Child Protection and Safeguarding Policy

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Important coronavirus (COVID-19) update

This policy has been updated in line with the current guidance from the UK government. We have included   Appendix A which provides detailed safeguarding considerations for the current circumstances. Please have due regard for the stipulations within this amendment during full opening.

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Date of next review: November 2021

Contents:

Appendices

a) [Updated] Safeguarding During the Coronavirus (COVID-19) Pandemic
b) [Schools providing education to pupils under the age of eight only] Staff Disqualification Declaration
c) Safeguarding Reporting Process
d) Contacts and Advice

The Stoke on Trent Safeguarding and Child Protection policy and procedures are awaiting review and update. Appendix 1 – 15 are included from the 2019-2020 policy to supplement this policy.

Statement of intent

Hillside Primary School is committed to safeguarding and promoting the welfare, both physical and emotional, of every pupil both inside and outside of the school premises. We implement a whole-school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken.

This policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance.

It will be achieved by:

- Creating a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children.
- Teaching pupils how to keep safe and recognise behaviour that is unacceptable.
- Identifying and making provision for any pupil that has been subject to abuse.
- Ensuring that members of the Governing Body, the Headteacher and staff members understand their responsibilities under safeguarding legislation and statutory guidance, are alert to the signs of child abuse and know to refer concerns to the DSL.
- Ensuring that the Headteacher and any new staff members and volunteers are only appointed when all the appropriate checks have been satisfactorily completed.

The DSL is: Karen Schonau. In the absence of the DSL, child protection matters will be dealt with by Jennifer Rushton.

Role	Name	Contact details
Designated Safeguarding Lead	Karen Schonau	01782 235350
Deputy Designated Safeguarding Lead	Jenny Rushton	01782 235350
Early Help Champion	Karen Schonau	01782 235350
Lead Person for Online Safety	Kelly Nelson (James Mellor- interim)	01782 235350
Lead Person for Looked After Children (LAC)	Karen Schonau	01782 235350
Lead Person for CSE	Karen Schonau	01782 235350
Lead Person for PREVENT	Karen Schonau	01782 235350
Senior Manager responsible for allegations made against staff	Karen Schonau	01782 235350
Local Authority Designated Officer (LADO)	Sian Hudson (interim)	01782 235100
Early Help Coordinator	Samantha Schofield	01782 231964/232200 early.help@stoke.gov.uk
Early intervention	Advice and Access Team	01782 232200 CW@stoke.gov.uk
Senior Social Worker for Child Sexual Exploitation	Angela Davenhill	101 Ext.3616 07769 238950
Stoke-on-Trent Children's Social Care – for referrals	Safeguarding Referral Team (SRT)	01782 235100
	Emergency Duty Team – after hours, weekends and public holidays	01782 234567
Staffordshire Children Social Care – for referrals	First Response	0800 1313126
Police	Non-emergency – 101	Emergency - 999
Prevent Education Officer	Sarah Dyer	01782 233239 m: 07900 135606 sarah.dyer@stoke.gov.uk
Safeguarding Education Development Officer	Dawn Casewell	01782 235897 Dawn.casewell@Stoke.gov.uk
Stoke on Trent Co operative Working Access	Advice and Access Team	01782 232200
Education Lead - MASH	Amanda Clough	01782 236516 amanda.clough@stoke.gov.uk
Social Care 'Better Together' Project. Practice Manager	Kayleigh Harold	01782 232470 kayleigh.harold@stoke.gov.uk

1. [Updated] Definitions

1.1 The terms **"children"** and **"child"** refer to anyone under the age of 18.

1.2 **[Updated]** For the purposes of this policy, "safeguarding and protecting the welfare of children" is defined as:

- Protecting pupils from maltreatment.
- **[Updated]** Preventing the impairment of pupils' mental and physical health or development.
- Ensuring that pupils grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all pupils to have the best outcomes.

1.3 For the purposes of this policy, the term **"harmful sexual behaviour"** includes, but is not limited to, the following actions:

- Using sexually explicit words and phrases
- Inappropriate touching
- Sexual violence or threats
- Full penetrative sex with other children or adults

1.4 In accordance with the DfE's guidance, 'Sexual violence and sexual harassment between children in schools and colleges' (2018), and for the purposes of this policy, the term **"sexual harassment"** is used within this policy to describe any unwanted conduct of a sexual nature, both online or offline, which violates a child's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment.

1.5 For the purpose of this policy, the term **"sexual violence"** encompasses the definitions provided in the Sexual Offences Act 2003, including those pertaining to rape, assault by penetration and sexual assault.

1.6 For the purposes of this policy, **"upskirting"** refers to the act of taking a picture or video under another person's clothing, without their knowledge or consent, with the intention of viewing that person's genitals or buttocks (with or without clothing). Despite the name, anyone (including both pupils and teachers), and any gender, can be a victim of upskirting.

1.7 The term **"teaching role"** is defined as planning and preparing lessons and courses for pupils; delivering lessons to pupils; assessing the development, progress and attainment of pupils; and reporting on the development, progress and attainment of pupils. These activities are not teaching work if the person carrying out the activity does so (other than for the purposes of induction) subject to the direction and supervision of a qualified teacher or other person nominated by the Headteacher to provide such direction and supervision.

1.8 **[New]** For the purpose of this policy, "**peer-on-peer**" abuse is defined as abuse between children. This can include, but is not limited to the following:

- Abuse within intimate partner relationships
- Bullying (including cyberbullying)
- Sexual violence and sexual harassment
- Physical abuse and physical harm
- Sexting
- Initiation/hazing-type violence and rituals

2. [Updated] Legal framework

2.1 [Updated] This policy has been created with due regard to all relevant legislation including, but not limited to, the following:

Legislation

- Children Act 1989
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)
- Sexual Offences Act 2003
- The General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018
- Voyeurism (Offences) Act 2019

Statutory guidance

- HM Government (2013) 'Multi-agency practice guidelines: Handling cases of Forced Marriage'
- [New] HM Government (2020) 'Multi-agency statutory guidance on female genital mutilation'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2015) 'The Prevent duty'
- [Updated] DfE (2020) 'Keeping children safe in education'
- DfE (2018) 'Disqualification under the Childcare Act 2006'

Non-statutory guidance

- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2018) 'Information sharing'
- DfE (2017) 'Child sexual exploitation'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'

2.2 Other relevant school policies include:

- Child Sexual Exploitation (CSE) Policy
- Children Missing Education Policy
- Extremism and Anti-Radicalisation Policy
- Allegations of Abuse Against Staff Policy (LA)
- Positive Behaviour Policy
- Code of Conduct for all persons on the premises
- Data Protection Policy
- Confidential Reporting (Whistleblowing) Policy (LA)
- Anti-Bullying Policy: pupils
- Exclusion Policy (LA)
- E- Safety Policy
- Personal Electronic Devices Policy
- Data and E-Security Breach Prevention and Management Plan

3. [Updated] Roles and responsibilities

3.1 [Updated] The Governing Body has a duty to:

- Ensure that the school complies with its duties under the above child protection and safeguarding legislation.
- Guarantee that the policies, procedures and training opportunities in the school are effective and comply with the law at all times.
- Guarantee that the school contributes to inter-agency working in line with the statutory guidance 'Working Together to Safeguard Children'.
- Confirm that the school's safeguarding arrangements take into account the procedures and practices of the LA as part of the inter-agency safeguarding procedures.
- Understand the local criteria for action and the local protocol for assessment, and ensure these are reflected in the school's policies and procedures.
- Comply with its obligations under section 14B of the Children Act 2004 to supply the local safeguarding arrangements with information to fulfil its functions.
- [Updated] Ensure that staff members have due regard to relevant data protection principles that allow them to share (and withhold) personal information.
- Ensure that a member of the Governing Body is nominated to liaise with the LA and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Headteacher or another governor.
- Guarantee that there are effective child protection policies and procedures in place together with a Staff Code of Conduct.
- Ensure that there is a senior board level lead responsible for safeguarding arrangements.
- Appoint a member of staff from the SLT to the role of DSL as an explicit part of the role-holder's job description.
- Appoint one or more deputy DSL(s) to provide support to the DSL and ensure that they are trained to the same standard as the DSL and that the role is explicit in their job description(s).
- Ensure all relevant persons are aware of the school's local safeguarding arrangements, including the Governing Body itself, the SLT and DSL.
- Make sure that pupils are taught about safeguarding, including protection against dangers online (including when they are online at home), through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Adhere to statutory responsibilities by conducting pre-employment checks on staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required.
- Ensure that staff members are appropriately trained to support pupils to be themselves at school, e.g. if they are LGBTQ+.
- [New] Ensure the school has clear systems and processes in place for identifying possible mental health problems in pupils, including clear routes to escalate concerns and clear referral and accountability systems.
- Guarantee that volunteers are appropriately supervised.
- Make sure that at least one person on any appointment panel has undertaken safer recruitment training.

- Ensure that all staff members receive safeguarding and child protection training updates, such as e-bulletins, emails and staff meetings, as required, but at least annually.
- Certify that there are procedures in place to handle allegations against members of staff or volunteers.
- Confirm that there are procedures in place to make a referral to the DBS and the Teaching Regulation Agency (TRA), where appropriate, if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.
- Guarantee that there are procedures in place to handle pupils' allegations against other pupils.
- Ensure that appropriate disciplinary procedures are in place, as well as policies pertaining to the behaviour of pupils and staff.
- Ensure that procedures are in place to eliminate unlawful discrimination, harassment and victimisation, including those in relation to peer-on-peer abuse.
- Make sure that pupils' wishes and feelings are taken into account when determining what action to take and what services to provide to protect individual pupils.
- Guarantee that there are systems in place for pupils to express their views and give feedback.
- Establish an early help procedure and ensure all staff understand the procedure and their role in it.
- Appoint a designated teacher to promote the educational achievement of LAC and ensure that this person has undergone appropriate training.
- Ensure that the designated teacher works with the virtual school head (VSH) to discuss how the pupil premium funding can best be used to support LAC.
- Introduce mechanisms to assist staff in understanding and discharging their roles and responsibilities.
- Make sure that staff members have the skills, knowledge and understanding necessary to keep LAC safe, particularly with regards to the pupil's legal status, contact details and care arrangements.
- Put in place appropriate safeguarding responses for pupils who go missing from school, particularly on repeat occasions, to help identify any risk of abuse and neglect, including sexual abuse or exploitation, and prevent the risk of their disappearance in future.
- Ensure that all members of the Governing Body have been subject to an enhanced DBS check.
- Create a culture where staff are confident to challenge senior leaders over any safeguarding concerns.

3.2   The Headteacher has a duty to:

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession.
- Ensure that the policies and procedures adopted by the Governing Body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff members.
- Provide staff, upon induction, with the Child Protection and Safeguarding Policy, Staff Code of Conduct, part one of the 'Keeping children safe in education' (KCSIE) guidance, Positive behaviour Policy, the Children Missing from Education Policy, online safety training, and the identity of the DSL and any deputies.

3.3   **[Updated]** The DSL has a duty to:

- Understand and keep up-to-date with local safeguarding arrangements.
- **[Updated]** Act as the main point of contact with the three safeguarding partners and the child death review partner.
- Make the necessary child protection referrals to appropriate agencies.
- **[New]** Understand when they should consider calling the police, in line with the National Police Chiefs' Council (NPCC) guidance.
- Liaise with the Headteacher to inform them of safeguarding issues and ongoing enquiries.
- Liaise with the deputy DSL(s) to ensure effective safeguarding outcomes.
- Act as a source of support, advice and expertise to staff members on matters of safeguarding by liaising with relevant agencies.
- Understand the assessment process for providing early help and intervention.
- Support staff members in liaising with other agencies and setting up inter-agency assessments where early help is deemed appropriate.
- Keep cases of early help under constant review and refer them to the CSCS if the situation does not appear to be improving.
- Have a working knowledge of how LAs conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the school's Child Protection and Safeguarding Policy and procedures – this will be discussed during the staff induction process.
- Be alert to the specific requirements of children in need, including those with SEND and young carers.
- Keep detailed, accurate and secure records of concerns and referrals.
- Secure access to resources and attend any relevant training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings.
- Work with the Governing Body to ensure the school's Child Protection and Safeguarding Policy is reviewed annually and the procedures are updated regularly.
- Ensure the school's Child Protection and Safeguarding Policy is available publicly, and parents are aware that the school may make referrals for suspected cases of abuse or neglect, as well as the role the school plays in these referrals.
- **[New]** Ensure the best educational outcomes by identifying at-risk pupils to the school and its staff, so that the relevant personnel understand each pupil's educational and welfare needs.
- **[New]** Support teaching staff to identify the challenges that at-risk pupils may face and the additional academic support and adjustments they can make to support these pupils.
- Link with local safeguarding arrangements to make sure that staff members are aware of the training opportunities available and the latest local policies on safeguarding.
- Ensure that a pupil's child protection file is copied when transferring to a new school.
- Be available at all times during school hours to discuss any safeguarding concerns. NB. The school will determine what "available" means, e.g. it may be

appropriate to be accessible via electronic means, such as on the phone or using video conferencing software.

- Hold the details of the LA personal advisor and liaise with them as necessary.

