



# Safeguarding and Child Protection Policy

Reviewed by Governors	
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Safeguarding Governor:  
Designated Safeguarding Lead:  
Deputy DSL  
Status & Review Cycle:

Mrs Sandra Phillips  
Miss Liane Moore  
Mrs Catherine Palmer & Mrs Rachel Timms  
Statutory Annual

## **Safeguarding Statement 2020**

Everyone who works with children has a responsibility for keeping them safe as described in the statutory guidance Working Together to Safeguard Children 2018. Schools should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. (Keeping Children Safe in Education 2020)

### **Keeping Children Safe in Education, 2020, states:**

'Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- protecting children from maltreatment;
- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children.

We make every effort to provide an environment in which all children and adults feel safe, secure, valued and respected, and feel confident to talk if they are worried, believing they will be listened to effectively.

The purpose of this policy is to provide staff (including supply staff) volunteers and governors with the framework they need to keep children safe and secure at St Paul's C of E Primary School. The policy also informs parents and carers how we will safeguard their children while they are in our care.

### **EQUALITY AND DIVERSITY STATEMENT**

St Paul's C of E Primary School is committed to the fair treatment of all regardless of age, colour, disability, ethnicity, gender, nationality, race, religious or spiritual beliefs, and responsibility for dependents, sexual orientation, or any other personal characteristic.

Key Personnel

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

Miss Liane Moore- Family Support  
[Liane.moore@stpauls.bradford.sch.uk](mailto:Liane.moore@stpauls.bradford.sch.uk)  
01274679183

**Deputy DSL are:**

Mrs Catherine Palmer- Head Teacher/Designated Lead for CLA  
01274679183  
[head@stpauls.bradford.sch.uk](mailto:head@stpauls.bradford.sch.uk)

Mrs Rachel Timms- Deputy Head Teacher  
01274679183  
[deputy@stpauls.bradford.sch.uk](mailto:deputy@stpauls.bradford.sch.uk)

**E Safety Lead:**

Miss Jennifer Charles- Assistant Head Teacher

**The nominated child protection governor is:**

Mrs Sandra Phillips

**The Headteacher is:**

Mrs Catherine Palmer  
01274679183  
[Catherine.Palmer@stpauls.bradford.sch.uk](mailto:Catherine.Palmer@stpauls.bradford.sch.uk)

**The Chair of Governors is:**

Mr Paul Bland

**The named Mental Health Champion is:**

Miss Liane Moore

**Terminology**

**Safeguarding and promoting the welfare of children** is defined as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- taking action to enable all children to have the best outcomes.

**Child Protection** is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

**Early Help** means the providing support as soon as additional needs and support emerge at any point in a child's life.

**Staff** refers to all those working for or on behalf of St Paul's C of E Primary School, full or part time, temporary or permanent, in either a paid or voluntary capacity.

**Child(ren)** includes everyone under the age of 18. On the whole, this will apply to pupils of our school; however, the policy includes visiting children and students from other establishments.

**Parents** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

**Social Care** refers to Children's Services in the area in which the child is resident, unless a child is a Child Looked After then this will be the Children's Services in their home authority.

**MASH** refers to a Multi-Agency Safeguarding Hub.

**CONTEXTUAL SAFEGUARDING:** As well as threats to the welfare of children from within their families, children may be vulnerable to abuse or exploitation from outside their family. These extra-familial threats might arise at school, from within peer groups, or from within the wider community and/or online. These threats can take a variety of different forms and children can be vulnerable to multiple threats, including: exploitation by criminal gangs and organised crime groups such as county lines; trafficking, online abuse; sexual exploitation and the influences of extremism leading to radicalisation. Assessments of children in such cases should consider the wider environmental factors present in a child's life and if they present a threat to their safety and/or welfare.

## Introduction

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004, and Children and Social Work Act 2017; the Education Act 2002, and in line with statutory guidance: 'Working Together to Safeguard Children' 2018, Revised Safeguarding Statutory Guidance 'Framework for the Assessment of Children in Need and their Families' 2000, 'What to do if You are Worried a Child is Being Abused' 2015.

The policy also reflects, both the statutory guidance, 'Keeping Children Safe in Education' 2020 (KCSIE), and the Bradford Partnership Procedures.

The Governing body takes seriously its responsibilities under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure there are robust arrangements within our school to identify, assess, and support those children who are suffering harm or at risk of suffering harm.

This policy applies to all members of staff, volunteers and governors in the school and should be read with all its appendices which are of equal weight and importance as the main policy.

St. Paul's C.E Primary School will fulfil local and national responsibilities as laid out in the following documents:

- [Bradford Safeguarding Children Board Procedures](#)
- Children Act 1989 (as amended 2004 Section 52)
- Education Act 2002 s175/s157
- Female Genital Mutilation Act 2003
- The Teachers Standards' 2012
- [The Counter-Terrorism and Security Act 2015 \(section 26 The Prevent Duty\)](#)
- [Serious Crime Bill 2015](#)
- [What to do if you're worried a child is being abused – March 2015](#)
- [Information sharing - Advice for practitioners providing safeguarding services to children, young people, parents and carers March 2015](#)
- [Children missing from education \(Dfe 2016\)](#)
- [Preventing and tackling Bullying \(Dfe 2017\)](#)
- [Sexual violence and sexual harassment between children in schools \(Dfe 2018\)](#)
- [Promoting positive emotional well-being and reducing the risk of suicide \(ESCB 2018\)](#)
- [Searching, screening, confiscating \(Dfe 2018\)](#)
- [Working Together to Safeguard Children 2018 \(Statutory guidance\)](#)
- [Criminal exploitation of children and vulnerable adults – county lines guidance \(Home Office 2018\)](#)
- Keeping Children Safe in Education – Statutory guidance for schools and colleges, September 2020
- [Teaching online safety in schools \(Dfe 2019\)](#)
- [When to call the Police Guidance for schools](#)
- [Safer recruitment consortium safer working practices COVID addendum April 2020](#)

## **Policy Principles & Values**

**St Paul's Primary is committed to safeguarding and promoting the welfare of all its children.**

### **We believe that:**

- 'The welfare of the child is paramount' (Children Act 1989)
- We need to maintain an attitude of "It could happen here",
- Children have the right to feel safe and secure, they cannot learn effectively unless they do so.
- All children have an equal right to be protected from harm and abuse regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity.
- All children need support which matches their individual needs, including those who may have experienced abuse.
- All children must be encouraged to respect each other's values and support each other.
- All children have the right to be supported to meet their emotional, and social needs as well as their educational needs.
- All those who work with children including those who come into contact with them in school; staff, visitors and volunteers, have an important role in the prevention of harm and abuse. All have an equal responsibility to act immediately on any suspicion or disclosure that may indicate a child is at risk of harm, either in the school or in the wider community, considering contextual safeguarding, in accordance with statutory guidance.
- We acknowledge that working in partnership with other agencies protects children and reduces risk and so we engage actively in partnership working to protect and safeguard children.
- While the school works openly with parents as far as possible, it reserves the right to contact Social Care or the police, without notifying parents if this is believed to be in the child's best interests.
- We take a child centred approach always working to see the child first, consider what life is like for them and maintain a culture of vigilance.

## **Policy Aims**

- To demonstrate the school's commitment with regard to safeguarding and child protection to pupils, parents and other partners.
- To contribute to the establishment of a safe, resilient and robust ethos in the school, built on mutual respect, and shared values.
- To create a vigilant and proactive safeguarding culture across the school.
- To raise the awareness of all teaching and non-teaching staff of their responsibilities to safeguard children through identifying and reporting possible cases of abuse.
- To develop staff's awareness of the risks and vulnerabilities children face to enable them to recognise and respond to concerns effectively.
- To enable the school to effectively contribute to Early Help, assessments of need and support for those children.
- To provide robust school systems and procedures which are followed by all members of the school community in cases of suspected abuse.
- To develop and promote effective working relationships with Safeguarding Partners; Social Care, Police and Health and other agencies including Early Help providers.

- To ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to KCSIE 2020 and Disqualification under the Childcare Act 2006 (August 2018 guidance), and a single central record is kept for audit.

### Supporting Children

- We will promote a caring, safe and positive environment within the school which supports and safeguards all children, including those who are identified as at particular risk (with regard to safeguarding)
  - Those who have disclosed and/or experienced abuse
  - Those with Special educational needs
  - Young carers
  - Looked after children, including those previously looked after
- We recognise that school may provide a safe place and the only stability in the lives of children who have been abused or who are at risk of harm.
- We recognise that a child who is abused or witnesses abuse and/or violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.
- We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn. Further, that there are risks for children with SEND that indicators of possible abuse such as behaviour, mood and injury are assumed to relate to the child's disability without further exploration.
- We will encourage self-esteem and self-assertiveness, through the curriculum and through positive relationships within the school community.
- We will ensure children are taught to understand and manage risk through personal, social, health and economic (PSHE) education and Relationship and Sex Education (RSE) and through all aspects of school life. This includes online safety.
- We will respond sympathetically to any requests for time out to deal with distress and anxiety.
- We will offer details of helplines, counselling or other avenues of external support.
- We will liaise and work in partnership with other support services and agencies involved in Early Help and the safeguarding of children.
- We will notify Social Care **immediately** if there is a significant concern.
- We provide appropriate support through our Intimate care and Medical support policies and procedures to meet children's needs and promote their school attendance.

### Prevention/ Protection

We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The school will:

- Establish and maintain an ethos where children feel safe and secure, are encouraged to talk and are always listened to.
- Include regular consultations with children e.g. through questionnaires, participation in anti-bullying and online safety activities, School council, reflection time etc .

- Ensure that all children know there are trusted adults in the school whom they can approach if they are worried or in difficulty and know how to access them.
- Include safeguarding across the curriculum, including PSHE and RSE lessons, providing opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. This will include anti-bullying work, online safety, accessing emergency services, road safety, pedestrian and cycle training.
- Ensure all staff are aware of the safeguarding issues around the school and the guidance for the use of mobile technology.

