should be used alongside a body map if there are marks or reports of being harmed.
A safeguarding lead will always be notified without delay that a child has made a disclosure. Where a disclosure is made about a parent/carer, the parent/carer will **not** be contacted until advice has been given by Safer Families Hub.

Support

Dealing with a disclosure from a child, and safeguarding issues can be stressful. The member of staff/volunteer should, therefore, consider seeking support for him/herself and discuss this with the DSL/DDSL.

Record Keeping

All concerns, discussions and decisions made and the rationale behind those decisions should be recorded on CPOMS immediately. If in doubt about recording requirements staff should discuss with the designated safeguarding lead.

When a child has made a disclosure, the member of staff/volunteer should:

- Record as soon as possible after the conversation. Use the school record of disclosure sheet wherever possible.
- Do not destroy the original notes in case they are needed by a court
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child
- Draw a diagram to indicate the position of any injuries (body map template also available on CPOMS)
- Record statements and observations rather than interpretations or assumptions and use the school template for this purpose

All records need to be given to the DSL/DDSL promptly. No copies should be retained by the member of staff or volunteer.

The DSL will ensure that all safeguarding records are managed in accordance with the Education (Pupil Information) (England) Regulations 2005 and GDPR regulations.

- If a pupil who is/or has been the subject of a child protection plan changes school, the DSL/DDSL will inform the social worker responsible for the case and transfer the appropriate records to the DSL/DDSL at the receiving school, in a secure manner, and separate from the child's academic file.

All concerns will be logged on CPOMS. We have a policy of ensuring that every concern has an action as a follow-up and the rationale behind this decision; the action cannot be 'wait and see' what happens next. If a situation has to be monitored, then this must be done actively, and the outcome needs to be recorded. Parents/carers should be made aware of our concerns as tackling low-level issues supports parents/carers to make changes and be clear about our expectations.

Removing a child from admission register

Further details can be found here Children missing education - GOV.UK

All schools must notify their local authority when they are about to remove a pupil's name from the school admission register under any of the fifteen grounds listed in the regulations. This duty does not apply when a pupil's name is removed from the admission register at standard transition points – when the pupil has completed the final year of education normally provided by that school – unless the local authority requests that such returns are to be made.

When removing a pupil's name, the notification to the local authority must include: (a) the full name of the pupil, (b) the full name and address of any parent with whom the pupil normally resides, (c) at least one telephone number of the parent, (d) the pupil's future address and destination school, if applicable, and (e) the ground in regulation 8 under which the pupil's name is to be removed from the admission register.
Schools must make reasonable enquiries to establish the whereabouts of the child jointly with the local authority, before deleting the pupil's name from the register.
All schools must also notify the local authority within five days of adding a pupil's name to the admission register at a non-standard transition point. The notification must include all the details contained in the admission register for the new pupil. This duty does not apply when a pupil's name is entered in the admission register at a standard transition point – at the start of the first year of education normally provided by that school – unless the local authority requests that such returns are to be made.

When adding a pupil's name, the notification to the local authority must include all the details contained in the admission register for the new pupil.

At Hillside Infant school, we have generated a standard form which we give to all families who notify us that their child/children will be leaving school. We request information about where they are moving to and details of the next school. This is held electronically so that we have an accurate record of the information provided in the event of any future enquiry as to the child's whereabouts.
We also have a form that we complete if we are informed that a child will be educated at home. This supports the Local Authority (LA) work on maintaining records on children who are not attending an education setting so the LA can be satisfied that they are receiving an education.

Children at particular risk of absence from education
There are many circumstances where a child may become absent from education or have prolonged periods of absence, so it is vital that local authorities make judgements on a case by case basis.
Pupils at risk of harm/neglect – Children may be missing from education because they are suffering from abuse, neglect or exploitation. Where this is suspected schools should follow local child protection procedures. However, if a child as in immediate danger or at risk of harm, a referral should be made immediately to children's social care (and the police if appropriate). Local authority officers responsible for CME should check that a referral has been made and, if not, they should alert children's social care. The Department's statutory guidance *Keeping Children Safe in Education* provides further advice for schools and colleges on safeguarding children.
Children of Gypsy, Roma and Traveller (GRT) families –Research has shown that many children from these families can become disengaged from education, particularly during the secondary school phase. It is therefore important that schools inform the local authority when a GRT pupil leaves the school without identifying a new destination school, particularly in the transition from primary to secondary so that

they can attempt to facilitate continuity of the child's education. Although many are settled, some GRT families move regularly and their children can be at increased risk of missing education. Local authority Traveller Education Support Services (TESS), where these exist, or the named CME officer within the local authority, can advise schools on the best strategies for ensuring the minimum disruption to GRT pupils' education, for example dual registration with other schools or the provision of electronic or distance learning packages where these are available.