3.4 The designated teacher has a responsibility for promoting the educational achievement of LAC and previously LAC, and for children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

3.5 Other staff members have a responsibility to:

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- Provide a safe environment in which pupils can learn.
- Act in accordance with school procedures with the aim of eliminating unlawful discrimination, harassment and victimisation, including those in relation to peer-on-peer abuse.
- Maintain an attitude of 'it could happen here' where safeguarding is concerned.
- Be aware of the signs of abuse and neglect.
- Be aware of the early help process and understand their role in it.
- Act as the lead professional in undertaking an early help assessment, where necessary.
- Be aware of, and understand, the process for making referrals to CSCS, as well as for making statutory assessments under the Children Act 1989 and their role in these assessments.
- Be confident of the processing conditions under relevant data protection legislation, including information which is sensitive and personal, and information that should be treated as special category data.
- Make a referral to CSCS and/or the police immediately, if at any point there is a risk of immediate serious harm to a child.
- Be aware of and understand the procedure to follow in the event that a child confides they are being abused or neglected.
- Support social workers in making decisions about individual children, in collaboration with the DSL.
- Maintain appropriate levels of confidentiality when dealing with individual cases, and always act in the best interest of the child.
- Follow the school's procedure for, and approach to, preventing radicalisation as outlined in the Extremism and Anti-Radicalisation Policy.
- Challenge senior leaders over any safeguarding concerns, where necessary.

4. Inter-agency working

4.1 The school contributes to inter-agency working as part of its statutory duty.

4.2 The school is aware of and will follow the local safeguarding arrangements.

4.3 The school will work with CSCS, the police, health services and other services to protect the welfare of its pupils, through the early help process and by contributing to inter-agency plans to provide additional support.

4.4 Where a need for early help is identified, the school will allow access for CSCS from the host LA and, where appropriate, a placing LA, for that LA to conduct (or consider whether to conduct) a section 17 or 47 assessment.

4.5   The school recognises the importance of proactive information sharing between professionals and local agencies in order to effectively meet pupils' needs and identify any need for early help.

4.6   Considering 4.3, staff members are aware that whilst the GDPR and the Data Protection Act 2018 place a duty on schools to process personal information fairly and lawfully, they also allow for information to be stored and shared for safeguarding purposes – data protection regulations do not act as a barrier to sharing information where failure to do so would result in the pupil being placed at risk of harm.

4.7   Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of pupils.

4.8   If staff members are in doubt about sharing information, they will speak to the DSL or deputy DSL.

4.9   The school also recognises the particular importance of inter-agency working in identifying and preventing child sexual exploitation (CSE).

5.   [Updated] Abuse and neglect

5.1   All members of staff will be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be given a specific label and multiple issues often overlap one another.

5.2   [New] All staff, especially the DSL and their deputies, will be aware that pupils can at risk of abuse or exploitation in situations outside their families (extra-familial harms).

5.3   All staff members will be aware of the indicators of abuse and the appropriate action to take following a pupil being identified as at potential risk of abuse or neglect.

5.4   When identifying pupils at risk of potential harm, staff members will look out for a number of indicators including, but not limited to, the following:

- Injuries in unusual places, such as bite marks on the neck, that are also inconsistent with their age
- Lack of concentration and acting withdrawn
- Knowledge ahead of their age, e.g. sexual knowledge.
- Use of explicit language
- Fear of abandonment
- Depression and low self-esteem

5.5   All members of staff will be aware of the indicators of peer-on-peer abuse, such as those in relation to bullying, gender-based violence, sexual assaults and sexting.

5.6   All staff will be aware of the necessary procedures to follow to prevent peer-on-peer abuse, as outlined in section 30 of this policy.

5.7   All staff will be aware of the behaviours linked to drug taking, alcohol abuse, truancy and sexting, and will understand that these put pupils in danger.

5.8   Staff members will be aware of the effects of a pupil witnessing an incident of abuse, such as witnessing domestic violence at home.

6. Types of abuse and neglect

6.1 **Abuse:** A form of maltreatment of a child which involves inflicting harm or failing to act to prevent harm. Children may be abused in a family, institutional or community setting by those known to them or, more rarely, by others, e.g. via the internet.

6.2 **Physical abuse:** A form of abuse which may involve actions such as hitting, throwing, burning, drowning and poisoning, or otherwise causing physical harm to a child. Physical abuse can also be caused when a parent fabricates the symptoms of, or deliberately induces, illness in a child.

6.3 **Emotional abuse:** A form of abuse that involves the emotional maltreatment of a child to cause severe and adverse effects on the child's emotional development. This may involve telling a child they are worthless, unloved, inadequate, not giving them the opportunities to express their views, deliberately silencing them, or often making them feel as though they are in danger.

6.4 **Sexual abuse:** A form of abuse that involves forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, and whether or not the child is aware of what is happening. This may involve physical assault, such as penetrative assault and touching, or non-penetrative actions, such as looking at sexual images or encouraging children to behave in inappropriate ways.

6.5 **Neglect:** A form of abuse that involves the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of a child's health or development. This may involve providing inadequate food, clothing or shelter, or the inability to protect a child from physical or emotional harm or ensure access to appropriate medical treatment.

7. [Updated] FGM

7.1 **[Updated]** For the purpose of this policy, FGM is defined as a procedure where the female genital organs are injured or changed and there is no medical reason for this.

7.2 **[New]** The school's procedures relating to managing cases of FGM and protecting pupils will reflect multi-agency working arrangements.

7.3 FGM is considered a form of abuse in the UK and is illegal.

7.4 All staff will be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. If staff members are worried about someone who is at risk of FGM or who has been a victim of FGM, they are required to share this information with social care and/or the police.

7.5 Teaching staff are **legally required** to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a girl under the age of 18. Teachers failing to report such cases will face disciplinary action.

NB. The above does not apply to any suspected or at-risk cases, nor if the individual is over the age of 18. In such cases, local safeguarding procedures will be followed.

7.6 There are a range of potential indicators that a pupil may be at risk of FGM. While individually they may not indicate risk, if two or more indicators are present, this could signal a risk to the pupil.

7.7 Victims of FGM are most likely to come from communities that are known to adopt this practice. It is important to note that the pupil may not yet be aware of the practice or that it may be conducted on them, so staff will be sensitive when broaching the subject.

7.8 Indicators that may show a heightened risk of FGM include the following:

- The socio-economic position of the family and their level of integration into UK society
- Any girl with a mother or sister who has been subjected to FGM
- Any girl withdrawn from PSHE

7.9 Indicators that may show FGM could take place soon include the following:

- When a female family elder is visiting from a country of origin
- A girl may confide that she is to have a 'special procedure' or a ceremony to 'become a woman'
- A girl may request help from a teacher if she is aware or suspects that she is at immediate risk
- A girl, or her family member, may talk about a long holiday to her country of origin or another country where the practice is prevalent

7.10 Staff will be vigilant to the signs that FGM has already taken place so that help can be offered, enquiries can be made to protect others, and criminal investigations can begin.

7.11 Indicators that FGM may have already taken place include the following:

- Difficulty walking, sitting or standing
- Spending longer than normal in the bathroom or toilet
- Spending long periods of time away from a classroom during the day with bladder or menstrual problems
- Prolonged or repeated absences from school followed by withdrawal or depression
- Reluctance to undergo normal medical examinations
- Asking for help, but not being explicit about the problem due to embarrassment or fear

7.12 Teachers will not examine pupils, and so it is rare that they will see any visual evidence, but they will report to the police where an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also consider and discuss any such case with the DSL and involve CSCS as appropriate.

7.13 **[Updated]** FGM is also included in the definition of 'honour-based' abuse (HBA), which involves crimes that have been committed to defend the honour of the family and/or community, alongside forced marriage and breast ironing.

7.14 All forms of HBA are forms of abuse and will be treated and escalated as such.

7.15 Staff will be alert to the signs of HBA, including concerns that a child is at risk of HBA, or has already suffered from HBA, and will consult with the DSL who will activate local safeguarding procedures if concerns arise.

8. Forced marriage

8.1 For the purpose of this policy, a **"forced marriage"** is defined as a marriage that is entered into without the full and free consent of one or both parties, and where violence, threats or any other form of coercion is used to cause a person to enter into the marriage. Forced marriage is classed as a crime in the UK.

8.2 As part of HBA, staff will be alert to the signs of forced marriage including, but not limited to, the following:

- Becoming anxious, depressed and emotionally withdrawn with low self-esteem

- Showing signs of mental health disorders and behaviours such as self-harm or anorexia
- Displaying a sudden decline in their educational performance, aspirations or motivation
- Regularly being absent from school
- Displaying a decline in punctuality
- An obvious family history of older siblings leaving education early and marrying early

8.3 If staff members have any concerns regarding a child who may have undergone, is currently undergoing, or is at risk of, forced marriage, they will speak to the DSL and local safeguarding procedures will be followed – this could include referral to CSCS, the police or the Forced Marriage Unit.

9. [Updated] Child sexual exploitation (CSE)

9.1 For the purpose of this policy, **"child sexual exploitation"** is defined as: a form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person into sexual activity, for either, or both, of the following reasons:

- In exchange for something the victim needs or wants
- For the financial advantage or increased status of the perpetrator or facilitator

9.2 CSE does not always involve physical contact, as it can also occur online. It is also important to note that a child can be sexually exploited even if the sexual activity appears consensual.

9.3 The school has adopted the following procedure for handling cases of CSE, as outlined by the DfE:

Identifying cases

9.4 [Updated] School staff members will be aware of and look for the key indicators of CSE; these are as follows:

- Having older boyfriends or girlfriends
- Suffering from sexually transmitted infections or becoming pregnant

Other indicators outlined in 10.3 may also be signs that a child is a victim of CSE

Referring cases

9.5 Where CSE, or the risk of it, is suspected, staff will discuss the case with the DSL. If after discussion a concern still remains, local safeguarding procedures will be triggered, including referral to the LA.

Support

9.6 The LA and all other necessary authorities will then handle the matter to conclusion. The school will cooperate as needed.

10. [New] Child criminal exploitation (CCE)

10.1 For the purpose of this policy, **"child criminal exploitation"** is defined as: where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, for any, or all, of the following reasons:

- In exchange for something the victim needs or wants

- For the financial advantage or other advantage of the perpetrator or facilitator
- Through violence or the threat of violence

10.2   CCE may be in effect even if the criminal activity appears consensual and can happen through the use of technology.

Identifying cases

10.3   School staff will be aware of the following indicators that a child is the victim of CCE:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs or alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education or not taking part

11. [New] Mental health

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

11.2   Staff will not attempt to make a diagnosis of mental health problems – the school will ensure this is done by a trained mental health professional.

11.3   Staff will be encouraged to identify pupils whose behaviour suggests they may be experiencing a mental health problem or may be at risk of developing one.

11.4   Staff who have a mental health concern about a pupil that is also a safeguarding concern will act in line with this policy and speak to the DSL or a deputy.

11.5   The school will access a range of advice to help them identify pupils in need of additional mental health support, including working with external agencies.

12. Homelessness

12.1   The DSL and deputy(s) will be aware of the contact details and referral routes into the Local Housing Authority so that concerns over homelessness can be raised as early as possible.

12.2   Indicators that a family may be at risk of homelessness include the following:

- Household debt
- Rent arrears
- Domestic abuse
- Anti-social behaviour
- Any mention of a family moving home because "they have to"

12.3   Referrals to the Local Housing Authority do not replace referrals to CSCS where a child is being harmed or at risk of harm.

12.4   For 16- and 17-year-olds, homelessness may not be family-based and referrals to CSCS will be made as necessary where concerns are raised.

13. [Updated] County lines

13.1 [Updated] For the purpose of this policy, "**County lines**" refers to organised criminal networks or gangs exploiting children to move drugs and money into one or more areas (within the UK). Drugs and money may also be stored by children for the purpose of criminal activity.

13.2 Staff will be made aware of pupils with missing episodes who may have been trafficked for the purpose of transporting drugs.

13.3 Staff members who suspect a pupil may be vulnerable to, or involved in, county lines activity will immediately report all concerns to the DSL.

13.4 [Updated] The DSL will consider referral to the National Referral Mechanism on a case-by-case basis and consider involving local services and providers who offer support to victims of county lines exploitation.

13.5 Indicators that a pupil may be involved in county lines active include the following:

- Persistently going missing or being found out of their usual area
- Unexplained acquisition of money, clothes or mobile phones
- Excessive receipt of texts or phone calls
- Relationships with controlling or older individuals or groups
- Leaving home without explanation
- Evidence of physical injury or assault that cannot be explained
- Carrying weapons
- Sudden decline in school results
- Becoming isolated from peers or social networks
- Self-harm or significant changes in mental state
- Parental reports of concern

14. Serious violence

14.1 Through training, all staff will be made aware of the indicators which may signal a pupil is at risk from, or is involved with, serious violent crime. These indicators include, but are not limited to, the following:

- Increased absence from school
- A change in friendships
- New relationships with older individuals or groups
- A significant decline in academic performance
- Signs of self-harm
- A significant change in wellbeing
- Signs of assault
- Unexplained injuries
- Unexplained gifts or new possessions

14.2 Staff will be made aware of some of the most significant risk factors that could increase a pupil's vulnerability to becoming involved in serious violent crime. These risk factors include, but are not limited to, the following:

- A history of committing offences
- Substance abuse
- Anti-social behaviour
- Truancy

- Peers involved in crime and/or anti-social behaviour

14.3 Staff members who suspect a pupil may be vulnerable to, or involved in, serious violent crime will immediately report their concerns to the DSL.

15. Pupils with family members in prison

15.1 Pupils with a family member in prison will be offered pastoral support as necessary.

15.2 They will receive a copy of '[Are you a young person with a family member in prison](#)' from Action for Prisoners' Families where appropriate and allowed the opportunity to discuss questions and concerns.

16. Pupils required to give evidence in court

16.1 Pupils required to give evidence in criminal courts, either for crimes committed against them or crimes they have witnessed, will be offered appropriate pastoral support.