### **Safe School, Safe Staff**

We will ensure that:

- The culture of St Paul's is one that is safe for children and unsafe for adults that may pose a risk to children. There is a belief that safeguarding is the responsibility of all adults working or volunteering within the organisation and that all concerns are reported immediately to the Designated Safeguarding Lead or Head Teacher when concerns relate to an adult.
- The school has a culture of listening to and hearing the voice of the child.
- The school operates a safer recruitment procedure that includes statutory checks on staff suitability to work with children and comply with regulations under the Disqualification Under the Childcare Act 2006 (Updated August 2018) Full details can be found in our Safer Recruitment and Selection Policy
- All staff receive information about the school's safeguarding arrangements, the school's safeguarding statement, the staff code of conduct, child protection policy, and the behaviour policy as part of their induction.
- All staff and volunteers will read and be familiar with KCSIE Part One and Annex A

#### ***Annex A 2020 provides additional information on:***

- CSE child sexual exploitation
- CCE child criminal exploitation
- County Lines
- Domestic abuse and child who are witnesses, operation encompass and it include the number for the national domestic abuse helpline
- Upskirting – any gender can be victim
- Specific definition of terrorism now included

Annex C 2020 now includes guidance around:

- Safer working practices, including at home with remote learning (see Safer Recruitment Consortium's Addendum).
- Managing allegations against members of staff, where the school should now take the lead if the allegation is against a supply teacher, not the agency.
- There is also a change to the behaviours of adults and the risk they pose outside of school being brought into school, eg "an incident outside of school, which did not involve children but could have an impact upon children, for example domestic abuse". KCSIE 2020 sees that it would be right to tie in outside behaviours as they could impact upon behaviours inside school.
- It also provides additional context for honour based violence (HBV) and the preventing radicalisation guidance now focuses on what staff should be doing and considering) of Keeping Children Safe in Education (DfE 2020), this policy and other relevant, linked policies.

- The DSL and deputy receive induction training, refresher training every two years and partake in ongoing CPD throughout the year relevant to Safeguarding.
- All staff and governors have regular child protection awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse and receive regular updates in these areas and in online safety and reporting concerns.
- The Safeguarding and child protection policy is made available via the school website and parents/carers are made aware of this policy.
- All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through the publication of the Safeguarding and Child Protection Policy and that this includes the information will be shared with other agencies without consent where it is believed to gain consent would place a child at increased risk of harm.
- We provide a coordinated offer of Early Help when additional needs of children are identified and contribute to Early Help arrangements and inter-agency working and plans.
- Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time and that community users organising activities for children are aware of the school's Child Protection Policy, guidelines and procedures.
- The name of the designated members of staff for child protection, the Designated Safeguarding Lead and deputy(s), are clearly advertised in the school with a statement explaining the school's role in referring and monitoring cases of suspected harm and abuse.
- All School Governors will be required to read Part 1, Part 2 and Annex A of Keeping Children Safe in Education 2020 and sign that they have read and understood it.
- The School provides a safe learning environment for all children. This includes ensuring that there are appropriate and adequate security arrangements, emergency plan, and fire and lockdown procedures.

## **Roles and Responsibilities**

### **All School Staff:**

All staff have an important role to play in identifying concerns early and in providing help for children. To achieve this, they will:

- Provide a safe environment in which children can learn effectively.
- Establish and maintain an environment where children feel secure and are encouraged to talk.
- Ensure children understand that there are adults in the school who they can approach if they are worried or have concerns knowing that they will be listened to.
- Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
- Attend training in order to be aware of and alert to the signs of abuse.
- Maintain an attitude of "it could happen here" with regards to safeguarding.
- Have an understanding of the role of the DSL, the school's Child Protection and Safeguarding Policy, Behaviour Policy and Staff Code of Conduct, and the procedures relating to the safeguarding response for children who go missing from education.

- Know how to respond to a pupil who discloses harm or abuse following training of 'Working together to Safeguard Children', and 'What to do if you are worried a child is being Abused' (2015).
- Record their concerns if they are worried that a child is being abused and report these to the DSL immediately. If the DSL is not contactable immediately a Deputy DSL should be informed.
- Be prepared to refer directly to the Children's Social Care, and the police if appropriate, if there is a risk of significant harm and the DSL or their Deputy is not available.
- Follow the allegations procedures (page 18) if the disclosure is an allegation against a member of staff.
- Follow the procedures set out by the Local Safeguarding Children's Board and take account of guidance issued by the Department for Education.
- Provide support for children subject to Early Help, Child in Need or Child Protection that is in keeping with their plan.
- Treat information with confidentiality while never promising to "keep a secret".
- Notify the DSL or their Deputy of any child on a child protection plan or child in need plan who has unexplained absence and discuss patterns of absence that cause them concern for any child.
- Have an understanding of Early Help and be prepared to identify and support children who may benefit from Early Help including those who:
  - are disabled and has specific additional needs;
  - have special educational needs (whether or not they have a statutory education, health and care plan (EHCP));
  - are young carers;
  - show signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
  - frequently missing/go missing from care or from home;
  - are misusing drugs or alcohol themselves;
  - are at risk of modern slavery, trafficking or exploitation;
  - are in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
  - have returned home to their family from care;
  - are showing early signs of abuse and/or neglect;
  - are at risk of being radicalised or exploited;
  - are a privately fostered child.
- Will identify children who may benefit from Early Help, liaising with the DSL in the first instance. In some circumstances it may be appropriate for a member of school staff to act as the Lead Professional in Early Help cases
- Liaise with other agencies that support pupils and provide Early Help.
- Assist the Governing Body and Headteacher in fulfilling their safeguarding responsibilities set out in legislation and statutory guidance.
- Be mindful that the Teacher Standards states that teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- Follow the school's guidance on the use of phones, cameras and other electronic devices within the school setting and on the use of electronic means for communication with parents/ carers and children.
- Be willing to use the Bradford Safeguarding Children's Board Escalation policy if they are not satisfied with the safeguarding response to protect a child.

### **The Headteacher**

In addition to the role and responsibilities of all staff, the Headteacher will ensure that:

- The school fully contributes to inter-agency working in line with Working Together to Safeguard Children 2018 statutory guidance.
- The Child Protection and Safeguarding Policy and procedures are implemented and followed by all staff.
- All staff are aware of the role of the Designated Safeguarding Lead (DSL) and the identity of the DSL and any deputies.
- Sufficient time, training, support, funding, resources, including cover arrangements where necessary, are allocated to the DSL and their deputies to carry out their role effectively, including the provision of advice and support to school staff on child welfare and child protection matters, to take part in strategy discussions/meetings and other inter-agency meetings and/or support other staff to do so; and to contribute to the assessment of children.
- Provide opportunities for a co-ordinated offer of Early Help when additional needs of children are identified.
- Ensure the Deputy DSLs are trained to the same standard as the DSL and their role is explicit in their job description.
- With the DSL ensure adequate and appropriate cover arrangements are in place for any out of hours/out of term activities, so that a DSL is always available.
- That pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online.
- Child centred systems and processes are in place for children to express their views and give feedback
- Where there is a safeguarding concern that the child's wishes, and feelings are taken into account when determining what action to take and what services to provide. This needs to be balanced with the duty to protect the victim and other children. If information is shared against the victim's wishes, this needs to be explained to them carefully and appropriate support offered.
- All staff feel able to raise concerns about poor or unsafe practices and that such concerns are handled sensitively and in accordance with the whistle-blowing procedures.
- Ensure that allegations or concerns against staff or volunteers are dealt with in accordance with guidance from Department for Education (DfE), Local Safeguarding Children Board, including the raising of all concerns to the LADO in a timely manner and acting as 'the case manager.'
- If the allegation is made against a supply teacher, school will take the lead on this investigation, not the supply agency.
- Ensure that statutory requirements are met to make a referral to the Disclosure and Barring Service and in the case of teaching staff the Teacher Regulation Agency where they think an individual has engaged in conduct that harmed (or is likely to harm) a child; or if the person otherwise poses a risk of harm to a child.

#### **The Designated Safeguarding Lead:**

**The Designated Safeguarding Lead (DLS) Miss Liane Moore**, takes lead responsibility for coordinating all child protection activity within the school. They will provide support to staff members to carry out their safeguarding duties and will liaise closely with other services such as children's social care, health, police etc.

#### **The Designated Safeguarding Lead is supported by the following Deputy Designated Safeguarding Leads :Mrs Catherine Palmer and Mrs Rachel Timms**

The Deputy Designated Safeguarding Leads are trained to the same level as the Designated Safeguarding Lead and will undertake this role operationally with direct

oversight and management from the Designated Safeguarding Lead who maintains lead responsibility.

The DSL or one of their deputies is always available during term time (during school hours) and all after school and out of school activities for staff to discuss any safeguarding concerns.

In addition to the role and responsibilities of all staff the DSL will:

- Hold the lead responsibility for safeguarding and child protection (including online safety) in the school, this responsibility cannot be delegated.
- The Designated Safeguarding Lead will support staff who make referrals to the Local Authority Children's Social Care and act as a source of support, advice and expertise for all staff.
- Act as a source of support and expertise in carrying out safeguarding duties for the whole school community.
- Will encourage and promote a culture of listening to children and taking account of their wishes and feelings, amongst all staff.
- Will keep detailed, accurate records on CPOMs that include all concerns about a child even if there is no need to make an immediate referral and the rationale for decisions made and action taken. These records are kept separate from the child's main school file. Each child has an individual file containing an overview/ chronology sheet showing all the concerns and actions related to the child.
- Staff with no access to CPOMs will record their concerns using the written recording form which will then be uploaded to CPOMS by the DSL or deputy. (see appendix 8)
- Will ensure that an indication of the existence of the additional child protection file is marked on the pupil school file record.
- Will provide continuing support to a child about whom there have been concerns, who leaves the school, by ensuring that the school safeguarding records are shared, under confidential cover and separately to their main school file, with the child's new setting. A receipt will be requested from the new setting to acknowledge receipt of the record.
- Will ensure that where a pupil transfers school and is on a child protection plan or is a looked after child, their information is passed to the new school immediately, and consider if it is appropriate to share information before transition, to ensure a continuity of support, and ensure that the child's social worker is informed. In addition, consideration should be given to a multi-agency schools transition meeting if the case is complex or on-going.
- Will ensure that a copy of the Child Protection file is retained until such time that the new school acknowledges receipt of the original file. The copy should then be securely destroyed.
- Will liaise with the local authority and work in partnership with other agencies in line with Working Together to Safeguard Children 2018.
- Will manage and submit a referral for a child if there are concerns about suspected harm or abuse, to the Local Multi-Agency Safeguarding Hub (MASH), and act as a point of contact and support for school staff. Referrals should be made safe via secure email using the Children's Services Common Referral Form, urgent referrals should be made by telephone to 01274 437500.
- Will refer cases to the Channel programme where there is a radicalisation concern via the Children's Social Care and act as a point of contact and support for staff to discuss concerns.
- Will refer cases where a crime may have been committed to the Police as required.