Children of Service Personnel–Families of members of the Armed Forces are likely to move frequently–both in the UK and overseas and often at short notice. Schools and local authorities should contact the MoD Children's Education Advisory Service (CEAS) on 01980 618244 for advice on making arrangements to ensure continuity of education for those children when the family moves.

Missing children and runaways–Children who go missing or run away from home or care may be in serious danger and are vulnerable to crime sexual exploitation or abduction as well as missing education.

Children and young people supervised by the Youth Justice System–Children who have offended or are at risk of doing so are also at risk of disengaging from education.

Children who cease to attend a school – there are many reasons why a child stops attending a school. It could be because the parent chooses to home educate their child. However, where the reason for a child who has stopped attending a school is not known, the local authority should investigate the case and satisfy itself that the child is receiving suitable education.

Children of new migrant families – children of new migrant families may not have yet settled into a fixed address or may have arrived into a local authority area without the authority becoming aware, therefore increasing the risk of the child missing education.

All staff are to recognise racism and faith - based prejudice as a form of harm and be alert to the signs, impact on the child and to ensure that concerns are reported where appropriate.

Confidentiality and Record Sharing

Safeguarding children raises issues of confidentiality that must be clearly understood by all staff/volunteers in schools.

- All staff in schools, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Children's Services: Safeguarding and Specialist Services and the Police).

- If a child confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the child, in a manner appropriate to the child's age/stage of development, that they cannot promise complete confidentiality – instead they must explain

that they may need to pass information to other professionals to help keep the child or other children safe. This may ultimately not be in the best interests of the child.

- Staff/volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.

- Sharing information is an intrinsic part of any frontline practitioners' job when working with children and young people. Information sharing helps to ensure that an individual receives the right services at the right time and prevents a need from becoming more acute and difficult to meet.

- More information can be found here Information sharing: advice for practitioners (publishing.service.gov.uk)

- Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect. Every practitioner must take responsibility for sharing the information they hold, and cannot assume that someone else will pass on information, which may be critical to keeping a child safe. The GDPR and Data Protection Act 2018 place duties on organisations and individuals to process personal information fairly and lawfully; they are not a barrier to sharing information, where the failure to do so would cause the safety or well-being of a child to be compromised. Similarly, human rights concerns, such as respecting the right to a private and family life would not prevent sharing where there are real safeguarding concerns.

- Where information is shared or withheld in matters relating to child protection and safeguarding, decisions and the reason for these decisions, should be clearly documented. Details of the information and the agencies/individuals that the information has been shared with should be recorded. It is legitimate to share without consent where it is not possible to gain consent.

Other essential information

Female Genital Mutilation (FGM)

Female genital mutilation is a procedure where the female genitals are deliberately cut, injured or changed, but there's no medical reason for this to be done. It's also known as female circumcision or cutting, and by other terms, such as sunna, gudniin, halalays, tahur, megrez and khitan, among others.

This illegal procedure can be performed on girls of any age, including babies. Although we know that this practice is more prevalent in some countries and cultures than

other, it does happen in UK too. In 12 months from April 2024, almost 7000 cases were identified by the NHS when patients visited
If a teacher (persons employed or engaged to carry out teaching work at schools and other institutions in England), in the course of their work in the profession, discovers that an act of FGM appears to have been carried out, or is about to be carried out, on a girl under the age of 18 the **teacher** must report this to the police. **This is a mandatory reporting duty.**
Free online training on FGM is available at Free FGM Training Online | Recognising & Preventing FGM Free Course | Virtual College (virtual-college.co.uk)
Legislation can be found here Female Genital Mutilation Act 2003 (legislation.gov.uk)

Breast Ironing (or Flattening)
Breast ironing also known as breast flattening is the process whereby young pubescent girls' breasts are ironed, massaged and/or pounded down through the use of hard or heated objects in order for the breasts to disappear or delay the development of the breasts entirely. This is physical and emotional abuse; in some cultures it is considered to protect girls from sexual advances and rape. More information can be found here – National FGM centre – Breast Flattening

County Lines
The term county lines refers to urban gangs supplying drugs to suburban areas, as well as market and coastal towns, by using dedicated mobile phone lines or "deal lines". Gangs use children and vulnerable people to move drugs and money to these areas. Once caught up in county lines, exploited individuals are at risk of extreme physical and/or sexual violence, gang recriminations and trafficking.
More information can be found here Protecting children from county lines | NSPCC Learning

Contextual and unfamiliar safeguarding considerations
We need to give consideration to the school, home and community that a child is exposed to. Factors such as a sibling being involved in county lines activity or gang activity can negatively impact on the safety of all children within the family.