16.2 **[Primary schools only]** Pupils will also be provided with the booklet '[Going to Court](#)' from HM Courts and Tribunals Service (HMCTS) where appropriate and allowed the opportunity to discuss questions and concerns.

17. Contextual safeguarding

17.1 Safeguarding incidents can occur outside of school and can be associated with outside factors. School staff, particularly the DSL and their deputy(s), will always consider the context of incidents – this is known as contextual safeguarding.

17.2 Assessment of pupils' behaviour will consider whether there are wider environmental factors that are a threat to their safety and/or welfare.

17.3 The school will provide as much contextual information as possible when making referrals to CSCS.

18. [Updated] Preventing radicalisation

18.1 **[Updated]** For the purpose of this policy, we have used the following definitions:

- "**Radicalisation**" refers to the process by which a person comes to support terrorism and extremist ideologies
- "**Extremism**" refers to the vocal or active opposition to fundamental British values, e.g. individual liberty and the rule of law
- **[New]** "**Terrorism**" refers to an action that endangers or causes serious violence to a person or people, property, or electronic system, which is designed to influence the government, intimidate the public, or advance a cause.

18.2 Protecting children from the risk of radicalisation is part of the school's wider safeguarding duties.

18.3 The school will actively assess the risk of pupils being drawn into terrorism.

18.4 Staff will be alert to changes in pupils' behaviour which could indicate that they may be in need of help or protection.

18.5   Staff will use their professional judgement to identify pupils who may be at risk of radicalisation and act appropriately, which may include making a referral to the Channel programme. The school will work with local safeguarding arrangements as appropriate.

18.6   The school will ensure that they engage with parents and families, as they are in a key position to spot signs of radicalisation. In doing so, the school will assist and advise family members who raise concerns and provide information for support mechanisms.

18.7   Any concerns over radicalisation will be discussed with a child's parents, unless the school has reason to believe that the child would be placed at risk as a result.

Training

18.8   The DSL will undertake Prevent awareness training to be able to provide advice and support to other staff on how to protect children against the risk of radicalisation. The DSL will hold formal training sessions with all members of staff to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.

Risk indicators of vulnerable pupils

18.9   Indicators of an identity crisis include the following:

- Distancing themselves from their cultural/religious heritage
- Uncomfortable with their place in society

18.10   Indicators of a personal crisis include the following:

- Family tensions
- A sense of isolation
- Low self-esteem
- Disassociation from existing friendship groups
- Searching for answers to questions about identity, faith and belonging

18.11   Indicators of vulnerability through personal circumstances includes the following:

- Migration
- Local community tensions
- Events affecting their country or region of origin
- Alienation from UK values
- A sense of grievance triggered by personal experience of racism or discrimination

18.12   Indicators of vulnerability through unmet aspirations include the following:

- Perceptions of injustice
- Feelings of failure
- Rejection of civic life
- Indicators of vulnerability through criminality:
- Experiences of dealing with the police
- Involvement with criminal groups

Making a judgement

18.13   When making a judgement, staff will ask themselves the following questions:

- Does the pupil have access to extremist influences?
- Does the pupil access the internet for the purposes of extremist activities (e.g. using closed network groups, accessing or distributing extremist material, contacting such groups covertly using Skype)?

- Is there a reason to believe that the pupil has been, or is likely to be, involved with extremist organisations?
- Is the pupil known to have possessed, or be actively seeking, extremist literature/other media likely to incite racial or religious hatred?
- Does the pupil sympathise with or support illegal/illicit groups?
- Does the pupil support groups with links to extremist activity?
- Has the pupil encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the pupil?
- Have international events in areas of conflict and civil unrest had a noticeable impact on the pupil?
- Has there been a significant shift in the pupil's outward appearance that suggests a new social, political or religious influence?
- Has the pupil come into conflict with family over religious beliefs, lifestyle or dress choices?
- Does the pupil vocally support terrorist attacks, either verbally or in their written work?
- Has the pupil witnessed or been the victim of racial or religious hate crimes?
- Is there a pattern of regular or extended travel within the UK?
- Has the pupil travelled for extended periods of time to international locations?
- Has the pupil employed any methods to disguise their identity?
- Does the pupil have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the pupil display a lack of affinity or understanding for others?
- Is the pupil the victim of social isolation?
- Does the pupil demonstrate a simplistic or flawed understanding of religion or politics?
- Is the pupil a foreign national or refugee, or awaiting a decision on their/their family's immigration status?
- Does the pupil have insecure, conflicted or absent family relationships?
- Has the pupil experienced any trauma in their lives, particularly trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other person in the pupil's life has extremist views or sympathies?

18.14 Critical indicators include where the pupil is:

- In contact with extremist recruiters.
- Articulating support for extremist causes or leaders.
- Accessing extremist websites.
- Possessing extremist literature.
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues.
- Joining extremist organisations.
- Making significant changes to their appearance and/or behaviour.

18.15 Any member of staff who identifies such concerns, because of observed behaviour or reports of conversations, will report these to the DSL.

18.16   The DSL will consider whether a situation may be so serious that an emergency response is required. In this situation, a 999 call will be made; however, concerns are most likely to require a police investigation as part of the Channel programme, in the first instance.

[Updated] Channel programme

18.17   Safeguarding children is a key role for both the school and the LA, which is implemented through the use of the Channel programme. This service shall be used where a vulnerable pupil is at risk of being involved in terrorist activities.

18.18   In cases where the school believes a pupil is potentially at serious risk of being radicalised, the Headteacher or DSL will contact the Channel programme.

18.19   The DSL will also support any staff making referrals to the Channel programme.

18.20   The Channel programme ensures that vulnerable children and adults of any faith, ethnicity or background, receive support before their vulnerabilities are exploited by those that would want them to embrace terrorism, and before they become involved in criminal terrorist-related activity.

18.21   The programme identifies individuals at risk, assesses the extent of that risk, and develops the most appropriate support plan for the individuals concerned, with multi-agency cooperation and support from the school.

18.22   The delivery of the Channel programme may often overlap with the implementation of the LA's or school's wider safeguarding duty, especially where vulnerabilities have been identified that require intervention from CSCS, or where the individual is already known to CSCS.

18.23   **[New]** The school will keep in mind that an individual's engagement with the Channel programme is voluntary at all stages.

Building children's resilience

18.24   The school will:

- Provide a safe environment for debating controversial issues.
- Promote fundamental British values, alongside pupils' spiritual, moral, social and cultural development.
- Allow pupils time to explore sensitive and controversial issues.
- Provide pupils with the knowledge and skills to understand and manage potentially difficult situations, recognise risk, make safe choices and recognise where pressure from others threatens their personal safety and wellbeing.
- Equip pupils to explore political and social issues critically, weigh evidence, debate, and make reasoned arguments.
- Teach pupils about how democracy, government and law making/enforcement occur.
- Teach pupils about mutual respect and understanding for the diverse national, regional, religious and ethnic identities of the UK.

Resources

18.25   The school will utilise the following resources when preventing radicalisation:

- Local safeguarding arrangements
- Local police (contacted via 101 for non-emergencies)
- The DfE's dedicated helpline (020 7340 7264)
- The Channel awareness programme
- The Educate Against Hate website

19. A child missing from education

19.1 A child going missing from school is a potential indicator of abuse or neglect and, as such, these children are increasingly at risk of being victims of harm, exploitation or radicalisation.

19.2 Staff will monitor pupils that go missing from the school, particularly on repeat occasions, and report them to the DSL following normal safeguarding procedures, in accordance with the Children Missing Education Policy.

19.3 The school will inform the LA of any pupil who fails to attend regularly or has been absent without the school's permission for a continuous period of 10 school days or more.

Admissions register

19.4 Pupils are placed on the admissions register at the beginning of the first day that is agreed by the school, or when the school has been notified that the pupil will first be attending.

19.5 The school will notify the LA within five days of when a pupil's name is added to the admissions register.

19.6 The school will ensure that the admissions register is kept up-to-date and accurate at all times and will inform parents when any changes occur.

19.7 Two emergency contact details will be held for each pupil where possible.

19.8 Staff will monitor pupils who do not attend the school on the agreed date and will notify the LA at the earliest opportunity.

19.9 If a parent notifies the school that their child will live at a different address, the school will record the following information on the admissions register:

- The full name of the parent with whom the pupil will live
- The new address
- The date from when the pupil will live at that address

19.10 If a parent notifies the school that their child will be attending a different school, or is already registered at a different school, the following information will be recorded on the admissions register:

- The name of the new school
- The date on which the pupil first attended, or is due to attend, that school

19.11 Where a pupil moves to a new school, the school will use a secure internet system to securely transfer pupils' data.

19.12 To ensure accurate data is collected to allow effective safeguarding, the school will inform the LA of any pupil who is going to be deleted from the admission register, in accordance with the Education (Pupil Registration) (England) Regulations 2006 (as amended), where they:

- Have been taken out of the school by their parents, and are being educated outside the national education system, e.g. home education.
- Have ceased to attend the school, and no longer live within a reasonable distance of the premises.
- Have been certified by the school's medical officer as unlikely to be in a fit state of health to attend, before ceasing to be of compulsory school age, and their parent has not indicated the intention to the pupil continuing to attend school after ceasing to be of compulsory school age.

- Have been in custody for a period of more than four months due to a final court order and the school does not reasonably believe they will be returning to the school at the end of that period.
- Have been permanently excluded.

19.13 The school will also remove a pupil from the admissions register where the school and LA has been unable to establish the pupil's whereabouts after making reasonable enquiries into their attendance.

19.14 If a pupil is to be removed from the admissions register, the school will provide the LA with the following information:

- The full name of the pupil
- The full name and address of any parent with whom the pupil lives
- At least one telephone number of the parent with whom the pupil lives
- The full name and address of the parent with whom the pupil is going to live, and the date that the pupil will start living there, if applicable
- The name of the pupil's new school and the pupil's expected start date there, if applicable
- The grounds for removal from the admissions register under regulation 8 of the Education (Pupil Registration) (England) Regulations 2006 (as amended)

19.15 The school will work with the LA to establish methods of making returns for pupils back into the school.

19.16 The school will highlight to the LA where they have been unable to obtain necessary information from parents, e.g. where an address is unknown.

19.17 The school will also highlight any other necessary contextual information including safeguarding concerns

20. Pupils with SEND

20.1 The school recognises that pupils with SEND can face additional safeguarding challenges and understands that further barriers may exist when determining abuse and neglect in this group of pupils.

20.2 Staff will be aware of the following:

- Certain indicators of abuse, such as behaviour, mood and injury, may relate to the pupil's disability without further exploration; however, it should never be assumed that a child's indicators relate only to their disability
- Pupils with SEND can be disproportionally impacted by things like bullying, without outwardly showing any signs
- Communication barriers may exist, as well as difficulties in overcoming these barriers

20.3 When reporting concerns or making referrals for pupils with SEND, the above factors will always be taken into consideration.

20.4 When managing a safeguarding issue relating to a pupil with SEND, the DSL will liaise with the school's SENCO, as well as the pupil's family where appropriate, to ensure that the pupil's needs are effectively met.

21. Alternative provision

21.1   The school will remain responsible for a pupil's welfare during their time at an alternative provider.

21.2   When placing a pupil with an alternative provider, the school will obtain written confirmation that the provider has conducted all relevant safeguarding checks on staff.

22. Work experience

22.1   When a pupil is sent on work experience, the school will ensure that the provider has appropriate safeguarding policies and procedures in place.

22.2   Where the school has pupils conduct work experience at the school, an enhanced DBS check will be obtained if the pupil is over the age of 16.

23. Homestay exchange visits

School-arranged homestays in UK

23.1   Where the school is arranging for a visiting child to be provided with care and accommodation in the UK in the home of a family to which the child is not related, the responsible adults are considered to be in regulated activity for the period of the stay.

23.2   In such cases, the school is the regulated activity provider; therefore, the school will obtain all the necessary information required, including a DBS enhanced certificate with barred list information, to inform its assessment of the suitability of the responsible adults.

23.3   Where criminal record information is disclosed, the school will consider, alongside all other information, whether the adult is a suitable host.

23.4   In addition to the responsible adults, the school will consider whether a DBS enhanced certificate should be obtained for anyone else aged over 16 in the household.

School-arranged homestays abroad

23.5   The school will liaise with partner schools to discuss and agree the arrangements in place for the visit.

23.6   The school will consider, on a case-by-case basis, whether to contact the relevant foreign embassy or High Commission of the country in question to ascertain what checks may be possible in respect of those providing homestay outside of the UK.

23.7   The school will use its professional judgement to assess whether the arrangements are appropriate and sufficient to safeguard every child involved in the exchange.

23.8   Pupils will be provided with emergency contact details to use where an emergency occurs or a situation arises that makes them feel uncomfortable.

Privately arranged homestays

23.9   Where a parent or pupil arranges their own homestay, this is a private arrangement and the school is not the regulated activity provider.

24. Private fostering

24.1   Where the school becomes aware of a pupil being privately fostered, they will notify the LA as soon as possible to allow the LA to conduct any necessary checks.

25. Concerns about a pupil

25.1   If a member of staff has any concern about a child's welfare, they will act on them immediately by speaking to the DSL or a deputy.

25.2   All staff members are aware of the procedure for reporting concerns and understand their responsibilities in relation to confidentiality and information sharing, as outlined in section 31 of this policy.

25.3   Where the DSL is not available to discuss the concern with, staff members will contact the deputy DSL with the matter.

25.4   If a referral is made about a child by anyone other than the DSL, the DSL will be informed as soon as possible.

25.5   The LA will make a decision regarding what action is required within one working day of the referral being made and will notify the referrer.