- Will liaise with the "case manager" and Local Authority "Designated Officer" for child protection concerns in cases which concern a member of staff or a volunteer; and refer cases where a person is dismissed or left service due to risk/harm to a child to the Disclosure and Barring Service and Teaching Regulation Agency, as required.
- Will follow DfE and KCSIE 2020 guidance and the Guidance on Sexual violence and Harassment between children (May 2018) 'when a concern is raised that there is an allegation of a pupil abusing another pupil within the school (see Appendix 6).
- Will access training and support to ensure they have the knowledge and skills required to carry out the role. DSL training should be updated at least every two years and their knowledge and skills refreshed at regular intervals but at least annually.
- Will have a secure working knowledge of Local Safeguarding Children Board/ Safeguarding Partners' procedures and understands the assessment process for providing Early Help and statutory intervention, including the local authority threshold document and referral arrangements.
- Will have a clear understanding of access and referral to the local Early Help offer and will support and advise members of staff where Early Help intervention is appropriate.
- Will understand and support the school delivery with regards to the requirements of the Prevent duty and provide advice and guidance to staff on protecting children from radicalisation.
- Will liaise with other appropriate staff ( School nurse, Family support, Behaviour support etc.) on matters of safety and safeguarding and consult the **Local** Threshold document to inform decision making and liaison with Safeguarding Partners and relevant agencies.
- Will be alert to the specific needs of children in need including those with SEND and young carers.
- Will understand the risks associated with online activity and be confident that they have the up to date knowledge and capability to keep children safe whilst they are online at school; in particular understand the additional risks that children with SEND face online and the associated and appropriate support they require.
- Will ensure that all appropriate staff members have a working knowledge and understanding of their role in case conferences, core groups and other multi-agency planning meetings, to ensure that they attend and are able to effectively contribute when required to do so; where a report is required, this should be shared with the parents prior to the meeting.
- Will report to the Headteacher any significant issues for example, use of the Local Safeguarding Children Board escalation procedures, enquiries under section 47 of the Children Act 1989 and police investigations.
- Will ensure that the case holding Social Worker is informed of any child currently with a child protection plan who is absent without explanation.
- Will ensure that all staff sign to say they have read, understood and agree to work within the School's Child Protection and Safeguarding policy, Staff Behaviour Policy (code of conduct) and Keeping Children Safe in Education 2020 (KCSIE) Part 1 and annex A and then ensure that the policies are used effectively.
- Will organise child protection and safeguarding induction, regularly updated training and a minimum of annual updates (including online safety) for all school staff, keep a record of attendance and address any absences.
- Ensure that in collaboration with the school leadership and governors, the Child Protection and Safeguarding policy is reviewed annually, and the procedures and implementation are updated and reviewed regularly.

- Ensure that the Child Protection and Safeguarding Policy is available publicly and that parents are aware that referrals about suspected harm and abuse will be made and the role of the school in this.
- Establish and maintain links with the three safeguarding partners, Local Authority, Health and Police, to make sure staff are aware of training opportunities and the latest policies on local safeguarding arrangements.
- Will contribute to and provide, with the Headteacher and Chair of Governor annual safeguarding audit.
- Will ensure that the name of the Designated Safeguarding Lead and deputies, are clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.
- Meet all other responsibilities as set out for DSLs in Keeping Children Safe in Education 2020 Annex B.

### **The Deputy Designated Safeguarding Lead(s):**

In addition to the role and responsibilities of all staff the Deputy DSL will:

- Be trained to the same standard as the Designated Safeguarding Lead and the role is explicit in their job description.
- Provide support and capacity to the DSL in carrying out delegated activities of the DSL; however, the lead responsibility of the DSL cannot be delegated.
- In the absence of the DSL, carry out the activities necessary to ensure the ongoing safeguarding and protection of children. In the event of the long-term absence of the DSL the deputy will assume all the functions above.

### **The Governing Body**

The Nominated Governor for child protection is Mrs Sandra Phillips.

The Nominated Governor is responsible for liaising with the Head Teacher and Designated Safeguarding Lead over all matters regarding child protection and safeguarding issues. The role is strategic rather than operational, they will not be involved in concerns about individual children.

Ensure a member of the governing body, usually the chair, is nominated to liaise with the designated officer(s) from the relevant local authority and Safeguarding Partners in the event of allegations of abuse made against the Head Teacher

All governors

- Must have an Enhanced DBS checks (without barred list checks unless the governor is also a volunteer at the school) including a Section 128 directive check.
- Sign that they have read and understood Part 2 and Annex A of Keeping Children Safe in Education 2020

All members of The Governing Body should understand and fulfil their responsibilities to ensure that:

- The school has effective safeguarding policies and procedures including a Child Protection and Safeguarding Policy, a Staff Behaviour Policy/ Code of Conduct, a Behaviour Policy and a response to children who go missing from education. Ensure policies are consistent with Local Safeguarding Children's Board and statutory requirements, are reviewed annually and that the Child Protection and Safeguarding policy is available on the school website.

- The school contribute to inter-agency working in line with statutory guidance Working Together to Safeguard Children 2018. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection or Child In Need plans.
- The school provides an appropriate safeguarding response in order to safeguard children including children in specific circumstances such as
  - Children and the court system (as witnesses)
  - Children missing from education
  - Children with family members in prison
  - Child sexual exploitation
  - Child criminal exploitation: county lines
  - Domestic abuse
  - Homelessness
  - So called 'honour based' violence (including FGM and forced marriage)
  - Preventing radicalisation
  - Peer on peer abuse
  - Sexual violence and sexual harassment between children in schools and colleges

*More details of these specific circumstance can be found in Appendix 3*

- The school shares information with Safeguarding Partners and other practitioners in the interests of safeguarding children in accordance with the guidance within working Together to Safeguard Children 2018 and Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers, 2018.
- The Local Safeguarding Children Board/ Safeguarding Partners are informed in line with local requirements about the discharge of duties via the annual safeguarding audit and that any weaknesses in Safeguarding are remedied immediately. The Governors will have safeguarding as an agenda item at each meeting and receive an annual report from the Designated Governor.
- That the school operates a safer recruitment procedure that includes statutory checks on staff suitability to work with children, Disqualification checks on identified staff under the Childcare Act 2006 regulations and by ensuring that there is at least one person on every recruitment panel who has completed safer recruitment training.
- Staff have been trained appropriately and this is updated in line with guidance and all staff have read Keeping Children Safe in Education (2020) part 1 and Annex A and that mechanisms are in place to assist staff in understanding and discharging their roles and responsibilities as set out in the guidance.
- That all staff including temporary staff and volunteers are provided with the school's Child Protection and Safeguarding policy and Staff Behaviour policy/ Code of Conduct.
- That the school has procedures for dealing with allegations of abuse against staff (including the Headteacher), volunteers and that a referral is made to the DBS and/or the Teaching Regulation Agency (as applicable) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have had they not resigned.
- The school initiates appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse, exploitation or radicalisation and to help prevent the risks of them going missing in future.

- Ensure that there are processes in place which enables children and young people to express their wishes and feelings and provide feedback
- That a member of the senior leadership team has been appointed by the Governing Body as the Designated Safeguarding Lead (DSL) who will take lead responsibility for safeguarding and child protection and that the role is explicit in the role holder's job description. That on appointment, the DSL and deputy(s) undertake interagency training with the Local Authority and undertake DSL 'New to Role' and then 'Update' training every two years.
- That children are taught about safeguarding (including online safety) as part of a broad and balanced curriculum covering relevant issues through personal, social, health and economic education (PSHE) and relationship and sex education (RSE).
- That the school will comply with DfE and Local Authority Children Missing Education requirements.
- That the school will comply with regular data returns requested by the Local Authority, regarding all pupils, of statutory school age, attending alternative provision and/or on a reduced or modified timetable
- That there are appropriate online filtering and monitoring systems within the school which safeguard children from accessing inappropriate or harmful online material. Over blocking of material which could impair children's independent research and learning is avoided.

### **Multi-agency work**

- The school works in partnership with the Safeguarding Partners and other relevant agencies in the best interests of the children. The school will, where necessary, initiate an Early Help Assessment, and make referrals to children's social care.
- Referrals and contacts should be made by the DSL to the Children's Social Care depending on the level of need. Where the child already has a social worker, the request for service will go immediately to the social worker involved, or in their absence to their team manager or Duty Worker.
- The School co-operates with any child protection enquiries conducted by children's social care: the school will ensure representation at appropriate inter-agency meetings such as team around the family meetings, Child in Need meetings, initial and review child protection conferences, together with core group meetings.
- We provide reports as required for these meetings. If the school is unable to attend, a written report will be sent. The report will, wherever possible, be shared with parents / carers prior to the meeting. Where a child is subject to an inter-agency child protection plan, child in need plan or Early Help assessment, the school will contribute to the preparation, implementation and review of the plan as appropriate.

### **Confidentiality and Sharing Information**

- All matters relating to child protection will be treated as confidential and only shared as per the 'Information Sharing Advice for Practitioners' (DfE 2018) guidance.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and that the Data Protection Act 2018 and General Data Protection Regulation are not a barrier to sharing information where a failure to do so would place a child at the risk of harm. There is a lawful basis for child protection concerns to be shared with agencies who have a statutory duty for child protection. (For more information see Data Protection: a toolkit for schools)

- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing. However, staff are aware that matters relating to child protection and safeguarding are personal to children and families, in this respect they are confidential and the Headteacher or DSLs will only disclose information about a child to other members of staff on a need to know basis.
- All staff will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm or impede a criminal investigation.

### **Child Protection Procedures- Details of procedures to deal with disclosures and raise concerns can be found in Appendix 4**

- The procedures apply to all staff working in the school and will be covered by training to enable staff to understand their role and responsibility.
- The aim of our procedures is to provide a robust framework which enables staff to take appropriate action when they are concerned that a child is being harmed or abused or is at risk of harm or abuse.
- The prime concern at all stages must be the interests and safety of the child. Where there is a conflict of interest between the child and an adult, the interests of the child must be paramount.