Alternative Provisions
Where Hillside Infant school makes use of an Alternative Provision for a student we would ensure that we would continue to be responsible for the safeguarding of that pupil and that we are continually satisfied that the placement is meeting the pupils' needs.

Communication with parents/carers

Hillside Infant School will ensure the Safeguarding and Child Protection Policy is available publicly either via the school website or by other means. There is safeguarding information published on the website and letters sent home when we have completed a whole school initiative (e.g. PANTS, Speak out. Stay safe).

Parents should be informed prior to referral, unless it is considered that to do so might place the child at increased risk of significant harm by:

- The behavioural response it prompts e.g. a child being subjected to abuse, maltreatment or threats / forced to remain silent if alleged abuser informed;
- Leading to an unreasonable delay;
- Leading to the risk of loss of evidential material;

The school may also consider not informing parent(s) where this would place a member of staff at risk.

Allegations involving any adult in school (staff, supply staff, volunteers, contractors and work placement students)

An allegation is any information which indicates that a member of staff/supply staff/ volunteer, student or contractor may have:

- Behaved in a way that has, or may have harmed a child
- Possibly committed a criminal offence against/related to a child
- Behaved towards a child or children in a way which indicates s/he would pose a risk of harm if they work regularly or closely with children

This applies to any child the member of staff/supply staff/ volunteer has contact within their personal, professional or community life.

What school staff should do if they have concerns about safeguarding practices within school.

All staff/supply staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or education setting's safeguarding arrangements.

Appropriate whistle blowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school senior leadership team.

If staff members have concerns about another staff member then this should be referred to the Headteacher. Where there are concerns about the Headteacher, this should be referred to the Chair of Governors.

If a concern is raised about a supply teacher, and therefore the school is not the employer, the school still has the responsibility to ensure that allegations are dealt with appropriately. The school is required to establish the facts and consult with the LADO in addition to informing and co-operating with the agency to ensure that all correct procedures are followed. It is not sufficient to just stop using that supply teacher or agency.

The Chair of Governors in this school is:

NAME: Paul Salter (Interim Chair)
CONTACT NUMBER: via school office (0208 249 6860)

In the event of allegations of abuse being made against the Head Teacher, where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, allegations should be reported directly to the Local Authority Designated Officer (LADO)
Interim LADO - **Margaret Tomlinson; Email: MTomlinson@hillingdon.gov.uk**
Deputy LADO – Nicole Diamond; Email: lado@hillingdon.gov.uk

Staff may consider discussing any concerns with the DSL and if appropriate make any referral via them.

The person to whom an allegation is first reported should take the matter seriously and keep an open mind. S/he should not investigate or ask leading questions if seeking clarification; it is important not to make assumptions. Confidentiality should not be promised and the person should be advised that the concern will be shared on a 'need to know' basis only.

Actions to be taken include making an immediate written record of the allegation using the informant's words – including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be signed, dated and immediately passed on to the Head Teacher.

The recipient of an allegation must **not** unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.

The Headteacher/Chair of Governors will not investigate the allegation itself, or take written or detailed statements, but will assess whether it is necessary to refer the concern to the Local Authority Designated Officer:
Interim LADO - **Margaret Tomlinson; Email: MTomlinson@hillingdon.gov.uk**
Deputy LADO – **Nicole Diamond; Email: lado@hillingdon.gov.uk**

If the allegation meets any of the three criteria set out at the start of this section, contact should always be made with the Local Authority Designated Officer without delay.

If it is decided that the allegation does not meet the threshold for safeguarding, it will be handed back to the employer for consideration via the school's internal procedures.

The Headteacher should, as soon as possible, following briefing from the Local Authority Designated Officer inform the subject of the allegation.

Low level concerns or suspicions that would not meet the threshold for a referral do need to be shared with the Headteacher and recorded. A 'low-level' concern does not

mean that it is insignificant: This is 'any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.'

Where a staff member feels unable to raise an issue with their employer/through the whistleblowing procedure or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- Children's Services 01895 556006 (Hillingdon) 0208 901 2690 (Harrow) 0300 123 4043 (Herts)
- NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk

The school will inform the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.

Staff have been given an update (Autumn 1 2026) which details what to do if they have a low level concern related to any adult in school. Recording forms and this update are stored in the behaviour file in Headteacher's office.
This has also topic has also been discussed in staff meetings – Safeguarding question of the week.

Safer working practice

To reduce the risk of allegations, all staff should be aware of *Guidance for safer working practice for those working with children and young people in education settings* (September 2018 updated 2022 to reflect good practice during Coronavirus restrictions)

The document seeks to ensure that the responsibilities of school leaders towards children and staff are discharged by raising awareness of illegal, unsafe, unprofessional and unwise behaviour.