25.6   Staff are required to monitor a referral if they do not receive information from the LA regarding what action is necessary for the pupil.

25.7   If the situation does not improve after a referral, the DSL will ask for reconsideration to ensure that their concerns have been addressed and that the situation improves for the pupil.

25.8   If early help is appropriate, the case will be kept under constant review. If the pupil's situation does not improve, a referral will be considered.

25.9   All concerns, discussions and decisions made, as well as the reasons for making those decisions, will be recorded in writing by the DSL and kept securely in a locked cabinet in the Headteacher's office.

25.10   If a pupil is in immediate danger, a referral will be made to CSCS and/or the police immediately.

25.11   If a pupil has committed a crime, such as sexual violence, the police will be notified without delay.

25.12   Where there are safeguarding concerns, the school will ensure that the pupil's wishes are always taken into account, and that there are systems available for pupils to provide feedback and express their views.

25.13   When responding to safeguarding concerns, staff members will act calmly and supportively, ensuring that the pupil feels like they are being listened to and believed.

25.14   An inter-agency assessment will be undertaken where a child and their family could benefit from coordinated support from more than one agency. These assessments will identify what help the child and family require in preventing needs escalating to a point where intervention would be needed.

26. Early help

26.1   Early help means providing support as soon as a problem emerges, at any point in a child's life.

26.2   Any pupil may benefit from early help, but in particular staff will be alert to the potential need for early help for pupils who:

- Have SEND (whether or not they have a statutory EHC plan).
- Are young carers.
- Show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups.
- Are frequently missing/going missing from care or from home.

- Misuse drugs or alcohol.
- Are at risk of modern slavery, trafficking or exploitation.
- Are in a family circumstance presenting challenges such as substance abuse, adult mental health problems or domestic abuse.
- Are returned home to their family from care.
- Show early signs of abuse and/or neglect.
- Are at risk of being radicalised or exploited.
- Are privately fostered.

26.3 Early help will also be used to address non-violent harmful sexual behaviour to prevent escalation.

26.4 All staff will be made aware of the local early help process and understand their role in it.

26.5 The DSL will take the lead where early help is appropriate.

27. Managing referrals

27.1 The reporting and referral process outlined in [Appendix B](#) will be followed accordingly.

27.2 All staff members, in particular the DSL, will be aware of the LA's arrangements in place for managing referrals. The DSL will provide staff members with clarity and support where needed.

27.3 When making a referral to CSCS or other external agencies, information will be shared in line with confidentiality requirements and will only be shared where necessary to do so.

27.4 The DSL will work alongside external agencies, maintaining continuous liaison, including multi-agency liaison where appropriate, in order to ensure the wellbeing of the pupils involved.

27.5 The DSL will work closely with the police to ensure the school does not jeopardise any criminal proceedings, and to obtain help and support as necessary.

27.6 Where a pupil has been harmed or is in immediate danger or at risk of harm, the referrer will be notified of the action that will be taken within one working day of a referral being made. **Where this information is not forthcoming, the referrer will contact the assigned social worker for more information.**

27.7 The school will not wait for the start or outcome of an investigation before protecting the victim and other pupils: this applies to criminal investigations as well as those made by CSCS.

27.8 Where CSCS decide that a statutory investigation is not appropriate, the school will consider referring the incident again if it is believed that the pupil is at risk of harm.

27.9 Where CSCS decide that a statutory investigation is not appropriate and the school agrees with this decision, the school will consider the use of other support mechanisms, such as early help and pastoral support.

27.10 At all stages of the reporting and referral process, the pupil will be informed of the decisions made, actions taken and reasons for doing so.

27.11 Discussions of concerns with parents will only take place where this would not put the pupil or others at potential risk of harm.

27.12 The school will work closely with parents to ensure that the pupil, as well as their family, understands that the arrangements in place, such as in-school interventions, are effectively supported and know where they can access additional support.

28. [Updated] Concerns about staff members and safeguarding practices

28.1 [Updated] If a staff member has concerns about another member of staff (including supply staff and volunteers), it will be raised with the Headteacher.

28.2 If the concern is with regards to the Headteacher, it will be referred to the chair of governors.

28.3 Any concerns regarding the safeguarding practices at the school will be raised with the SLT, and the necessary whistleblowing procedures will be followed, as outlined in the Confidential reporting (Whistleblowing) Policy.

28.4 If a staff member feels unable to raise an issue with the SLT, they should access other whistleblowing channels such as the NSPCC whistleblowing helpline (0800 028 0285).

28.5 [Updated] Any allegations of abuse made against staff members, including those that meet the harms test, will be dealt with in accordance with the school's Allegations of Abuse Against Staff Policy.

28.6 [New] For the purpose of this policy, the "**harms test**" refers to a situation where a person would pose a risk of harm if they continued to work in regular or close contact with pupils in their present position, or in any capacity.

29. [Updated] Dealing with allegations of abuse against staff

29.1 [Updated] All allegations against staff, supply staff and volunteers, will be dealt with in line with the school's Allegations of Abuse Against Staff Policy – a copy of which will be provided to, and understood by, all staff.

29.2 [New] The school will ensure all allegations against staff, including those who are not employees of the school, are dealt with appropriately and that the school liaises with the relevant parties.

29.3 [New] When using an agency to access supply staff, the school will inform them of its processes for managing allegations, including any updates to the relevant policies, and liaise with the agency's human resources manager/provider where necessary.

29.4 When an allegation is made, an investigation will be carried out to gather enough evidence to establish whether it has a foundation, and the school will ensure there is sufficient information to meet the DBS referral criteria.

29.5 On conclusion of a case, where an individual is removed from regulated activity – this could be due to suspension, redeployment to work that is not in regulated activity, dismissal or resignation – the school will refer the case to the DBS as soon as possible.

29.6 If a case manager is concerned about the welfare of other children in the community following a staff member's suspension, they may report this concern to CSCS.

29.7 The school will preserve records which contain information about allegations of sexual abuse for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry in question.

30. Allegations of abuse against other pupils (peer-on-peer abuse)

Sexual harassment

30.1 Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline. Sexual harassment violates a pupil's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment. If left unchallenged,

sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence.

30.2 Sexual harassment includes:

- Sexual comments.
- Sexual "jokes" and taunting.
- Physical behaviour, such as deliberately brushing against another pupil.
- Online sexual harassment, including non-consensual sharing of images and videos and consensual sharing of sexual images and videos (often known as sexting), inappropriate comments on social media, exploitation, coercion and threats – online sexual harassment may be isolated or part of a wider pattern.

Sexual violence

30.3 Sexual violence refers to the three following offences:

- **Rape:** A person (A) commits an offence of rape if he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.
- **Assault by Penetration:** A person (A) commits an offence if s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
- **Sexual Assault:** A person (A) commits an offence of sexual assault if s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.
- Harmful sexual behaviours

30.4 The term "**harmful sexual behaviour"** is used to describe behaviour that is problematic, abusive and violent, and that may cause developmental damage. Harmful sexual behaviour may include:

- Using sexually explicit words and phrases.
- Inappropriate touching.
- Sexual violence or threats.
- Full penetrative sex with other children or adults.
- Sexual interest in adults or children of very different ages to their own.
- Forceful or aggressive sexual behaviour.
- Compulsive habits.
- Sexual behaviour affecting progress and achievement.
- Using sexually explicit words and phrases.
- Inappropriate touching.
- Sexual violence or threats.

30.5 Sexual behaviour can also be harmful if one of the children is much older (especially where there is two years or more difference, or where one child is pre-pubescent and the other is not) and where the child may have SEND.

A preventative approach

30.6 In order to prevent peer-on-peer abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons.

30.7 The school will also ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, RSE and group sessions. Such content will be age and stage of development specific, and tackle issues such as the following:

- Healthy relationships
- Respectful behaviour
- Gender roles, stereotyping and equality
- Body confidence and self-esteem
- Prejudiced behaviour
- That sexual violence and sexual harassment is always wrong
- Addressing cultures of sexual harassment

30.8 Pupils will be allowed an open forum to talk about concerns and sexual behaviour. They are taught how to raise concerns and make a report, including concerns about their friends or peers, and how a report will be handled

Awareness

30.9 All staff will be aware that pupils of any age and sex are capable of abusing their peers and will never tolerate abuse as "banter" or "part of growing up".

30.10 All staff will be aware that peer-on-peer abuse can be manifested in many different ways, including sexting and gender issues, such as girls being sexually touched or assaulted, and boys being subjected to hazing/initiation type of violence which aims to cause physical, emotional or psychological harm.

30.11 All staff will be made aware of the heightened vulnerability of pupils with SEND, who are three times more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the pupil's SEND and will always explore indicators further.

30.12 LGBTQ+ children can be targeted by their peers. In some cases, children who are perceived to be LGBTQ+, whether they are or not, can be just as vulnerable to abuse as LGBTQ+ children.

30.13 The school's response to boy-on-boy and girl-on-girl sexual violence and sexual harassment will be equally as robust as it is for incidents between children of the opposite sex.

30.14 Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers.

Support available if a child has been harmed, is in immediate danger or at risk of harm

30.15 If a child has been harmed, is in immediate danger or is at risk of harm, a referral will be made to CSCS.

30.16 Within one working day, a social worker will respond to the referrer to explain the action that will be taken.

Support available if early help, section 17 and/or section 47 statutory assessments are appropriate

30.17 If early help, section 17 and/or section 47 statutory assessments (assessments under the Children Act 1989) are appropriate, school staff may be required to support external agencies. The DSL and deputies will support staff as required.

Support available if a crime may have been committed

30.18 Rape, assault by penetration and sexual assaults are crimes. Where a report includes such an act, the police will be notified, often as a natural progression of making a referral to CSCS. The DSL will be aware of the local process for referrals to both CSCS and the police.

30.19 Whilst the age of criminal responsibility is 10 years of age, if the alleged perpetrator is under 10, the principle of referring to the police remains. In these cases, the police will take a welfare approach rather than a criminal justice approach.

30.20 The school has a close relationship with the local police force and the DSL will liaise closely with the local police presence.

Support available if reports include online behaviour

30.21 Online concerns can be especially complicated. The school recognises that there is potential for an online incident to extend further than the local community and for a victim, or the alleged perpetrator, to become marginalised and excluded both online and offline. There is also strong potential for repeat victimisation if the content continues to exist.

30.22 If the incident involves sexual images or videos held online, the Internet Watch Foundation will be consulted to have the material removed.

30.23 Staff will not view or forward illegal images of a child. If they are made aware of such an image, they will contact the DSL.

Managing disclosures

30.24 Victims will always be taken seriously, reassured, supported and kept safe. Victims will never be made to feel like they are causing a problem or made to feel ashamed.

30.25 If a friend of a victim makes a report or a member of staff overhears a conversation, staff will take action – they will never assume that someone else will deal with it. The basic principles remain the same as when a victim reports an incident; however, staff will consider why the victim has not chosen to make a report themselves and the discussion will be handled sensitively and with the help of CSCS where necessary. If staff are in any doubt, they will speak to the DSL.

30.26 Where an alleged incident took place away from the school or online but involved pupils from the school, the school's duty to safeguard pupils remains the same.

30.27 All staff will be trained to handle disclosures. Effective safeguarding practice includes:

- Never promising confidentiality at the initial stage.
- Only sharing the report with those necessary for its progression.
- Explaining to the victim what the next steps will be and who the report will be passed to.
- Recognising that the person the child chose to disclose the information to is in a position of trust.
- Being clear about boundaries and how the report will be progressed.
- Not asking leading questions and only prompting the child with open questions.
- Waiting until the end of the disclosure to immediately write a thorough summary. If notes must be taken during the disclosure, it is important to still remain engaged and not appear distracted.
- Only recording the facts as the child presents them – not the opinions of the note taker.
- Where the report includes an online element, being aware of searching, screening and confiscation advice and UKCCIS sexting advice.
- Wherever possible, managing disclosures with two staff members present (preferably with the DSL or a deputy as one of the staff members).
- Informing the DSL or deputy as soon as possible after the disclosure if they could not be involved in the disclosure.

30.28 The DSL will be informed of any allegations of abuse against pupils with SEND. They will record the incident in writing and, working with the SENCO, decide what course of action is necessary, with the best interests of the pupil in mind at all times.

Confidentiality

30.29 The school will only engage staff and agencies required to support the victim and/or be involved in any investigation. If a victim asks the school not to tell anyone about the disclosure, the school cannot make this promise. Even without the victim's consent, the information may still be lawfully shared if it is in the public interest and protects children from harm.

30.30 The DSL will consider the following when making confidentiality decisions:

- Parents will be informed unless it will place the victim at greater risk.
- If a child is at risk of harm, is in immediate danger or has been harmed, a referral will be made to CSCS.
- Rape, assault by penetration and sexual assaults are crimes – reports containing any such crimes will be passed to the police.

30.31 The DSL will weigh the victim's wishes against their duty to protect the victim and others. If a referral is made against the victim's wishes, it will be done so extremely carefully and the reasons for referral will be explained to the victim. Appropriate specialist support will always be offered.

Anonymity

30.32 There are legal requirements for anonymity where a case is progressing through the criminal justice system. The school will do all it can to protect the anonymity of children involved in any report of sexual violence or sexual harassment. It will carefully consider, based on the nature of the report, which staff will be informed and what support will be in place for the children involved.

30.33 When deciding on the steps to take, the school will consider the role of social media in potentially exposing victims' identities and facilitating the spread of rumours.

Risk assessment

30.34 The DSL or a deputy will make an immediate risk and needs assessment any time there is a report of sexual violence. For reports of sexual harassment, a risk assessment will be considered on a case-by-case basis. Risk assessments are not intended to replace the detailed assessments of experts, and for incidents of sexual violence it is likely that a professional risk assessment by a social worker or sexual violence specialist will be required.