All staff are aware that very young children and those with disabilities, special needs or with language delay may be more likely to communicate concerns with behaviours rather than words. Additionally, staff will question the cause of bruises and other marks in children who have limited mobility.

### **Involving Parents/ Carers**

- In general, the school will discuss any safeguarding and child protection concerns with parents/ carers before approaching other agencies and will seek their consent to making a referral. Appropriate staff will approach parents/ carers after consultation with the Designated Safeguarding Lead. However, there may be occasions when the school will contact and/or make a referral to another agency before informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.
- The policy is shared with parents/ carers through the school website and updates notified via the school newsletter.

### **Role of Volunteers**

- Like staff volunteers and visitors should raise any concerns about safeguarding of children and/ or the behaviour of adults.
- The school should ensure that volunteers have the appropriate level of safeguarding and DBS checks and supervision. This should be considered carefully and if the school decides not to apply for DBS for a volunteer, they should complete and record a risk assessment for this.

### **Visitors**

- All visitors must sign in and out when visiting and are then issued with visitor badge to identify them as such.
- The identity of all visitors working directly with children is checked as they enter the school.
- Visitors are provided with information about the school's Safeguarding policy, including the use of phones, cameras and other electronic devices and who to approach if they have any concerns about a child's welfare

- The Headteacher uses their professional judgment about the need to escort or supervise visitors.
- The school needs to exercise due diligence to ensure that visiting speakers are appropriate and are appropriately supervised.
- All staff need to seek the Headteacher's permission to invite speakers into the school.

### **The Role of the curriculum**

- Our curriculum informs and empowers children to be able to safeguard themselves and to help to keep others safe.
- Through the curriculum, school staff help children to develop the skills to respond to and effectively calculate risks associated with various forms of abuse (e.g. child sexual exploitation, domestic violence, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism). This will be through focused sessions and incidental teaching, including within the PHSE and RSE curriculum.
- Children are made aware of the support available to them.
- This is approached in an age and stage appropriate manner.
- Staff take appropriate opportunities to raise issues related to safeguarding with children as they arise in lessons and ensure that children know that adults in school will listen to them.

This may include covering relevant issues for schools through Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) which will be compulsory from September 2020. Schools have flexibility to decide how they discharge their duties effectively within the first year of compulsory teaching and are encouraged to take a phased approach (if needed) when introducing these subjects.

The statutory guidance can be found here: Statutory guidance: [relationships education relationships and sex education \(RSE\) and health education](#). Colleges may cover relevant issues through tutorials. The following resources may help schools and colleges:

- DfE advice for schools: [teaching online safety in schools](#)
- UK Council for Internet Safety (UKCIS) guidance: [Education for a connected world](#)
- National Crime Agency's CEOP education programme: [Thinkuknow](#)
- Public Health England: [Rise Above](#)

### **Managing Allegations and concerns against adults who work with children**

#### Procedure

This procedure should be used in all cases in which it is alleged a member of staff or volunteer in the school, or another adult who works with children has:

- *behaved in a way that has harmed a child, or may have harmed a child;*
- *possibly committed a criminal offence against or related to a child; or*
- *behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children*
- demonstrated behaviour outside of working hours which could pose a risk of being brought into school eg "an incident outside of school, which did not involve children but could have an impact upon children, for example domestic abuse". KCSIE 2020 sees that it would be right to tie in outside behaviours as they could impact upon behaviours inside school.

In dealing with allegations or concerns against an adult, staff must:

- Report any concerns about the conduct of any member of staff or volunteer to **the Headteacher** immediately.
- If an allegation is made against the Headteacher, the concerns need to be raised with the Chair of Governors as soon as possible. If the Chair of Governors is not available, then the LADO should be contacted directly (01274 435908).
- Once an allegation has been received by the Headteacher or Chair of Governors they will contact the LADO via the Duty Safeguarding Coordinators (01274 434343) and must not attempt to carry out any investigation before receiving advice; this includes historic as well as current allegations.
- If you need advice on a referral or are unsure if it meets the above 3 criteria then please contact the Lead Officer Education Safeguarding Team on 01274 437043.
- There may be situations when the Headteacher or Chair of Governors will want to involve the police immediately if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence.
- Following consultation with the LADO inform the parents of the allegation unless there is a good reason not to.
- In liaison with the LADO, the school will determine how to proceed and if necessary the LADO will refer the matter to Children's Social Care and/or the police.
- If the matter is investigated internally, the LADO will advise the school to seek guidance from local authority colleagues in following procedures set out in part 4 of 'Keeping Children Safe in Education' (2020) and the Local Safeguarding Children Board/ Safeguarding Partners' procedures.

### **Whistle-blowing**

- We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues, poor or unsafe practice and potential failures in the school's safeguarding arrangements. If it becomes necessary to consult outside the school, they should speak in the first instance, to the LADO in accordance with the Whistleblowing Policy.
- The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school. 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](mailto:help@nspcc.org.uk).

### **Mental Health**

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

### **Children requiring mental health support**

Schools and colleges have an important role to play in supporting the mental health and wellbeing of their pupils.

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Schools and colleges can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people.

### **Online Safety**

#### **The school E safety co-ordinator is Miss Charles**

- The school has an online safety policy which explains how we work to keep pupils safe in school and how we respond to online safety incidents.
- Children increasingly use electronic equipment daily to access the internet, share and view content and images via social media sites and for online gaming. It is essential that they are equipped with the skills and understanding to enable them to keep themselves safe in the digital world.
- Some adults and other children use these technologies to harm children. The harm might range from sending hurtful or abusive texts or emails, to grooming and enticing children to engage in extremist or sexual behaviour.
- Pupils may also be distressed or harmed by accessing inappropriate material such as pornographic websites or those which promote extremist behaviour, criminal activity, suicide or eating disorders.
- The school take care that appropriate filters and monitoring systems are in place, while avoiding "over blocking" which could lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.
- The school has a clear policy on the use of mobile technology in the school and are aware of the issues of children accessing the internet via 3G and 4G while on the school premises and take steps to minimise the risks associated with this.
- Any pupil permitted to bring a mobile phone into school must ensure it is handed into their teacher every morning. All pupils, parents/carers are notified and periodically reminded not to use mobile phones in the playground or school building.

- Pupils are taught about online safety throughout the curriculum and all staff receive online safety training which is regularly updated.

*Additional Information can be found in Annex C of Keeping Children Safe in Education 2020*

### **Children with special educational needs and disabilities**

The school is aware of and works to overcome the additional vulnerabilities of Children with special educational needs (SEN) and disabilities and the difficulties in recognising abuse and neglect in this group of children.

These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

### **Racist Incidents**

The policy on racist incidents is set out separately and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. The school keeps a record of all racist incidents.

### **Private Fostering Arrangements**

- A private fostering arrangement occurs when someone other than a parent or close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 years old or 18 years old if the child is disabled.
- Children looked after by the local authority or who are placed in residential schools, children's homes or hospitals are not considered to be privately fostered.
- Private fostering occurs in all cultures and children may be privately fostered at any age and may include children who have chosen to leave their parents/ carers' home to live elsewhere.
- The school recognise that most privately fostered children remain safe and well but are aware that safeguarding concerns have been raised in some cases. Therefore, all staff are alert to possible safeguarding issues, including the possibility that the child has been trafficked into the country.
- By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Social Care as soon as possible. However, where a member of staff becomes aware that a pupil may be in a private fostering arrangement they will raise this with the DSL and the DSL will notify the Children's Social Care.

### **Looked after children and previously looked after children (LAC)**

The Designated teacher for LAC **Mrs Catherine Palmer**

The Designated Governor for LAC is **Mrs Sandra Phillips**

- The most common reasons for children becoming looked after is because of abuse and neglect.
- The category of Looked After Children extends to include those who were previously Looked After and have now returned home, been adopted from care,

placed in a permanent placement or are subject to a Special Guardianship Order (SGO).

- The school ensures that staff have the necessary skills and understanding to keep looked after children safe and this is reflected in staff training.
- Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child and contact arrangements with birth parents or those with parental responsibility.
- The designated teacher and governor for Looked After Children will have the appropriate level training to equip them with the knowledge and skills to undertake their role.
- The designated teacher for LAC and the DSL have details of the child's social worker and the name and contact details of the Local Authority's Head of Virtual School.
- The Designated Teacher for LAC will work in partnership with the Virtual School Assistant Headteacher to discuss how Pupil Premium Plus funding can be best used to support the progress of Looked After children in the school and meet the child's needs within their personal education plan (PEP).

### **Children who require a social worker (Child in Need and Child Protection Plans).**

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

Local authorities should share the fact a child has a social worker, and the designated safeguarding lead should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and schools and colleges to safeguard and promote the welfare of children.

Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

### **Children Missing Education**

- All children, regardless of their circumstances, are entitled to an efficient, full time education which is suitable to their age, ability, aptitude and any special educational needs they may have.
- The school recognises that children missing education are at significant risk of underachieving, being victims of abuse and harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life.
- The school recognises that absence from school and exclusion from school may be indicators of abuse and neglect, including the exploitation of children. The DSL will regularly liaise with members of school staff with responsibility for behaviour and attendance to ensure any risk is identified and appropriate interventions is in place to protect children from harm.
- The school will ensure that there is a record of joiners and leavers as defined in The Education (Pupil Registration) (England) 2006.

- School registers are taken at least twice a day at the beginning of the morning and afternoon sessions. All absences are recorded using nationally agreed codes.
- The school will work in partnership with Local Police and other partners for reporting children that go missing from the school site during the school day. Staff will be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.
- Where possible the school will hold **more than one** emergency contact number for each pupil. The school has a robust system of first day calling to ensure the school knows the whereabouts of any child not in school and takes steps to inform parents/carers and any appropriate agencies of any children not in school.
- The school follows local and DfE guidance about adding and removing children from the school registers.
- The school informs the local authority of any pupil who fails to attend school regularly or has been absent without the school's permission for a continuous period of 10 school days or more.