Policy Review

Policy Reviewed and approved October 2026
It is due for review October 2027

Signature:  Date: 01/10/2026

Head Teacher

Signature: *Paul Salter* Date: 01/10/2026

(Interim) Chair of Governors

APPENDIX: INDICATORS OF ABUSE AND NEGLECT

The framework for understanding children's needs:



Working Together to Safeguard Children (DFE, 2018)

Physical abuse ***Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.***	
Child	
Bruises – shape, grouping, site, repeat or multiple	Withdrawal from physical contact
Bite-marks – site and size Burns and Scalds – shape, definition, size, depth, scars	Aggression towards others, emotional and behaviour problems
Improbable, conflicting explanations for injuries or unexplained injuries	Frequently absent from school
Untreated injuries	Admission of punishment which appears excessive
Injuries on parts of body where accidental injury is unlikely	Fractures
Repeated or multiple injurie	Fabricated or induced illness -
Parent	**Family/environment**
Parent with injuries	History of mental health, alcohol or drug misuse or domestic violence.
Evasive or aggressive towards child or others	Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Explanation inconsistent with injury	Marginalised or isolated by the community.
Fear of medical help / parents not seeking medical help	Physical or sexual assault or a culture of physical chastisement.
Over chastisement of 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, not giving the child opportunities to express their views, 'making fun' of what they say or how they communicate - hearing the ill-treatment of another and serious bullying (including cyber bullying).	
Child	
Self-harm	Over-reaction to mistakes / Inappropriate emotional responses
Chronic running away	Abnormal or indiscriminate attachment
Drug/solvent abuse	Low self-esteem
Compulsive stealing	Extremes of passivity or aggression
Makes a disclosure	Social isolation – withdrawn, a 'loner' Frozen watchfulness particularly pre school
Developmental delay	Depression
Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)	Desperate attention-seeking behaviour
Parent	**Family/environment**
Observed to be aggressive towards child or others	Marginalised or isolated by the community.
Intensely involved with their children, never allowing anyone else to undertake their child's care.	History of mental health, alcohol or drug misuse or domestic violence.
Previous domestic violence	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
History of abuse or mental health problems	Past history in the care of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault
Mental health, drug or alcohol difficulties	Wider parenting difficulties
Cold and unresponsive to the child's emotional needs	Physical or sexual assault or a culture of physical chastisement.
Overly critical of the child	Lack of support from family or social network.
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.	
Child	
Failure to thrive - underweight, small stature	Low self-esteem
Dirty and unkempt condition	Inadequate social skills and poor socialisation
Inadequately clothed	Frequent lateness or non-attendance at school
Dry sparse hair	Abnormal voracious appetite at school or nursery
Untreated medical problems	Self-harming behaviour
Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold	Constant tiredness
Swollen limbs with sores that are slow to heal, usually associated with cold injury	Disturbed peer relationships
Parent	**Family/environment**
Failure to meet the child's basic essential needs including health needs	Marginalised or isolated by the community.

Leaving a child alone	History of mental health, alcohol or drug misuse or domestic violence.
Failure to provide adequate caretakers	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Keeping an unhygienic dangerous or hazardous home environment	Past history in the family of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault
Unkempt presentation	Lack of opportunities for child to play and learn
Unable to meet child's emotional needs	Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals
Mental health, alcohol or drug difficulties	
Sexual abuse ***Sexual abuse involves forcing, causing 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. Children are more likely to know their abuser than not. The activities may involve physical contact or non-contact activities, such as involving children in looking at sexual images or being groomed on line / child exploitation. Under – 13s can never legally consent to sexual activity.***	
Child	
Self-harm - eating disorders, self-mutilation and suicide attempts	Poor self-image, self-harm, self-hatred
Running away from home	Inappropriate sexualised conduct
Reluctant to undress for PE	Withdrawal, isolation or excessive worrying
Pregnancy	Sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
Inexplicable changes in behaviour, such as becoming aggressive or withdrawn	Poor attention / concentration (world of their own)
Pain, bleeding, bruising or itching in genital and /or anal area	Sudden changes in school work habits, become truant
Sexually exploited or indiscriminate choice of sexual partners	
Parent	**Family/environment**
History of sexual abuse	Marginalised or isolated by the community.
Excessively interested in the child.	History of mental health, alcohol or drug misuse or domestic violence.
Parent displays inappropriate behaviour towards the child or other children	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Conviction for sexual offences	Past history in the care of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault
Comments made by the parent/carer about the child.	Grooming behaviour
Lack of sexual boundaries	Physical or sexual assault or a culture of physical chastisement.