30.35 Risk assessments will consider:

- The victim.
- The alleged perpetrator.
- Other children at the school, especially any actions that are appropriate to protect them.

30.36 Risk assessments will be recorded (either on paper or electronically) and kept under review in accordance with the school's Data Protection Policy.

Taking action following a disclosure

30.37 The DSL or a deputy will decide the school's initial response, taking into consideration:

- The victim's wishes.
- The nature of the incident.
- The ages and developmental stages of the children involved.

- Any power imbalance between the children.
- Whether the incident is a one-off or part of a pattern.
- Any ongoing risks.
- Any related issues and the wider context, such as whether there are wider environmental factors in a child's life that threaten their safety and/or welfare.
- The best interests of the child.
- That sexual violence and sexual harassment are always unacceptable and will not be tolerated.

30.38   Immediate consideration will be given as to how to support the victim, alleged perpetrator and any other children involved.

30.39   For reports of rape and assault by penetration, whilst the school establishes the facts, the alleged perpetrator will be removed from any classes shared with the victim. The school will consider how to keep the victim and alleged perpetrator apart on school premises, and on transport where applicable. These actions will not be seen as a judgement of guilt on the alleged perpetrator.

30.40   For reports of sexual violence and sexual harassment, the proximity of the victim and alleged perpetrator and the suitability of shared classes, premises and transport will be considered immediately.

30.41   In all cases, the initial report will be carefully evaluated and the wishes of the victim, nature of the allegations and requirement to protect all children will be taken into consideration.

Managing the report

30.42   The decision of when to inform the alleged perpetrator of a report will be made on a case-by-case basis. If a report is being referred to CSCS or the police, the school will speak to the relevant agency to discuss informing the alleged perpetrator.

30.43   There are four likely outcomes when managing reports of sexual violence or sexual harassment:

- Managing internally
- Providing early help
- Referring to CSCS
- Reporting to the police

30.44   Whatever outcome is chosen, it will be underpinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated. All concerns, discussion, decisions and reasons behind decisions will be recorded either on paper or electronically.

30.45   The following situations are statutorily clear and do not allow for contrary decisions:

- A child under the age of 13 can never consent to sexual activity.
- The age of consent is 16.
- Sexual intercourse without consent is rape.
- Rape, assault by penetration and sexual assault are defined in law.
- Creating and sharing sexual photos and videos of children under 18 is illegal – including children making and sending images and videos of themselves.

Managing internally

30.46   In some cases, e.g. one-off incidents, the school may decide to handle the incident internally through behaviour and bullying policies and by providing pastoral support.

Providing early help

30.47   The school may decide that statutory interventions are not required, but that pupils may benefit from early help – providing support as soon as a problem emerges. This approach can be particularly useful in addressing non-violent harmful sexual behaviour and may prevent the escalation of sexual violence.

Referral to CSCS

30.48   If a child has been harmed, is at risk of harm or is in immediate danger, the school will make a referral to CSCS. Parents will be informed unless there is a compelling reason not to do so (if referral will place the victim at risk). This decision will be made in consultation with CSCS.

30.49   The school will not wait for the outcome of an investigation before protecting the victim and other children.

30.50   The DSL will work closely with CSCS to ensure that the school's actions do not jeopardise any investigation. Any related risk assessment will be used to inform all decisions.

30.51   If CSCS decide that a statutory investigation is not appropriate, the school will consider referring the incident again if they believe the child to be in immediate danger or at risk of harm.

30.52   If the school agrees with the decision made by CSCS, they will consider the use of other support mechanisms such as early help, pastoral support and specialist support.

Reporting to the police

30.53   Reports of rape, assault by penetration or sexual assault will be passed on to the police – even if the alleged perpetrator is under 10 years of age. Generally, this will be in parallel with referral to CSCS. The DSL and deputies will follow the local process for referral.

30.54   Parents will be informed unless there is a compelling reason not to do so. Where parents are not informed, it is essential for the school to support the child with any decision they take, in unison with CSCS and any appropriate specialist agencies.

30.55   The DSL and Governing Body will agree what information will be disclosed to staff and others, in particular the alleged perpetrator and their parents. They will also discuss the best way to protect the victim and their anonymity.

30.56   The DSL will be aware of local arrangements and specialist units that investigate child abuse.

30.57   In some cases, it may become clear that the police will not take further action, for whatever reason. In these circumstances, the school will continue to engage with specialist support for the victim as required.

Bail conditions

30.58   Police bail is only used in exceptional circumstances. It is unlikely that a child will be placed on police bail if alternative measures can be used to mitigate risks.

30.59   The school will work with CSCS and the police to support the victim, alleged perpetrator and other children (especially witnesses) during criminal investigations. The school will seek advice from the police to ensure they meet their safeguarding responsibilities.

30.60   The term 'released under investigation' (RUI) is used to describe alleged perpetrators released in circumstances that do not warrant the application of bail.

30.61   Where bail is deemed necessary, the school will work with CSCS and the police to safeguard children – ensuring that the victim can continue in their normal routine and continue to receive a suitable education.

Managing delays in the criminal justice system

30.62 The school will not wait for the outcome (or even the start) of criminal proceedings before protecting the victim, alleged perpetrator and other children. The associated risk assessment will be used to inform any decisions made.

30.63 The DSL will work closely with the police to ensure the school does not jeopardise any criminal proceedings, and to obtain help and support as necessary.

The end of the criminal process

30.64 Risk assessments will be updated if the alleged perpetrator receives a caution or is convicted. If the perpetrator remains in the same school as the victim, the school will set out clear expectations regarding the perpetrator, including their behaviour and any restrictions deemed reasonable and proportionate with regards to the perpetrator's timetable.

30.65 The school will ensure that the victim and perpetrator remain protected from bullying and harassment (including online).

30.66 Where an alleged perpetrator is found not guilty or a case is classed as requiring "no further action", the school will offer support to the victim and alleged perpetrator for as long as is necessary. The victim is likely to be traumatised and the fact that an allegation cannot be substantiated does not necessarily mean that it was unfounded. The school will discuss decisions with the victim and offer support.

30.67 The alleged perpetrator is also likely to require ongoing support, as they have also been through a difficult and upsetting experience.

Ongoing support for the victim

30.68 Any decisions regarding safeguarding and supporting the victim will be made with the following considerations in mind:

- The terminology the school uses to describe the victim
- The age and developmental stage of the victim
- The needs and wishes of the victim
- Whether the victim wishes to continue in their normal routine
- The victim will not be made to feel ashamed about making a report
- What a proportionate response looks like

30.69 Victims may not disclose the whole picture immediately and they may be more comfortable talking about the incident on a piecemeal basis; therefore, a dialogue will be kept open and the victim can choose to appoint a designated trusted adult.

30.70 Victims may struggle in a normal classroom environment. Whilst it is important not to isolate the victim, the victim may wish to be withdrawn from lessons and activities at times. This will only happen when the victim wants it to, not because it makes it easier to manage the situation.

30.71 The school will provide a physical space for victims to withdraw to.

30.72 Victims may require support for a long period of time and the school will be prepared to offer long-term support in liaison with relevant agencies.

30.73 Everything possible will be done to prevent the victim from bullying and harassment as a result of any report they have made.

30.74 If the victim is unable to remain in the school, alternative provision or a move to another school will be considered – this will only be considered at the request of the victim and following discussion with their parents.

30.75 If the victim does move to another school, the DSL will inform the school of any ongoing support needs and transfer the child protection file.

Ongoing support for the alleged perpetrator

30.76 When considering the support required for an alleged perpetrator, the school will take into account:

- The terminology they use to describe the alleged perpetrator or perpetrator.
- The balance of safeguarding the victim and providing the alleged perpetrator with education and support.
- The reasons why the alleged perpetrator may have abused the victim – and the support necessary.
- Their age and developmental stage.
- What a proportionate response looks like.
- Whether the behaviour is a symptom of their own abuse or exposure to abusive practices and/or materials.

30.77 When making a decision, advice will be taken from CSCS, specialist sexual violence services and the police as appropriate.

30.78 If the alleged perpetrator moves to another school (for any reason), the DSL will inform the destination school of any ongoing support needs and transfer the child protection file.

30.79 The school will work with professionals as required to understand why the abuse took place and provide a high level of support to help the pupil understand and overcome the reasons for their behaviour and reduce the likelihood of them abusing again.

Disciplining the alleged perpetrator

30.80 Disciplinary action can be taken whilst investigations are ongoing and the fact that investigations are ongoing does not prevent the school reaching its own conclusion and imposing an appropriate penalty.

30.81 The school will make such decisions on a case-by-case basis, with the DSL taking a leading role. The school will take into consideration whether any action would prejudice an investigation and/or subsequent prosecution. The police and CSCS will be consulted where necessary.

30.82 The school will also consider whether circumstances make it unreasonable or irrational for the school to make a decision about what happened while an investigation is considering the same facts.

30.83 Disciplinary action and support can take place at the same time.

30.84 The school will be clear whether action taken is disciplinary, supportive or both.

Shared classes

30.85 Once the DSL has decided to progress a report, they will again consider whether the victim and alleged perpetrator will be separated in classes, on school premises and on school transport – balancing the school's duty to educate against its duty to safeguard. The best interests of the pupil will always come first.

30.86 Where there is a criminal investigation into rape or assault by penetration, the alleged perpetrator will be removed from classes with the victim and potential contact on school premises and transport will be prevented.

30.87 Where a criminal investigation into rape or assault by penetration leads to a conviction or caution, in all but the most exceptional circumstances, this will constitute a serious breach of

discipline and result in the view that allowing the perpetrator to remain in the school would harm the education or welfare of the victim and potentially other pupils.

30.88 Where a criminal investigation into sexual assault leads to a conviction or caution, the school will consider suitable sanctions and permanent exclusion. If the perpetrator will remain at the school, the school will keep the victim and perpetrator in separate classes and manage potential contact on school premises and transport. The nature of the conviction or caution, alongside the wishes of the victim, will inform any discussions made.

30.89 Where a report of sexual assault does not lead to a police investigation, this does not mean that the offence did not happen or that the victim has lied. Both the victim and alleged perpetrator will be affected and appropriate support will be provided. Considerations regarding sharing classes and potential contact will be made on a case-by-case basis.

30.90 In all cases, the school will record its decisions and be able to justify them. The needs and wishes of the victim will always be at the heart of the process.

Working with parents and carers

30.91 In most sexual violence cases, the school will work with the parents of both the victim and alleged perpetrator. For cases of sexual harassment, these decisions will be made on a case-by-case basis.

30.92 The school will meet the victim's parents with the victim present to discuss the arrangements being put in place to safeguard the victim, and to understand their wishes in terms of support arrangements and the progression of the report.

30.93 Schools will also meet with the parents of the alleged perpetrator to discuss arrangements that will impact their child, such as moving them out of classes with the victim. Reasons behind decisions will be explained and the support being made available will be discussed. The DSL or a deputy will attend such meetings, with agencies invited as necessary.

30.94 Clear policies regarding how the school will handle reports of sexual violence and how victims and alleged perpetrators will be supported will be made available to parents.

Safeguarding other children

30.95 Children who have witnessed sexual violence, especially rape and assault by penetration, will be provided with support.

30.96 It is likely that children will "take sides" following a report, and the school will do everything in its power to protect the victim, alleged perpetrator and witnesses from bullying and harassment.

30.97 The school will keep in mind that contact may be made between the victim and alleged perpetrator and that harassment from friends of both parties could take place via social media and do everything in its power to prevent such activity.

30.98 As part of the school's risk assessment following a report, transport arrangements will be considered, as it is a potentially vulnerable place for both a victim and alleged perpetrator. Schools will consider any additional support that can be put in place.

31. Communication and confidentiality

31.1 All child protection and safeguarding concerns will be treated in the strictest of confidence in accordance with school data protection policies.

31.2 Where there is an allegation or incident of sexual abuse or violence, the victim is entitled to anonymity by law; therefore, the school will consult its policy and agree on what information will be disclosed to staff and others, in particular the alleged perpetrator and their parents.

31.3 Where a report of sexual violence or sexual harassment is progressing through the criminal justice system, the school will do all it can to protect the anonymity of the pupils involved in the case.

31.4 Concerns will only be reported to those necessary for its progression and reports will only be shared amongst staff members and with external agencies on a need-to-know basis.

31.5 During the disclosure of a concern by a pupil, staff members will not promise the pupil confidentiality and will ensure that they are aware of what information will be shared, with whom and why.

31.6 Where it is in the public interest, and protects pupils from harm, information can be lawfully shared without the victim's consent, e.g. if doing so would assist the prevention, detection or prosecution of a serious crime.

31.7 Before doing so, the DSL will weigh the victim's wishes against their duty to protect the victim and others.

31.8 Where a referral is made against the victim's wishes, it is done so carefully with the reasons for the referral explained to the victim and specialist support offered.

31.9 Depending on the nature of a concern, the DSL will discuss the concern with the parents of the pupils involved.

31.10 Discussions with parents will not take place where they could potentially put a pupil at risk of harm.

31.11 Discussion with the victim's parents will relate to the arrangements being put in place to safeguard the victim, with the aim of understanding their wishes in terms of support arrangements and the progression of the report.

31.12 Discussion with the alleged perpetrator's parents will have regards to the arrangements that will impact their child, such as moving classes, etc., with the reasons behind decisions being explained and the available support discussed.

31.13 External agencies will be invited to these discussions where necessary.

31.14 Where confidentiality or anonymity has been breached, the school will implement the appropriate disciplinary procedures as necessary and will analyse how damage can be minimised and future breaches be prevented.