### Pupils Missing Out of Education

- The majority of children engage positively with school and attend regularly. However, in order to flourish, some children require an alternative education offer or may require a modified timetable to support a return to full time education provision. It is recognised that children accessing alternative provision, or a reduced or modified timetable may have additional vulnerabilities. Ofsted refer to these as Pupils Missing Out On Education (PMOOE), because they are not accessing their education in the 'usual way'.
- The school will gain consent (if required in statute) from parents to put in place alternative provision and/or a reduced or modified timetable.
- Where the school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil and will satisfied themselves that the provider meets the pupil's needs. The school will obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment.
- The school will ensure that parents (and the local authority where the pupil has a statement of special educational needs) are given clear information about alternative provision placements and reduced or modified timetables: why, when, where, and how they will be reviewed.
- The school will keep the placement and timetable under review and involve parents in the review. Reviews will be frequent enough to provide assurance that the off-site education and/or modified timetable is achieving its objectives and that the pupil is benefitting from it.
- The school will monitor and track children attending alternative provision to ensure that the provision meets the needs of the child.
- The school will comply with regular data returns requested by the Local Authority, regarding all pupils, of statutory school age, attending alternative provision and/or on a reduced or modified timetable.
- The school leadership will report to governors of any formal direction of a pupil to alternative provision to improve behaviour.
- The school leadership will report to governor's information regarding the use and effectiveness of the use of alternative provision and modified timetables.

### **Use of 'reasonable force' in schools and colleges**

- There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a

degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

- The school recognise that touch is appropriate in the context of working with children, and all staff have been given guidance through training and the Staff Code of Conduct to ensure they are clear about their professional boundaries.
- Staff must only ever use physical intervention and restraint, as a last resort, when a child is at immediate risk of harming themselves or others, and that at all times it must be the minimal force necessary to prevent injury to another person and never as a punishment or to cause pain. Such events should be fully recorded and signed by a witness.
- Staff who are likely to need to use physical intervention will be appropriately trained.
- Staff understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection and/or disciplinary procedures.
- When applying disciplinary measures such as physical intervention or isolation for children with SEND the school will consider the risks, given the additional vulnerabilities of these children.

### **Monitoring and Evaluation**

The safeguarding and child protection policy will be monitored and evaluated by:

- Governing Body visits to the school and discussions, including an annual report by the Designated Governor for Safeguarding and safeguarding audit.
- SLT discussions with children and staff
- Pupil wellbeing surveys and questionnaires
- Parent voice surveys and questionnaires
- Scrutiny of attendance data and logs in bullying, racist and behaviour incidents

### **Links with other school policies:**

- Acceptable Use Policy- electronic devices and communication
- Administration of medicines.
- Allegations against staff.
- Anti-bullying and Behaviour
- Anti-homophobia and anti-transphobia
- Attendance Policy
- Complaints Policy
- Data Protection Policy, including Freedom of Information
- Equality Information
- Health & Safety
- First Aid and Medical Policy, including Supporting Children with Medical Conditions
- Home-School Agreement
- Intimate Care Policy
- Lettings Policy
- Online Safety, including staff use of mobile phones
- Parental Concerns/Complaints.
- Preventing and dealing with racist behaviour
- Physical Intervention
- PSHE

- Risk Assessment
- Safer Recruitment and Selection (including single central list and disqualification)
- School Attendance
- School visits
- Sex and Relationships Education Policy
- Special needs and Inclusion Policy
- Staff Behaviour Policy / Code of Conduct
- Substance Misuse Policy
- Teaching and Learning
- Use of restraint and reasonable force
- Whistleblowing

**Further advice on safeguarding and child protection is available from:**

NSPCC: <http://www.nspcc.org.uk/>

ChildLine: <http://www.childline.org.uk/pages/home.aspx>

Anti-Bullying Alliance: <http://anti-bullyingalliance.org.uk/>

Beat Bullying: <http://www.beatbullying.org/>

Childnet International –making the internet a great and safe place for children.

Includes resources for professionals and parents <http://www.childnet.com/>

CEOP Thinkuknow (includes resources for professionals and parents)

<https://www.thinkuknow.co.uk/>

Safer Internet Centre <http://www.saferinternet.org.uk/>

Contextual Safeguarding Network <https://www.contextualsafeguarding.org.uk/>

## **Appendix 1**

### **What is child abuse?**

The following definitions are taken from *Working Together to Safeguard Children* HM Government (2018). In addition to these definitions, it should be understood that children can also be abused by being sexually exploited, honour based violence, forced marriage or female genital mutilation. To support the local context, all staff have access to the Local Safeguarding Children's Board Levels of Need Threshold Document (also displayed on the staff room noticeboard)

#### **What is abuse and neglect?**

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. Abuse can happen both on and off line.

#### **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**

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 a child 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 a 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**

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse.

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

### **Child Sexual Exploitation**

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

### **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)
- ensure access to appropriate medical care or treatment

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

## **Appendix 2** **Indicators of abuse**

### **Neglect**

Neglect is a lack of parental care, but poverty and lack of information or adequate services can be contributory factors. Far more children are registered to the category of neglect on Child in Need and Child Protection plans than to other categories. As with abuse, the number of children experiencing neglect is likely to be much higher than the numbers on the plans.

Neglect can include parents or carers failing to:

- provide adequate food, clothing and shelter
- protect a child from physical and emotional harm or danger
- ensure adequate supervision or stimulation
- ensure access to appropriate medical care or treatment

NSPCC research has highlighted the following examples of the neglect of children under 12 years old:

- frequently going hungry
- frequently having to go to school in dirty clothes
- regularly having to look after themselves because of parents being away or having problems such as drug or alcohol misuse
- being abandoned or deserted
- living at home in dangerous physical conditions
- not being taken to the doctor when ill
- not receiving dental care.

Neglect is difficult to recognise and is often seen as less serious than other categories. It is, however, very damaging: children who are neglected often develop more slowly than others and may find it hard to make friends and fit in with their peer group. Neglect is often noticed at a stage when it does not pose a risk to the child. The duty to safeguard and promote the welfare of children (*What to do if You're Worried a Child is Being Abused* DfE 2015) would suggest that an appropriate intervention or conversation at this early stage can address the issue and prevent a child continuing to suffer until it reaches a point when they are at risk of harm or in significant need.

Neglect is often linked to other forms of abuse, so school staff should discuss any concerns with the DSL.

### **Indicators of neglect**

The following is a summary of some of the indicators that may suggest a child is being abused or is at risk of harm.

#### **Physical indicators of neglect**

- Constant hunger and stealing food
- Poor personal hygiene - unkempt, dirty or smelly
- Underweight
- Dress unsuitable for weather
- Poor state of clothing
- Illness or injury untreated

### Behavioural indicators of neglect

- Constant tiredness
- Frequent absence from school or lateness
- Missing medical appointments
- Isolated among peers
- Frequently unsupervised
- Stealing or scavenging, especially food
- Destructive tendencies

It is important to recognise that indicators alone cannot confirm whether a child is being abused. Each child should be seen in the context of their family and wider community and a proper assessment carried out by appropriate persons. What is important to keep in mind is that if you feel unsure or concerned, do something about it.

### **Emotional abuse**

Most harm is produced in *low warmth, high criticism* homes, not from single incidents.

- Emotional abuse is difficult to define, identify/recognise and/or prove.
- Emotional abuse is chronic and cumulative and has a long-term impact.
- All kinds of abuse and neglect have emotional effects although emotional abuse can occur by itself.
- Children can be harmed by witnessing someone harming another person, as in domestic abuse.

It is sometimes possible to spot emotionally abusive behaviour from parents and carers to their children, by the way that the adults are speaking to, or behaving towards children. An appropriate challenge or intervention could affect positive change and prevent more intensive work needing to be carried out later on.

### **Indicators of emotional abuse**

#### Developmental issues

- Delays in physical, mental and emotional development
- Poor school performance
- Speech disorders, particularly sudden disorders or changes.
- Failure to grow or to thrive (particularly if the child thrives away from home)

#### Behaviour

- Acceptance of punishment which appears excessive
- Over-reaction to mistakes
- Continual self-deprecation (I'm stupid, ugly, worthless etc)
- Neurotic behaviour (such as rocking, hair-twisting, thumb-sucking)
- Self-mutilation
- Suicide attempts
- Drug/solvent abuse
- Running away
- Compulsive stealing, scavenging
- Acting out
- Poor trust in significant adults
- Regressive behaviour e.g. wetting
- Eating disorders
- Destructive tendencies
- Neurotic behaviour
- Arriving early at school, leaving late

### Social issues

- Withdrawal from physical contact
- Withdrawal from social interaction
- Over-compliant behaviour
- Insecure, clinging behaviour
- Poor social relationships

### Emotional responses

- Extreme fear of new situations
- Inappropriate emotional responses to painful situations ("I deserve this")
- Fear of parents being contacted
- Self-disgust
- Low self-esteem
- Unusually fearful with adults
- Lack of concentration, restlessness, aimlessness
- Extremes of passivity or aggression

### **Physical abuse**

Most children collect cuts and bruises quite routinely as part of the rough and tumble of daily life. Clearly, it is not necessary to be concerned about most of these minor injuries. But accidental injuries normally occur on the *bony prominences* e.g. knees, shins.

Injuries on the *soft* areas of the body are more likely to be inflicted intentionally and should therefore make us more alert to other concerning factors that may be present. A body map can assist in the clear recording and reporting of physical abuse. The body map should only be used to record observed injuries and no child should be asked to remove clothing by a member of school staff.

All bruising on non-mobile children should be recorded, reported to the DSL and considered a potential safeguarding concern.

### **Indicators of physical abuse / factors that should increase concern**

- Multiple bruising or bruises and scratches (especially on the head and face)
- Clusters of bruises e.g. fingertip bruising (caused by being grasped)
- Bruises around the neck and behind the ears – the most common abusive injuries are to the head
- Bruises on the back, chest, buttocks, or on the inside of the thighs
- Marks indicating injury by an instrument e.g. linear bruising (stick), parallel bruising (belt), marks of a buckle
- Bite marks
- Deliberate burning may also be indicated by the pattern of an instrument or object e.g. electric fire, cooker, cigarette
- Scalds with upward splash marks or *tide marks*
- Untreated injuries
- Recurrent injuries or burns
- Bald patches.

In the context of the school, it is normal to ask about a noticeable injury. The response to such an enquiry is generally light-hearted and detailed. So concern should be increased when:

- the explanation given does not match the injury
- the explanation uses words or phrases that do not match the vocabulary of the child (adult's words)
- no explanation is forthcoming
- the child (or the parent/carer) is secretive or evasive
- the injury is accompanied by allegations of abuse or assault

You should be concerned if a child:

- is reluctant to have parents/carers contacted
- runs away or shows fear of going home
- is aggressive towards themselves or others
- flinches when approached or touched
- is reluctant to change clothing for sport
- wears long sleeves during hot weather
- is unnaturally compliant in the presence of parents/carers.
- has a fear of medical help or attention
- admits to a punishment that appears excessive.