31.15 Where a pupil is leaving the school, the DSL will consider whether it is appropriate to share any information with the pupil's new provider, in addition to the child protection file, that will allow the new provider to support the pupil and arrange appropriate support for their arrival.

32. [Updated] Online safety

32.1 As part of a broad and balanced curriculum, all pupils will be made aware of online risks and taught how to stay safe online.

32.2 Through training, all staff members will be made aware of the following:

- Pupil attitudes and behaviours which may indicate they are at risk of potential harm online

- The procedure to follow when they have a concern regarding a pupil's online activity

32.3 The school will ensure that suitable filtering systems are in place to prevent children accessing terrorist and extremist material, in accordance with the school's Data and E-Security Breach Prevention and Management Plan.

32.4 The use of mobile phones by staff and pupils is closely monitored by the school, in accordance with the Personal Electronic Devices Policy.

32.5 The school will ensure that the use of filtering and monitoring systems does not cause "over blocking" which may lead to unreasonable restrictions as to what pupils can be taught regarding online teaching.

32.6 Further information regarding the school's approach to online safety can be found in the E-Safety Policy.

32.7 **[New]** Where pupils need to learn online from home, the school will support them to do so safely in line with the Pupil Remote Learning Policy and government guidance.

33. Mobile phone and camera safety

33.1 Staff members will not use personal mobile phones or cameras when pupils are present.

33.2 Staff may use mobile phones on school premises outside of working hours when no pupils are present.

33.3 Staff may use mobile phones in the staffroom during breaks and non-contact time.

33.4 Mobile phones will be safely stored and in silent mode whilst pupils are present.

33.5 Staff will use their professional judgement in emergency situations.

33.6 Staff may take mobile phones on trips, but they must only be used in emergencies and should not be used when pupils are present.

33.7 Mobile devices will not be used to take images or videos of pupils or staff in any circumstances.

33.8 The sending of inappropriate messages or images from mobile devices is strictly prohibited.

33.9 Staff who do not adhere to this policy will face disciplinary action.

33.10 ICT technicians and the e-safety officer will review and authorise any downloadable apps – no apps or programmes will be downloaded without express permission from an ICT technician or the e-safety officer.

33.11 The school will adhere to the terms of the E-Safety Policy at all times.

33.12 Photographs and videos of pupils will be carefully planned before any activity with particular regard to consent and adhering to the school's Data Protection Policy.

33.13 The DPO will oversee the planning of any events where photographs and videos will be taken.

33.14 Where photographs and videos will involve LAC pupils, adopted pupils, or pupils for whom there are security concerns, the Headteacher will liaise with the DSL to determine the steps involved.

33.15 The DSL will, in known cases of a pupil who is a LAC or who has been adopted, liaise with the pupil's social worker, carers or adoptive parents to assess the needs and risks associated with the pupil.

33.16 The school will adhere to its Photography Policy at all times.

33.17 Staff will report any concerns about another staff member's use of mobile phones to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy and the Allegations of Abuse Against Staff Policy.

Upskirting

33.18 Under the Voyeurism (Offences) Act 2019, it is an offence to operate equipment and to record an image beneath a person's clothing without consent and with the intention of observing, or enabling another person to observe, the victim's genitals or buttocks (whether exposed or covered with underwear), in circumstances where their genitals, buttocks or underwear would not otherwise be visible, for a specified purpose.

33.19 A "specified purpose" is namely:

- Obtaining sexual gratification (either for themselves or for the person they are enabling to view the victim's genitals, buttocks or underwear).
- To humiliate, distress or alarm the victim.

33.20 "Operating equipment" includes enabling, or securing, activation by another person without that person's knowledge, e.g. a motion-activated camera.

33.21 Upskirting will not be tolerated by the school.

33.22 Any incidents of upskirting will be reported to the DSL who will then decide on the next steps to take, which may include police involvement.

34. Sports clubs and extracurricular activities

34.1 Clubs and extracurricular activities hosted by external bodies, e.g. charities or companies, will work in collaboration with the school to effectively safeguard pupils and adhere to local safeguarding arrangements.

34.2 Paid and volunteer staff running sports clubs and extracurricular activities are aware of their safeguarding responsibilities and promote the welfare of pupils.

34.3 Paid and volunteer staff understand how they should respond to child protection concerns and how to make a referral to CSCS or the police, if necessary.

34.4 All national governing bodies of sport that receive funding from either Sport England or UK Sport, must aim to meet the Standards for Safeguarding and Protecting Children in Sport.

35. [Updated] Safer recruitment

35.1 An enhanced DBS check with barred list information will be undertaken for all staff members engaged in regulated activity. A person will be considered to be in 'regulated activity' if, as a result of their work, they:

- Are responsible on a daily basis for the care or supervision of children.
- Regularly work in the school at times when children are on the premises.
- Regularly come into contact with children under 18 years of age.

35.2 The DfE's DBS Workforce Guides will be consulted when determining whether a position fits the child workforce criteria.

Pre-employment checks

35.3 The Governing Body will assess the suitability of prospective employees by:

- Verifying the candidate's identity, preferably from the most current photographic ID and proof of address except where, for exceptional reasons, none is available.
- Obtaining a certificate for an enhanced DBS check with barred list information where the person will be engaged in regulated activity.
- Obtaining a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available.
- Checking that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State, using the TRA Teacher Services' System.
- Verifying the candidate's mental and physical fitness to undertake their working responsibilities, including asking relevant questions about disability and health to establish whether they have the physical and mental capacity for the specific role.
- Checking the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, the advice set out on the Gov.UK website will be followed.
- If the person has lived or worked outside the UK, making any further checks that the school considers appropriate; this includes checking for any teacher sanctions or restrictions that an EEA professional regulating authority has imposed.
- Checking professional experience, QTS and qualifications as appropriate using Teacher Services.

35.4   An enhanced DBS certificate will be obtained from candidates before or as soon as practicable after appointment. An online update check may be undertaken through the DBS update service if an applicant has subscribed to it and gives their permission.

Internal candidates

35.5   References from internal candidates will always be scrutinised before appointment.

ITT candidates

35.6   Where applicants for ITT are salaried by the school, the school will ensure that enhanced DBS checks with barred list information are carried out.

35.7   Written confirmation will be obtained to ensure that an enhanced DBS certificate and barred list check has been carried out for all fee-funded trainees.

[Maintained schools only] Governors

35.8   An enhanced DBS check will be carried out for each member of the Governing Body.

35.9   Where a governor also engages in any regulated activity, a barred list check will also be requested.

35.10 [Strongly recommended, but not a legal requirement] The school will carry out a section 128 check on governors, because a person subject to one is disqualified from being a governor. The school will check if a proposed governor is barred due to a section 128 order by contacting the TRA using the Teacher Services' webpage.

Those who have lived or worked outside of the UK

35.11 For those who have lived or worked outside of the UK, additional checks regarding teacher sanctions or restrictions will be conducted, this includes checking for any teacher sanctions or restrictions that an EEA professional regulating authority has imposed.

Barred list check

35.12 An enhanced DBS check may be requested for anyone working in school that is not in regulated activity but does not have a barred list check.

35.13 If there are concerns about an applicant, an enhanced DBS check with barred list information may be requested, even if they have worked in regulated activity in the three months prior to appointment.

35.14 Written information about their previous employment history will be obtained from candidates and the appropriate checks undertaken to ensure information is not contradictory or incomplete.

References

35.15 References will be obtained directly from referees and scrutinised, with all concerns satisfactorily resolved prior to confirmation of employment.

35.16 References will only be accepted from a senior person and not from a colleague.

35.17 References will be sought on all short-listed candidates, including internal ones, before an interview and checked on receipt to ensure that all specific questions were answered satisfactorily.

35.18 References will be obtained prior to interviews taking place and discussed during interviews.

35.19 Open testimonials will not be considered.

35.20 Information about past disciplinary actions or allegations will be considered carefully when assessing an applicant's suitability for a post.

35.21 Information sourced directly from a candidate or online source will be carefully vetted to ensure they originate from a credible source.

Volunteers

35.22 No volunteer will be left unsupervised with a pupil or allowed to work in regulated activity until the necessary checks have been obtained.

35.23 An enhanced DBS certificate with barred list check will be obtained for all new volunteers in regulated activity that will regularly teach or look after children on an unsupervised basis or provide personal care on a one-off basis.

35.24 Personal care includes helping a child with eating and drinking for reasons of illness, or care in connection with toileting, washing, bathing and dressing for reasons of age, illness or disability.

35.25 A supervised volunteer who regularly teaches or looks after children is not in regulated activity.

35.26 The school will obtain an enhanced DBS certificate with barred list check for existing volunteers that provide pastoral care.

35.27 Unless there is cause for concern, the school will not request any new DBS certificates with barred list check for existing volunteers that have already been checked.

35.28 A risk assessment will be undertaken for volunteers not engaged in regulated activity when deciding whether to seek an enhanced DBS check.

Associate members

35.29 Associate members (i.e. individuals that are appointed by the Governing Body to serve on one or more committees) will not be required to obtain enhanced DBS checks.

Contractors

35.30 The school will ensure that any contractor or employee of the contractor working on the premises has been subject to the appropriate level of DBS check.

35.31 Checks will be conducted to ensure that the contractor presenting themselves for work is the same person on whom the checks have been made.

35.32 Contractors without a DBS check will be supervised if they will have contact with children. The identity of the contractor will be checked upon their arrival at the school.

Data retention

35.33 DBS certificates will be securely destroyed as soon as practicable, but not retained for longer than six months from receipt.

35.34 A copy of the other documents used to verify the successful candidate's identity, right to work and required qualifications will be kept for the personnel file. The personnel file will be held for the duration of the employee's employment plus six years.

Referral to the DBS

35.35 The school will refer to the DBS anyone who has harmed a child or poses a risk of harm to a child, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity. The duty will also apply in circumstances where an individual is deployed to another area of work that is not in regulated activity or they are suspended.

Ongoing suitability

35.36 Following appointment, consideration will be given to staff and volunteers' ongoing suitability – to prevent the opportunity for harm to children or placing children at risk.

36. Single central record (SCR)

36.1 The school keeps an SCR which records all staff, including supply staff and teacher trainees on salaried routes, who work at the school.

36.2 The following information is recorded on the SCR:

- An identity check
- A barred list check
- An enhanced DBS check
- A prohibition from teaching check
- A check of professional qualifications
- A check to determine the individual's right to work in the UK
- Additional checks for those who have lived or worked outside of the UK

36.3 For agency and third-party supply staff, the school will also record whether written confirmation from the employment business supplying the member of staff has been received which indicates that all the necessary checks have been conducted and the date that confirmation was received.

36.4 If any checks have been conducted for volunteers, this will also be recorded on the SCR.

36.5 If risk assessments are conducted to assess whether a volunteer should be subject to an enhanced DBS check, the risk assessment will be recorded.

37. Staff suitability

37.1   All centres providing care for pupils under the age of eight must ensure that staff and volunteers working in these settings are not disqualified from doing so under the Childcare (Disqualification) and Childcare (Early Years Provision Free of   Charge) (Extended Entitlement) (Amendment) Regulations 2018.

37.2   A person may be disqualified if they:

- Have certain orders or other restrictions placed upon them.
- Have committed certain offences.

37.3   All staff members are required to sign the declaration form provided in the appendices of this policy confirming that they are not disqualified from working in a schooling environment.

37.4   A disqualified person will not be permitted to continue working at the school, unless they apply for and are granted a waiver from Ofsted. The school will provide support with this process.

38. Training

38.1   Staff members will undergo safeguarding and child protection training at induction, which will be regularly updated on a regular basis or whenever there is a change in legislation.

38.2   The induction training will cover:

- The Child Protection and Safeguarding Policy
- The Behavioural Policy
- The Staff Code of Conduct
- The safeguarding response to children who go missing from education
- The identity of the DSL and any deputies
- The role of the DSL and deputy DSLs

38.3   All staff members will also receive regular safeguarding and child protection updates as required, but at least annually.

38.4   Training will cover, at a minimum:

- The issues surrounding sexual violence and sexual harassment.
- Contextual safeguarding.
- How to keep previously LAC safe.
- Child criminal exploitation and the need to refer cases to the National Referral Mechanism.

38.5   Staff will receive opportunities to contribute towards and inform the safeguarding arrangements in the school.

38.6   The DSL and deputy DSL will undergo updated child protection training every two years, as well as additional training to refresh their skills and knowledge at regular intervals (at least annually) to allow them to keep up-to-date with any developments relevant to their role.

38.7   The DSL and deputy DSL will also undergo biennial Prevent awareness training which will enable them to understand and support the school with regards to the Prevent duty and equip them with the knowledge needed to advise staff.

38.8   The DSL and their deputy(s) will undergo online safety training to help them recognise the additional risks that pupils with SEND face online, for example, from online bullying, grooming

and radicalisation, to ensure they have the capability to support pupils with SEND to stay safe online

38.9   Online training will also be conducted for all staff members as part of the overall safeguarding approach.

39. Monitoring and review

39.1   This policy is reviewed annually by the DSL and the Headteacher.

39.2   Any changes made to this policy by the Headteacher and DSL will be communicated to all members of staff.

39.3   All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme.

39.4   The next scheduled review date for this policy is November 2021

[Updated] Safeguarding During the Coronavirus (COVID-19) Pandemic

[This appendix has been created in line with DfE guidance. You must ensure you amend this appendix as required to meet your school's circumstances, any local requirements and advice from the safeguarding partners.]

Statement of intent

We understand that we face a time of great uncertainty and, as a school, we are doing all we can to provide clarity and safety to the school community. This appendix includes provisions which the school will have due regard for during the coronavirus pandemic. The information in this section is under constant review and is updated to reflect changes to government and local guidance as it is released.

1. [Updated] Key definitions

1.1   [Updated] For the purpose of this policy, the following definitions will be utilised:

- **Children of critical workers:** children of parents who work in the following industries:
  - Health and social care, e.g. doctors and nurses
  - Education and childcare, e.g. teachers and DSLs
  - Key public services, e.g. the justice system
  - Local and national government, e.g. administrative occupations
  - Food and other necessary goods, e.g. supermarket workers and grocers
  - Public safety and national security, e.g. police and ministry of defence workers
  - Transport, e.g. freight transport workers and train drivers
  - Utilities, communication and financial services, e.g. bankers, oil workers, and telecommunications (999 and 111 critical services)
- **Vulnerable children:** children who:
  - Are supported by social care.
  - Are on the edge of receiving support from social care.
  - Have safeguarding and welfare needs.
  - Have child in need plans.
  - Have child protection plans.
  - Are LAC.
  - Are young carers.
  - Are disabled.
  - Have an EHC plan.
  - Are adopted.
  - Are living in temporary accommodation.
  - Are at risk of becoming not in education, employment, or training (NEET).
  - Are assessed as otherwise vulnerable by education providers or LAs.

  A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

2. [Updated] The role of the DSL and their deputies

2.1   In light of the current pandemic, the school will have additional measures in place to ensure the safety and wellbeing of its pupils – this approach will be led by the DSL.

2.2   [Updated] The school will have a trained DSL or their deputy on site while all pupils attend school.

2.3   [Updated] Where a DSL or deputy are unavailable on site, e.g. due to illness, a member of the SLT will take responsibility for coordinating safeguarding within the school. Their role will include:

- Updating and managing access to child protection files.
- Liaising with the offsite DSL or deputy.
- Liaising with children's social care services where required.

2.4   [Updated] During the pandemic, the DSL and their deputy will be responsible for:

- Sharing their time and resources with other schools, where necessary.
- Ensuring staff are kept up-to-date with the latest safeguarding information and developments, including via the safeguarding partners, newsletters and professional advice groups.
- Being responsible for amending Appendix A (this section) in line with the continual changes to education policy released by the DfE and communicating all changes to staff and volunteers.
- Working with the VSH and wider LA to protect vulnerable children.
- Providing support to teachers and pastoral staff to ensure that contact is maintained with pupils at home and their families.
- Ensuring staff are aware of reporting channels for safeguarding concerns.
- Ensuring there is a consistent approach to safeguarding children throughout the coronavirus pandemic.
- Speaking to pupils directly where possible to identify any concerns and ensuring pupils are provided with clear communication channels so they can report any concerns they have, including reports of peer-on-peer abuse.
- Providing all volunteers and volunteer staff with copies of this policy.
- Identifying a suitable member of the SLT to assume the role of temporary DSL should both themselves and their deputies become unable to work, e.g. due to illness.
- Sharing their contact information with the school community.
- Identifying vulnerable children and communicating additional safeguarding provisions to pupils and their families.

2.5   The DSL will report back to the Governing Body on all relevant safeguarding concerns.

2.6   [Updated] The DSL will work with the local safeguarding partners to ensure pupils remain safe during full opening.

2.7   All online or telephone communication will be made using school accounts or telephone numbers. If any staff need to use their personal number, this is withheld.

3. [Updated] Attendance

3.1 **[New]** From the start of the Autumn term, attendance will be mandatory.

3.2 **[New]** The school will have the power to issue fines for unauthorised absence; however, this will only be used as a last resort.

3.3 **[Updated]** The school will resume its regular attendance register to record attendance after fully opening.

3.4 **[Updated]** The school will report attendance figures to the DfE using the educational setting status form. This form will be submitted by 12:00pm each weekday.

3.5 **[Updated]** Parents will not be penalised if their child does not attend school due to following clinical or public health advice to stay at home, e.g. if they are self-isolating.

3.6 **[New]** In circumstances where pupils cannot attend school for reasons related to coronavirus, the school will use the following category of non-attendance: 'not attending in circumstances related to coronavirus (COVID-19)'. This category will only be used in the 2020/2021 academic year in specific circumstances, where a pupil does not attend school because their attendance at school, or travel to school, would go against:

- Guidance from Public Health England (PHE) or the Department of Health and Social Care related to coronavirus.

- Legislation or instruments, e.g. statutory directions, related to coronavirus.

This category of non-attendance will not count as an absence (authorised or unauthorised) and will be recorded using code X. This non-attendance category will be used for the following:

- Pupils who are required to self-isolate as they, or a member of their household, has symptoms or confirmed coronavirus
- Pupils who are required to self-isolate because they are a close contact of someone who has symptoms or confirmed coronavirus
- Pupils who are required by legislation to self-isolate as part of a period of quarantine (such as those returning from certain countries)
- Pupils who are clinically extremely vulnerable in a future local lockdown scenario only
- Pupils not eligible to attend school in certain local lockdown tiers of restriction, e.g. where attendance is limited to vulnerable pupils and the children of critical workers.

If a pupil is self-isolating due to having symptoms of coronavirus, but subsequently tests negative, code X will only be used up until the time of the negative result. The school will then use code I (illness) if the pupil remains unwell and stays at home, but will not retroactively amend the previous attendance registers because of the negative result.

3.7 The school will record and investigate any absences where a pupil who was expected to attend school did not, or where parents have arranged care for their child who subsequently did not attend. Where relevant, the school will report to social workers any pupil absence.

3.8 The school will ensure that all pupils' emergency contact information is correct and encourage parents to provide as many contact numbers as possible.

4. [Updated] Staff training and safeguarding induction

4.1 The school will ensure that all existing school staff have read part one of the most up-to-date version 'Keeping children safe in education' (KCSIE) and are suitably trained in this policy and any local safeguarding arrangements.

4.2 The DSL and Headteacher will risk assess any volunteers or staff from other schools to determine their suitability to work with children.

4.3 Under no circumstances will volunteers who have not been checked be left unsupervised or allowed to work in regulated activity.

4.4 The DSL and Headteacher will ensure any volunteers or staff from other schools are suitably trained in safeguarding and ensure that they have read the relevant sections of KCSIE, are aware of the school's safeguarding policy and procedures, and any additional local safeguarding arrangements.

4.5 The DSL and Headteacher will use their professional judgement to assess how much additional safeguarding training temporary staff or volunteers require.

4.6 The school will follow safer recruitment processes, in line with the relevant policies, when acquiring new staff.

4.7 New staff or volunteers will continue to be provided with a safeguarding induction and the most up-to-date copy of this policy.

4.8 Individuals who have not undergone suitable DBS checks will not be left unattended with pupils.

4.9 [Updated] The school will carry out a check on any existing staff who cause a concern.

4.10 All staff will receive updates from the DSL regarding confirmation of local safeguarding processes and confirmation of the DSL and their deputy's arrangements, e.g. working schedule and contact information.

4.11 The school will report individuals who they consider a safeguarding risk to the Teaching Regulation Agency (TRA) by emailing Misconduct.Teacher@education.gov.uk – all referrals received by the TRA will continue to be considered but hearings may not be scheduled for the current time.

4.12 [Updated] Where required, e.g. during certain tiers of restriction in a local lockdown, the school will have a rota system which allows the Headteacher to be aware of who will be in school at any one given time.

4.13 The school will ensure the SCR is kept up-to-date in line with KCSIE. The SCR will be used as a record of attendance for staff and volunteers as well as a log of any risk assessments carried out on volunteers and staff on loan from other schools.

5. Online safety and security

5.1 The school will continue to ensure that appropriate filters and monitoring systems are in place to protect pupils when they are online on the school's IT systems.

5.2 All online programmes used will be checked by the school's DPO and DSL to ensure they are reputable and GDPR compliant.

5.3 The ICT technician will work to ensure any loaned devices are secure and have the necessary antivirus malware protection downloaded.

5.4 Any online queries which require the ICT technician will be addressed over the phone or online as much as possible – face-to-face contact is kept to a minimum.

5.5 Where the ICT technician is unavailable, the school will seek the support of other ICT staff, either internally or from another school.

5.6 The DSL will report back to the Governing Body how they are ensuring pupils remain safe online during partial school closure.

5.7 Pupils will report any suspicious online activity they encounter to the DSL or Headteacher.

5.8 Staff will adhere to the Code of Conduct at all times when delivering education online.

5.9 Staff will continue to look out for signs of a child being at risk online and report concerns over a pupil's safety online to the DSL. Where relevant, the DSL will make referrals to the police and children's social care.

5.10 The school will collaborate with parents to reinforce the importance of online safety, and encourage parents to set age-appropriate parental controls on digital devices and use internet filters to block malicious websites.

5.11 Pupils will be provided with useful information and contact details of individuals and organisations they can turn to should they feel unsafe online, e.g. Childline or the UK Safer Internet Centre.

6. [Updated] Mental health and pastoral care

6.1 The school understands how the coronavirus pandemic can cause pupils and staff to feel anxious and concerned and will offer any essential support required to those in need.

6.2 The Headteacher will encourage line managers to hold one-to-one meetings with their staff over the phone or via a video call to ensure they feel supported during this stressful time.

6.3 Pupils will be provided with different resources they can access to help them cope with their mental health, including Childline and other online services.

6.4 Face-to-face support will only be provided where two-metre social distancing can be adhered to.

6.5 The school will have due regard for the Social, Emotional and Mental Health (SEMH) needs of the children when identifying early signs of mental health issues in pupils.

6.6 Teachers will have due regard for the negative impact the current pandemic may have had on pupils, especially when setting expectations for pupils' work.

6.7 Pastoral support will be offered to any family who requires it.

6.8 [Updated] For pupils who are receiving education at home, e.g. pupils who are self-isolating, the school will help parents and pupils make a weekly plan or structure that includes time for education, playing and relaxing.

6.9   The school will consider one-to-one support for those who may benefit the most from it, e.g. for pupils with SEND.

7.   [Updated] Remote education

7.1   [Updated] Teachers will plan online lessons with the safety of pupils in mind – the school does not expect teachers to live stream or provide pre-recorded videos.

7.2   [Updated] Staff communicating with pupils or parents via videocall will do so from within the school, or from a quiet room with a neutral background if working from home.

7.3   Teachers will ensure all online planning processes for pupils who are working online will have clear reporting routes to the school and external agencies so they can raise concerns whilst online.

7.4   The school will collaborate with the LA where possible when planning online lessons and activities, and considering online safety.

7.5   The DSL will ensure every pupil has their contact information so they know how they can contact them about any safeguarding concern.

7.6   Pupils will be provided with online safety information by their teacher.

7.7   Pupils will be directed to practical online support, such as Childline, where they feel unsafe and require support outside of school.

7.8   [Updated] Parents will be given a list of websites their child may access and any information regarding online sessions with staff that their child will be participating in.

7.9   Parents will be provided with the contact details of the DSL so they can report any concerns.

7.10   When communicating online, staff will:

- Communicate within school hours as much as possible.
- Communicate through the school channels approved by the SLT.
- Use school email accounts over personal accounts wherever possible.
- Use school devices over personal devices wherever possible.
- Not share personal information.
-

8.   [Updated] Peer-on-peer abuse

8.1   [Updated] The DSL will implement robust reporting procedures for peer-on-peer abuse and communicate these to all staff, pupils and parents.

8.2   Reports made regarding peer-on-peer abuse will be risk assessed by the DSL on a case-by-case basis and, where required, investigated immediately and reported to the relevant authority, e.g. the police or children's social care services (CSCS) where required.

8.3   Both the alleged perpetrator and victim will be provided with support whilst the report is being investigated.

8.4 Pupils will be provided with the contact details of relevant bodies who can provide support to them during this time, e.g. Childline.

8.5 The DSL will keep the victim, the alleged perpetrator and their families up-to-date where necessary with details of the investigation, including the conclusion and how appeals can be made.

8.6 Individuals will be given a copy of the school's amended Complaints Procedures Policy to assist them with the appeals process.

8.7 Communications will be made online or by telephone unless face-to-face contact is unavoidable.

9. [Updated] Pupils moving schools

9.1 **[Updated]** Where school pupils are moving to another setting, the school will continue to do whatever they reasonably can to provide the receiving institution with any relevant welfare and child protection information.

9.2 The DSL will ensure that the receiving school has access to pupils' EHC plans, child in need plans, child protection plans or, for LAC, their personal education plan, and is informed who the child's social worker is (and, for LAC, who the responsible VSH is).

10. Monitoring and review

10.1 The DSL will be responsible for continually monitoring DfE updates and updating this appendix in line with any government guidance changes and up-to-date guidance from the local safeguarding partners.

10.2 Any changes to this appendix will be communicated to all staff, parents and relevant stakeholders.

Staff Disqualification Declaration

Name of school:		
Name of staff member:		Position:

Orders and other restrictions	Yes/No
Have any orders or other determinations related to childcare been made in respect of you?	
Have any orders or other determinations related to childcare been made in respect of a child in your care?	
Have any orders or other determinations been made which prevent you from being registered in relation to childcare, children's homes or fostering?	
Are there any other relevant orders, restrictions or prohibitions in respect of you as set out in Schedule 1 of the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018?	
Are you barred from working with children by the DBS?	
Are you prohibited from teaching?	

Specified and statutory offences	
Have you ever been cautioned, reprimanded, given a warning for or convicted of:	
• Any offence against or involving a child?	
• Any violent or sexual offence against an adult?	
• Any offence under The Sexual Offences Act 2003?	
• Any other relevant offence?	
Have you ever been cautioned, reprimanded for or convicted of a similar offence in another country?	