### **Sexual abuse**

Sexual abuse is often perpetrated by people who are known and trusted by the child – e.g., relatives, family friends, neighbours, babysitters, and people working with the child in school, faith settings, clubs or activities. Children can also be subject to child sexual exploitation or sexual abuse by another child.

Sexual exploitation is seen as a separate category of sexual abuse. (For further information about CSE see pages 35).

#### Characteristics of child sexual abuse:

- It is often planned and systematic. People do not sexually abuse children by accident, though sexual abuse can be opportunistic.
- Grooming the child: people who abuse children take care to choose a vulnerable child and often spend time making them dependent. This may occur online.
- Grooming the child's environment: abusers try to ensure that potential adult protectors (parents and other carers especially) are not suspicious of their motives.

Sexual abuse of children can be perpetrated by both men and women. The perpetrator may be the same gender as the child or a different gender.

### **Indicators of sexual abuse**

#### Physical observations:

- Sexually transmitted diseases
- Unexpected pregnancy, especially in very young girls
- Damage or soreness in genital area, anus or mouth and other medical problems such as chronic itching
- Unexplained recurrent urinary tract infections and discharges or abdominal pain
- Stomach pains
- Discomfort when child is walking or sitting down

### Behavioural observations:

- Sudden unexplained changes in behaviour
- Being sexually coercive with other children
- Sexual knowledge inappropriate for age
- Sexualised behaviour or affection inappropriate for age
- Hinting at sexual activity
- Inexplicable decline in education progress
- Depression or other sudden apparent changes in personality
- Lack of concentration, restlessness, aimlessness
- Socially isolated or withdrawn
- Overly-compliant behaviour
- Acting out, aggressive behaviour,
- Poor trust or fear concerning significant adults
- Onset of wetting, by day or night;
- Nightmares
- Suicide attempts, self-mutilation,
- Suddenly drawing sexually explicit pictures
- Eating disorders or sudden loss of appetite or compulsive eating
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Become worried about clothing being removed
- Trying to be 'ultra-good' or perfect;
- Overreacting to criticism.
- Appearing with unexplained gifts or new possessions.
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Misusing drugs and alcohol
- Going missing for periods of time from home or school or regularly coming home late and missing school or arriving early at school and leaving late.

### **Appendix 3:** **Safeguarding in Specific Circumstances**

#### **Peer on peer abuse including bullying and bullying online**

- The school recognises that children can abuse other children and such behaviours are never viewed simply as 'banter' or an acceptable part of growing up. We recognise that peer on peer abuse can take many different forms such as:
  - Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
  - Bullying (including cyber-bullying)
  - Upskirting , typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. This is not gender specific. schools should always respond to reports of sexual violence and sexual harassment following their safeguarding guidance.
  - Sexting -Sending or posting sexually suggestive images including nude or semi-nude photographs via mobiles or over the internet by persons aged under 18 (referred to as Youth Produced Sexual Imagery- see below)
  - Sexual violence and sexual harassment
  - Sexually harmful or problematic behaviour
  - Gang initiation or hazing type violence
- The school behaviour and anti-bullying policy is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.
- The school keeps a record of bullying incidents which is shared with and analysed by the governing body.
- All staff are aware that children with SEND and LGBT children or those perceived to be LGBT or perceived as different are more susceptible to being bullied/victims of child abuse, particularly sexual violence or harassment.
- When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern. If the anti-bullying procedures are seen to be ineffective, the Headteacher and the DSL will also consider child protection procedures.
- PHSE lessons should provide regular opportunities for children to understand bullying is wrong, its impacts and how to deal with it.

#### **Serious violent crime**

- All staff need to know the indicators that may signal that children are at risk from, or are involved with, serious violent crime. These include:
  - Unexplained gifts or new possessions - these can indicate that children have been approached by or involved with individuals associated with criminal networks or gangs
  - Increased absence from school
  - Change in friendship or relationships with others or groups
  - Significant decline in performance
  - Signs of self-harm or significant change in wellbeing
  - Signs of assault or unexplained injuries

## Radicalisation and Extremism

- Children are at risk of being radicalised; adopting beliefs and engaging in activities which are harmful, criminal or dangerous. This can happen both online and offline.
- KCSIE September 2020 Annex A states that:
- **Preventing radicalisation**
- Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach.
- • **Extremism** is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- • **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- • **Terrorism** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.
- The school is clear that exploitation of vulnerable children and radicalisation should be viewed as a safeguarding concern and follows the DfE guidance for schools and childcare providers on preventing children and young people from being drawn into terrorism under The Prevent Duty for England and Wales (2015) (Section 26 of the Counter-Terrorism and Security Act 2015).
- The school seeks to protect children against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right/ Neo Nazi/ White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements. Extremism is defined as 'as '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'. As well as calls for the death of members of British armed forces, whether in this country or overseas.
- School staff receive training to help identify early signs of radicalisation and extremism.
- Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and the school follows the DfE advice Promoting Fundamental British Values as part of SMSC (spiritual, moral, social and cultural education) in Schools (2014).
- The school governors, the Headteacher and the (DSL) will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include, the use of school premises by external agencies, anti-bullying policy and other issues specific to the school's profile, community and philosophy.
- When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they must speak with the DSL. The DSL should then follow the safeguarding procedures and refer cases to the Children's Social Care. If the matter is urgent then Police must be contacted

by dialling 999. In non-urgent cases where police advice is sought then dial 101 and ask to speak to the **Local** Police Prevent Coordinator.

- The DfE has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).

### **Indicators of vulnerability to radicalisation**

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts;
- Foster hatred which might lead to inter-community violence in the UK.

There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors. It is known that violent extremists exploit vulnerabilities in individuals to isolate them from their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

- Identity Crisis: the child is distanced from their cultural/ religious heritage and experiences discomfort about their place in society;
- Personal Crisis: the child may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances: migration; local community tensions; and events affecting the child's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations: the child may have perceptions of injustice or a feeling of failure,
- Experiences of Criminality which may include involvement with criminal groups, imprisonment, and poor resettlement/ reintegration;
- Special Educational Needs and Disability: children may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

This list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include:

- Being in contact with extremist recruiters on or off line
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations;
- Significant changes to appearance and/ or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and/ or personal crisis.

### **Domestic Abuse**

- Domestic abuse represents one quarter of all violent crime. It is actual or threatened physical, emotional, psychological or sexual abuse. It involves the use of power and control by one person over another. It occurs regardless of race, ethnicity, gender, class, sexuality, age, religion, mental or physical ability. Domestic abuse can also involve other types of abuse.
- The term domestic abuse is used to reflect a number of abusive and controlling behaviours as well as violence. Slapping, punching, kicking, bruising, rape, ridicule, constant criticism, threats, manipulation, sleep deprivation, social isolation, and other controlling behaviours all count as abuse.
- Living in a home where domestic abuse takes place is harmful to children and can have a serious impact on their behaviour, wellbeing and understanding of healthy, positive relationships. Children who witness domestic abuse are at risk of significant harm and staff are alert to the signs and symptoms of a child suffering or witnessing domestic abuse.

### **Child Sexual Exploitation (CSE)**

- Child sexual exploitation is a form of child sexual abuse.
- It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity
  - (a) in exchange for something the victim needs or wants, and/or
  - (b) for the financial advantage or increased status of the perpetrator or facilitator.
- The victim may have been sexually exploited, even if the sexual activity appears consensual.
- Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. All staff are aware of the link between online safety and vulnerability to CSE.
- Any concerns that a child is being or is at risk of being sexually exploited is passed immediately to the DSL.
- The School is aware there is a clear link between regular non-attendance at school and CSE. Staff will consider a child who is a regular non-attender to be at potential CSE risk and make reasonable enquiries with the child and parents to assess this risk.

- In all cases if the tool identifies any level of concern the DSL should contact the Children's Social Care and email the completed CSE Screening Tool along with a Multi-Agency Referral Form (MARF). If a child is in immediate danger the police should be called on 999.
- The school is aware that a child often is not able to recognise the coercive nature of the abuse and does not see themselves as a victim. As a consequence, the child may resent what they perceive as interference by staff. However, staff must act on their concerns as they would for any other type of abuse. Children also rarely self-report CSE so staff must be particularly vigilant to potential indicators of risk.
- The school includes the risks of sexual exploitation in the PHSE and SRE curriculum. The grooming process is explained, and children are taught how to protect themselves from harm. They will be supported in terms of recognising and assessing risk in relation to CSE, including online, and knowing how and where to get help. This is approached in an age and stage appropriate manner.

### **Child Criminal Exploitation & Gangs including county lines**

- Young people are at risk from gang activity, both through participation in, and as victims of, gang violence which can be in relation to their peers or to a gang-involved adult in their household.
- A child who is affected by gang activity or serious youth violence may have suffered, or may be likely to suffer, significant harm through physical, sexual and emotional abuse or neglect. Girls may be particularly at risk of sexual exploitation. Teenagers can be particularly vulnerable to recruitment into gangs and involvement in gang violence. This vulnerability may be exacerbated by risk factors in an individual's background, including violence in the family, involvement of siblings in gangs, poor educational attainment, or poverty or mental health problems.
- Criminal exploitation of children is a typical feature of county lines criminal activity. Key identifying features of involvement in county lines are when children are missing, and the victim is trafficked to transport drugs. A referral to the National Referral Mechanism should be considered with Social Care and Police colleagues.
- Any concerns that a child is being or is at risk of being criminally exploited will be passed without delay to the DSL. The school is aware there is a clear link between regular non-attendance at school and exploitation. Staff will consider a child who is a regular non-attender could be at potential risk and the school will make reasonable enquiries with the child and parents to assess this risk.
- A referral to the MASH will be made when any concern of harm to a child as a consequence of gang activity including child criminal exploitation becomes known. Any member of staff who has concerns that a child may be at risk of harm should immediately inform the DSL. The DSL will contact the MASH. If there is concern about a child's immediate safety, the Police will be contacted on 999.

### **Youth produced sexual imagery (sexting)**

The practice of children sharing images and videos via text, email, social media or mobile messaging apps has become commonplace. However, this online technology has also given children the opportunity to produce and distribute sexual imagery in the form of photos and videos.

Youth produced sexual imagery refers to both images and videos where:

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18.
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult.
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18.

Any such imagery involving anyone under the age of 18 is unlawful.

- All incidents of this nature should be treated as a safeguarding concern and in line with the UKCCIS guidance 'Sexting in schools and colleges: responding to incidents and safeguarding young people'
- If a member of staff becomes aware of an incident involving youth produced sexual imagery they should follow the child protection procedures and refer to the DSL immediately.
- The member of staff should confiscate the device involved in line with the Searching, Screening and Confiscation: advice for schools (DfE 2018) guidance and set it to flight mode or, if this is not possible, turn it off. Staff must not view, copy or print the youth produced sexual imagery.
- The DSL should hold an initial review meeting with appropriate school staff and subsequent interviews with the children involved (if appropriate).
- Parents should be informed at an early stage and involved in the process unless there is reason to believe that involving parents would put the child at risk of harm.
- At any point in the process if there is concern a young person has been harmed or is at risk of harm a referral should be made to Children's Social Care or the Police as appropriate.
- Immediate referral at the initial review stage should be made to Children's Social Care/Police if:
  - The incident involves an adult.
  - There is good reason to believe that a child has been coerced, blackmailed or groomed or if there are concerns about their capacity to consent (for example, owing to special educational needs).
  - What you know about the imagery suggests the content depicts sexual acts which are unusual for the child's development stage or are violent.
  - The imagery involves sexual acts.
  - The imagery involves anyone aged 12 or under.
  - There is reason to believe a child is at immediate risk of harm owing to the sharing of the imagery, for example the child is presenting as suicidal or self-harming.
- If none of the above apply then the DSL will use their professional judgement to assess the risk to pupils involved and may decide, with input from the Headteacher, to respond to the incident without referral to the MASH or the Police.
- During the decision making the DSL will consider if:
  - There is a significant age difference between the sender/receiver.
  - There is any coercion or encouragement beyond the sender/receiver.
  - The imagery was shared and received with the knowledge of the child in the imagery.
  - The child is vulnerable, for example subject to Child in Need, Child Protection or Early Help plans, Looked After, SEND.

- There is a significant impact on the children involved.
- The image is of a severe or extreme nature.
- The child involved understands consent.
- The situation is isolated or if the image been more widely distributed.
- There other circumstances relating to either the sender or recipient that may add cause for concern.
- The children have been involved in incidents relating to youth produced imagery before.
- If any of these circumstances are present the situation will be referred according to our child protection procedures, including referral to Children's Social Care or the Police.
- The DSL will record all incidents of youth produced sexual imagery, including the actions taken, rationale for actions and the outcome.

### **Female Genital Mutilation (FGM)**

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

There are 4 types of procedure:

- Type 1 Clitoridectomy: partial/total removal of clitoris
- Type 2 Excision: partial/total removal of clitoris and labia minora
- Type 3 Infibulation: entrance to vagina is narrowed by repositioning the inner/outer labia
- Type 4 All other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.
- Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act (2003). It is a form of child abuse and violence against women. A mandatory reporting duty requires teachers to report 'known' cases of FGM in under 18s, which are identified in the course of their professional work, to the police.
- The duty applies to all persons in school who are employed or engaged to carry out 'teaching work' in the school, whether or not they have qualified teacher status.
- The duty applies to the individual who becomes aware of the case to make a report. It should not be transferred to the DSL; however, the DSL should be informed.
- If a teacher is informed by a girl under 18 that an act of FGM has been carried out on her or a teacher observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 the teacher should personally make a report to the police force in which the girl resides by calling 101. The report should be made immediately.
- School staff are trained to be aware of risk indicators of FGM which include:
  - Prolonged absence from school and other activities
  - Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
  - Bladder or menstrual problems
  - Finding it difficult to sit still and looking uncomfortable
  - Complaining about pain between the legs
  - Mentioning something somebody did to them that they are not allowed to talk about
  - Secretive behaviour, including isolating themselves from the group
  - Reluctance to take part in physical activity

- Repeated urinal tract infection
- Disclosure
- Concerns about FGM outside of the mandatory reporting duty should be reported using the school's child protection procedures. Staff should be particularly alert to suspicions or concerns expressed by female pupils about going on a long holiday during the summer.
- There should also be consideration of potential risk to other girls in the family and practicing community. Where there is a risk to life or likelihood of serious immediate harm the teacher should report the case immediately to the police, including dialling 999 if appropriate.
- There are no circumstances in which a teacher or other member of staff should examine a girl.

### **Forced Marriage**

- A forced marriage is a marriage in which one or both people do not (or in cases of people with learning disabilities cannot) consent to the marriage but are coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.
- Forced marriage is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.
- A forced marriage is not the same as an arranged marriage which is common in many cultures. The families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.
- School staff should never attempt to intervene directly as a school or through a third party. Contact should be made with Children's Social Care and/or the Forced Marriage Unit 200 7008 0151.

### **Honour-based Violence**

Honour based violence (HBV) can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code.

Honour based violence might be committed against people who:

- become involved with a boyfriend or girlfriend from a different culture or religion;
- want to get out of an arranged marriage;
- want to get out of a forced marriage
- wear clothes or take part in activities that might not be considered traditional within a particular culture

It is considered a violation of human rights and may be a form of domestic and/or sexual abuse.

### One Chance Rule

- All staff are aware of the 'One Chance' Rule' in relation to forced marriage, FGM and HBV. Staff recognise they may only have one chance' to speak to a child who is a potential victim and have just one chance to save a life.

- The school are aware that if the victim is not offered support following disclosure that the 'One Chance' opportunity may be lost. Therefore, all staff are aware of their responsibilities and obligations when they become aware of potential forced marriage, FGM and HBV cases.

### **Homelessness**

- Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.
- Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property.
- The DSL is aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Whilst referrals and/ or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

### **Children with family members in prison**

- Children with a parent in prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health.
- The school is aware of the additional vulnerability of these children.

### **Children and the court system**

The school is aware that on occasions children are sometime required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed and will work with other agencies to provide any such children with additional support.

## **Appendix 4** **Responding to disclosures and raising concerns**

If a member of staff suspects abuse, spots signs or indicators of abuse, or they have a disclosure of abuse made to them they must:

1. Make an initial record of the information related to the concern (See appendix 8.)
2. Report it to the DSL immediately.
3. The DSL will consider if there is a requirement for immediate medical intervention, however urgent medical attention should not be delayed if the DSL is not immediately available.
4. Make an accurate record on the school recording form (Appendix 8) or CPOMs (which may be used in any subsequent court proceedings) as soon as possible and within 24 hours of the occurrence, of all that has happened, including details of:
  - Dates and times of their observations
  - Dates and times of any discussions in which they were involved.
  - Any injuries, including a Body map
  - Explanations given by the child/ adult
  - Rationale for decision making and action taken
  - Any actual words or phrases used by the child

It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk. They need to ensure that their recording of any disclosure or concern is factual and their concerns or opinion are clearly identified as such.

5. Any written records must be added onto CPOMs and original copies retained
6. In the absence of the DSL or their Deputy, staff must be prepared to refer directly to Children's Social Care (and the police if appropriate) if there is the potential for immediate significant harm

### **Following a report of concerns the DSL must:**

1. Using the Local Safeguarding Children Board Levels of Need document, decide whether or not there are sufficient grounds for suspecting significant harm, in which case a referral must be made to Children's Social Care and the police if it is appropriate.
2. Normally the school should try to discuss any concerns about a child's welfare with the family and where possible to seek their agreement before making a referral to Children's Social Care. However, this should only be done when it will not place the child at increased risk or could impact a police investigation. The child's views should also be considered.
3. If there are grounds to suspect a child is suffering, or is likely to suffer, significant harm or abuse the DSL must contact Children's Social Care. If a child is in immediate danger and urgent protective action is required, the Police (dial 999) must be called. The DSL must also notify Children's Social Care of the occurrence and what action has been taken
4. If the DSL feels unsure about whether a referral is necessary, they can phone Children's Social Care to discuss concerns
5. If there is not a risk of significant harm, the DSL will either actively monitor the situation or consider an Early Help referral.

6. Where there are doubts or reservations about involving the child's family, the DSL should clarify with Children's Social Care or the police whether the parents should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation.
7. When a child is in need of urgent medical attention and there is suspicion of abuse the DSL or their Deputy should take the child to the accident and emergency unit at the nearest hospital, having first notified Children's Social Care. The DSL should seek advice about what action Children's Social Care will take and about informing the parents, remembering that parents should normally be informed that a child requires urgent hospital attention.
8. The exception to this process will be in those cases of known FGM where there is a mandatory requirement for the teacher to report directly to the police. The DSL should also be made aware.
9. Any serious incidents of safeguarding that have the potential to become public knowledge should also be shared with the Diocesan Board of Education (Initial contact – Fiona Beavers).

## **Dealing with disclosures**

### **All staff**

A member of staff who is approached by a child should listen positively and try to reassure them. They must not promise complete confidentiality and should explain that they may need to pass information to other practitioners to help keep the child or other children safe. Additional consideration needs to be given to children with communication difficulties and for those whose preferred language is not English. It is important to remember that not all communication is verbal, and children will communicate distress through their behaviour. It is important to communicate with them in a way that is appropriate to their age, understanding and preference.

All staff know who the DSL is and who to approach if the DSL is unavailable. All staff have the right and responsibility to make a referral to Children's Social Care or Police directly and should do this if, for whatever reason, there are difficulties following the agreed protocol.

### **When a child report abuse: Remember**

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.

- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.

NB It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child/young person who has been abused can be traumatic for the adults involved. Support for you will be available from your DSL.

### **What happens next?**

- It is important that all concerns are followed up and it is everyone's responsibility to ensure that they are. The member of staff should be informed by the DSL what has happened following a report being made. If they do not receive this information they should seek it out.
- If they have concerns that the disclosure has not been acted upon appropriately they might inform the Headteacher or Safeguarding Governor of the school and/or may contact Children's Social Care.
- Receiving a disclosure can be upsetting for the member of staff and schools should have a procedure for supporting them after the disclosure.
- In some cases, additional counselling might be needed, and staff should be encouraged to recognise that disclosures can have an impact on their own emotions.



## Appendix 6

### Sexual violence and sexual harassment between children in schools Peer on Peer Abuse – Policy Framework

#### **Context**

- Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.
- Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their education attainment as well as their emotional well-being. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.
- Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted.
- Equally, it should be remembered that the perpetrator may be acting out their own experience of abuse and as a child is still entitled to protection and access to education.
- It is also important that other children, adult students and school and college staff are supported and protected as appropriate.

#### **Policy**

- We believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults and other children in school
- We recognise that children are capable of abusing their peers and this is dealt with under our Child Protection and Safeguarding policy and in line with KCSIE (2018)
- We are clear that sexual violence and sexual harassment are not acceptable, will never be tolerated and are not an inevitable part of growing up

We will minimise the risk of peer on peer abuse by:

#### **Prevention**

- Taking a whole school approach to safeguarding & child protection
- Providing training to staff
- Providing a clear set of values and standards, underpinned by the school's behaviour policy and pastoral support;
- By a planned programme of evidence based content delivered through the curriculum.
- Engaging with specialist support and interventions.

#### **Responding to reports of sexual violence and sexual harassment**

- Children making a report of sexual violence or sexual harassment will be taken seriously, kept safe and be well supported.
- If the report includes an online element staff will be mindful of the Searching, Screening and Confiscation: advice for schools (DfE 2018) guidance.
- Staff taking the report will inform the DSL or the Deputy DSL immediately.
- Staff taking a report will never promise confidentiality.
- Parents or carers should usually be informed (unless this would put the child at greater risk).
- If a child is at risk of harm, is in immediate danger, or has been harmed, a referral for a child will be made to the Local Multi-Agency Safeguarding Hub (MASH)
- Referrals should be made safe via secure email using the Children's Services Common Referral Form, urgent referrals should be made by telephone to 01274 437500.

**Risk Assessment:**

Following a report, the DSL will make an immediate risk and needs assessment on a case-by-case basis.

The Risk assessment will consider;

- The victim, especially their protection and support.
- The alleged perpetrator, their support needs and any discipline action.
- All other children at the school.
- The victim and the alleged perpetrator sharing classes and space at school, remembering the issue of transport to school if appropriate.

The risk assessment will be recorded and kept under review.

Where there has been other professional intervention and/or other specialist risk assessments, these professional assessments will be used to inform the school's approach to supporting and protecting pupils.

Support regarding risk assessments can be accessed from the NSPCC.

**Action: The DSL will consider:**

- The wishes of the victim.
- The nature of the incident including whether a crime has been committed and the harm caused.
- Ages of the children involved.
- Developmental stages of the children.
- Any power imbalance between the children.
- Any previous incidents.
- Ongoing risks.
- Other related issues or wider context.

**Options: The DSL decision making regarding the issue with the following possible options:**

- Manage internally
- Early Help intervention
- Refer to Children's Social Care
- Report to the police (generally in parallel with a referral to Children's Social Care)

**Ongoing Response:**

- The DSL will manage each case individually and will ensure the risk assessment is reviewed regularly with relevant partner agencies, for example the Police and Children's Social Care.
- The DSL will consider how best to keep the victim and perpetrator a reasonable distance apart on school premises and on transport where appropriate.
- The school will take any disciplinary action against the alleged perpetrator in accordance with the school behaviour policy.
- Where there is a criminal investigation into a rape, assault by penetration or sexual assault, the alleged perpetrator should be removed from any classes they share with the victim.
- The school recognises that taking disciplinary action and providing appropriate support are not mutually exclusive actions and will occur at the same time if necessary.
- Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, or where no further action is taken due to the age of the children, but the school believe that, faced with all the facts, in all probability the allegation did occur, the school will take suitable action. In all but the most exceptional of circumstances, the rape or assault would constitute a serious breach of discipline and lead to the view that allowing the perpetrator to remain in the same school or college would seriously harm the education or welfare of the victim (and potentially themselves and other pupils).

- Where a criminal investigation into sexual assault leads to a conviction or caution, the school will, if it has not already, consider suitable sanctions considering their behaviour policy, which may include consideration of permanent exclusion. Where the perpetrator is going to remain at the school, the Headteacher should continue keeping the victim and perpetrator in separate classes and continue to consider the most appropriate way to manage potential contact on school and college premises and transport. The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases.
- The victim, alleged perpetrator and any other affected children & adults will receive appropriate support and safeguards on a case-by-case basis.

### **Physical Abuse**

- While a clear focus of peer on peer abuse is around sexual abuse and harassment, physical assaults and initiation violence and rituals from pupils to pupils can also be abusive.
- Equally, these are not tolerated and if it is believed that a crime has been committed, will be reported to the police.
- The principles from the anti-bullying policy will be applied in these cases, with recognition that any police investigation will need to take priority.

### *References:*

*DfE Keeping Children Safe in Education 2020*

*DfE Sexual Violence and Sexual Harassment between Children in Schools and Colleges May 2018*

### **Harmful Sexualised Behaviours**

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

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

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

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

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

### **Assessment**

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

- **Equality** – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies

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

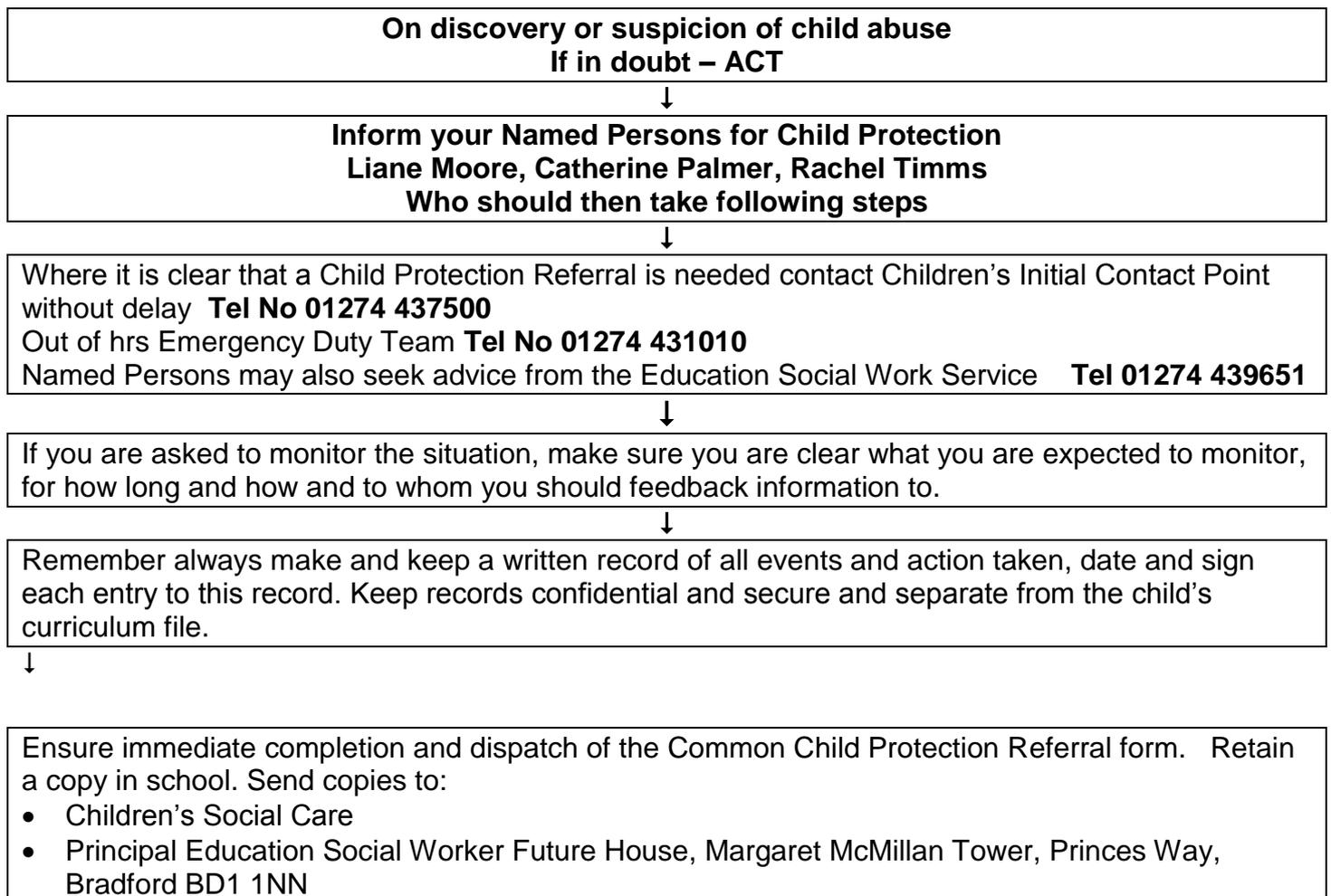
### **Harmful Sexual Behaviour**

The Brook Traffic Light Tool uses a traffic light system to categorise the sexual behaviours of young people and is designed to help professionals:

- Make decisions about safeguarding children and young people
- Assess and respond appropriately to sexual behaviour in children and young people
- Understand healthy sexual development and distinguish it from harmful behaviour
- By categorising sexual behaviours, schools can work with other agencies to the same standardised criteria when making decisions and can protect children with a multi-agency approach.
- The school recognises that it is vital that professionals agree on how behaviours should be categorised regardless of culture, faith, beliefs, and their own experiences or values.

## APPENDIX 7: Flowchart

### Child Protection Procedures Flow Chart



#### *USEFUL TELEPHONE NUMBERS*

Children’s Social Care Initial Contact Point: 01274 437500  
Emergency Duty Team: 01274 431010  
Education Social Work Service: 01274 437043  
Police: Javelin House, Child Protection Unit: 01274 376061  
Diocesan Office – 01535 650555

**APPENDIX 8:  
Child Protection Referral Form**

**Child Protection Referral Information**  
*(Confidential Information)*

**Child's name** \_\_\_\_\_

**Class** \_\_\_\_\_

**Date** \_\_\_\_\_

**Time** \_\_\_\_\_

**Name of staff member reporting incident/concern** \_\_\_\_\_

For non-school staff

**Name** \_\_\_\_\_

**Contact number** \_\_\_\_\_

**Agency/Address** \_\_\_\_\_

**Details**

Please record what was seen/said/reported and return to Headteacher or other DSL) **immediately.**

Continue over as required

**Action taken**

To be completed by named person