Provision of information	
If you have answered yes to any of the questions above, provide details below. You may provide this information separately, but you must do so without delay.	
Details of the order restriction, conviction or caution:	
The date(s) of the above:	
The relevant court(s) or body/bodies):	

You should also provide a copy of the relevant order, caution, conviction, etc. In relation to cautions/convictions, a DBS Certificate may be provided.

Declaration	
In signing this form, I confirm that the information provided is true to the best of my knowledge and that: • I understand my responsibilities to safeguard children. • I understand that I must notify my Headteacher immediately of anything that affects my suitability to work within the school. This includes any cautions, warnings, convictions, orders or other determinations made in respect of me that would render me disqualified from working with children.	
Signed:	
Print name:	
Date:	

Safeguarding Reporting Process

The process outlined within the first section should be followed where a staff member has a safeguarding concern about a child. Where a referral has been made, the process outlined in the 'After a referral is made' section should be followed.

The actions taken by the school are outlined in yellow, whereas actions taken by another agency are outlined in blue.

Before a referral is made

A staff member identifies a concern or potential concern. Is the pupil at immediate risk of harm?

N

Y

Is the DSL or the deputy DSL available to discuss the concern with?

The staff member immediately notifies the police of the situation and informs the DSL.

Y

N

The staff member discusses the concern with the DSL. Taking into account observations and using professional judgement, is a referral required?

The staff member makes a referral to children's social care services (CSCS), notifying the DSL of this as soon as possible.

Y

N

The DSL makes a referral to CSCS, keeping the staff member who raised the concern up-to-date with what action is taken.
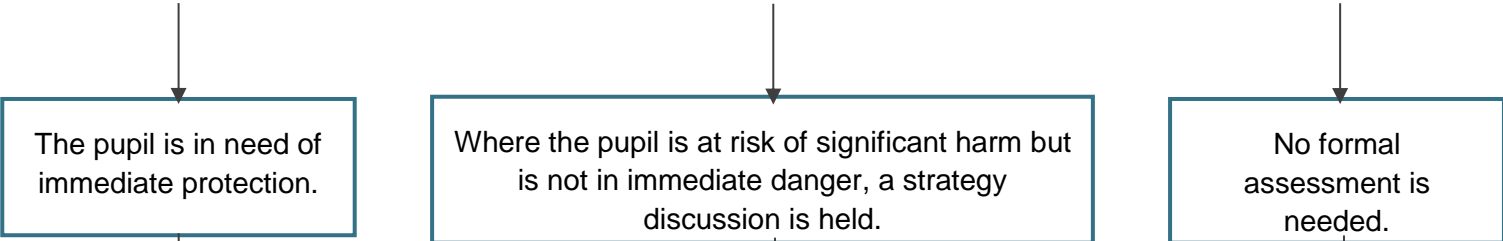
The pupil continues to be monitored and early help is provided where necessary. If the concern escalates, a referral is made to the CSCS.

Within one working day, a social worker from CSCS will make a decision about the type of response that is required and will notify the referrer. Where this information is not forthcoming, the referrer should contact the appointed social worker to follow up the referral.
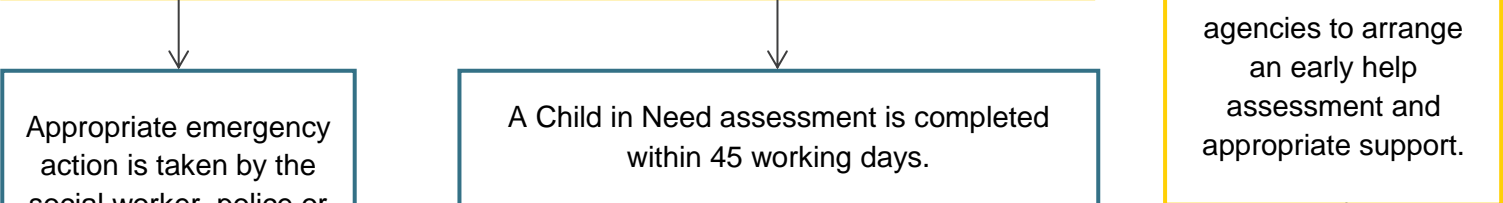
The steps outlined in the next flowchart are then followed.
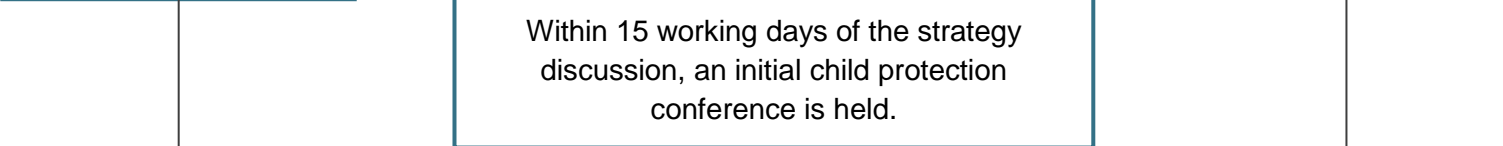
After a referral is made

Once a referral has been made, a social worker from CSCS will notify the referrer that a decision has been made and one of the following responses will be actioned.

The pupil is in need of immediate protection.

Where the pupil is at risk of significant harm but is not in immediate danger, a strategy discussion is held.

No formal assessment is needed.

Where appropriate to do so, the DSL and staff member who raised the concern may be consulted during these stages to ensure that all areas of concern are addressed.

The DSL supports the initial staff member to liaise with other agencies to arrange an early help assessment and appropriate support.

Appropriate emergency action is taken by the social worker, police or NSPCC.

A Child in Need assessment is completed within 45 working days.

Within 15 working days of the strategy discussion, an initial child protection conference is held.

A child protection plan is potentially required.

The type of support needed is identified, arranged through multi-agency liaison and provided effectively.

Staff keep the pupil's circumstances under review and re-refer if appropriate to ensure circumstances improve – the pupil's best interests always come first.

If the child's situation does not appear to be improving, the DSL should press for re-consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

Contacts and Advice

Expert organisations

- Barnardo's
- Lucy Faithfull Foundation
- NSPCC
- Rape Crisis
- University of Bedfordshire: Contextual Safeguarding
- UK Safer Internet Centre

Support for victims

- Anti-Bullying Alliance
- MoJ Victim Support
- Rape Crisis
- The Survivor's Trust
- Victim Support

Toolkits

- Brook
- NSPCC
- Safeguarding Unit, Farrer and Co, and Carlene Firmin, MBE, University of Bedfordshire

Further information on confidentiality and information sharing

- Gillick Competency Fraser Guidelines
- Government Information Sharing Advice
- Information Commissioner's Office: Education
- NSPCC: Things to Know and Consider

Further information on sexting

- UK Council for Child Internet Safety: Sexting Advice
- London Grid for Learning – Collection of Advice

Support for parents

- Parentzone
- Parentsafe – London Grid for Learning
- CEOP Thinkuknow – Challenging Harmful Sexual Attitudes and their Impact
- CEOP Thinkuknow – Supporting Positive Sexual Behaviour

1. ASSOCIATED POLICIES and PROCEDURES

1.1. The following policies and procedures are relevant to the child protection and safeguarding policy and procedure**.**

- Administration of Medicines Policy
- Anti-Bullying Policies
- Attendance Policy
- Positive Behaviour Policy
- Children Missing from Education Policy and Procedures
- Community Cohesion Policy
- Complaints procedure
- Computer systems Acceptable Use Policy
- Equality information and objectives Policy
- Health and Safety Policy and other linked policies and risk assessments
- Educational Visits Policy and risk assessments
- E-Safety Policy
- Physical restraint and reasonable force Policy
- Premises/Equipment Inspection Checklists
- PSHE Policy
- Photography and Videos School Policy
- Safer Recruitment Policy
- Sex and Relationship Education Policy
- Social Media Protocol for Schools and Academies
- Special Educational Needs and Disabilities Policy
- Spiritual, Moral, Social and Cultural Development Policy
- Staff code of conduct policy

APPENDIX 1 - The role of the Designated Safeguarding Lead

1. MANAGING REFERRALS – the Designated Safeguarding Lead:-

1.1. Has a good understanding of Stoke-on-Trent and Staffordshire Safeguarding Children Board's Threshold Guide to Levels of Need (2020) to ensure that children and families get the right support and intervention at the right time.

1.2. Refers all cases of suspected abuse and neglect to the Stoke-on-Trent's Safeguarding Referral Team (SRT) and to the Police if a crime may have been committed.

1.3. Liaises with the head teacher (if DSL is not the head teacher) about safeguarding issues relating to individual children, especially ongoing enquiries under section 47 of the Children Act 1989.

1.4. Acts as a source of support, advice and expertise to staff members on matters of child protection and safeguarding.

1.5. Liaises with agencies providing early intervention services and coordinates referrals from the school to early help services for children and families in need of support.

1.6. Refer cases to the Channel Panel where there is a concern regarding radicalisation/extremism.

2. RECORD KEEPING – the Designated Safeguarding Lead: -

2.1. Keeps written records of child protection and welfare concerns in line the Stoke-on-Trent and Staffordshire Safeguarding Children Board guidance.

2.2. Creates a stand-alone file for pupils with safeguarding concerns.

2.3. Maintains a chronology of significant incidents for each pupil with safeguarding concerns.

2.4. Ensure such records are kept confidentially and securely and separate from the pupil's educational record.

2.5. Ensure arrangements to hand over the child protection file of a pupil transferring to another school, are made without delay. The DSL will verbally advise the DSL of the destination school of the concerns and make arrangements to securely and confidentially hand over the file.

2.6. Where the destination school is too far for the DSL to do a personal handover, the file will be sent separate from the pupil's education file and by secure courier. The DSL will retain evidence to demonstrate how the file has been transferred, and will require a receipt from the destination school.

2.7. Where a parent elects to remove their child from the school roll to home educate, the educational establishment will make arrangements to pass any safeguarding concerns to the local authority.

3. MULTI-AGENCY WORKING and INFORMATION SHARING – the Designated Safeguarding Lead: -

3.1. Cooperates with Children's Social Care for enquiries under section 17 and section 47 of the Children Act 1989.

3.2. Attends, or ensures other relevant staff members' attendance at early help meetings, child protection conferences, core group meetings, child in need meetings and other multi agency meetings as required.

3.3. Liaises with other agencies working with the child, shares information as appropriate and contributes to assessments.

3.4. Ensures each member of staff has access to and understands the school's safeguarding and child protection policy and procedures, including providing induction on these matters to new staff members.

3.5. Makes the safeguarding and child protection policy and procedures available publicly.

3.6. Raises awareness of parents and carers of the existence of the safeguarding and child protection policy, in particular that information may be shared with other agencies, cases of suspected abuse and neglect will be referred to Children's Social Care, and the role of the school in any investigations that ensue.

4. TRAINING – the Designated Safeguarding Lead: -

4.1. Undertakes appropriate safeguarding training **every two years**, in line with *Keeping Children Safe in Education* 2020 and guidance from the SSSCB, order to: -

- be able to recognise signs of abuse and how to respond to them, including special circumstances such as child sexual exploitation, female genital mutilation, challenging extremism etc.;
- understand the assessment process for providing early help and intervention, e.g. Stoke-on-Trent's and Staffordshire Guide to Levels of Need, Early Help and Safeguarding Thresholds;
- have a working knowledge of how the local authority conducts initial and review child protection conferences and contribute effectively to these;
- be alert to the specific needs of children in need (as specified in section 17 of the Children Act 1989), those with special educational needs, pregnant teenagers and young carers.

Level of training	Course title	Frequency	Notes
Level 1	Safeguarding Children Face to face session delivered by SSOTSCB approved trainer	Every 3 years as part of whole school update	This must be completed irrespective of any other training undertaken. If you commission a level 1 course that is NOT APPROVED by Staffordshire & Stoke-on-Trent SCB, it may not be sufficiently in depth for Ofsted. SCB Level 1 workbook accompanying the course should be retained for Ofsted.
Level 2	Level 2 Working Together to Safeguard Children – multi agency (full 2 days)	No requirement to renew providing some safeguarding training is undertaken every 2 years.	This course can only be delivered face to face in a multi-agency setting to be compliant. DSLs who wish to refresh this course need undertake day 1 only. (NB level 2 training to be compliant, it cannot be done online or as a whole school.)
Level 3	Subject specific courses relevant to needs of school community. Suggested: - • Child sexual exploitation • Female genital mutilation • Prevent/challenging extremism • E-safety • Forced marriage	No requirement to renew level 3 courses providing some safeguarding training is undertaken every 2 years.	See SCB Training Prospectus for additional relevant courses
Level 4	• Designated Safeguarding Lead training • Managing Allegations against Staff and Volunteers training	No requirement to renew level 4 courses providing some safeguarding training is undertaken every 2 years.	
ANNUAL UPDATES	DSLs must update their knowledge and skills regularly and at least annually (via e-bulletins, meeting other DSLs or taking time to read and update themselves) on safeguarding developments relevant to their role. - Keeping Children Safe in Education 2020		
IMPORTANT	DSLs are **NOT** required to undertake level 1 or level 2 safeguarding training every 2 years. They are required to undertake the comprehensive SCB level 1 course every 3 years, and **SOME RELEVANT** safeguarding training every 2 years, in order to expand and diversify their safeguarding knowledge.		

4.2. Ensure each member of staff has access to and understands the educational establishment's safeguarding and child protection policy and procedures, including providing induction on these matters to new staff members.

4.3. Organises whole-school SCB level 1 safeguarding training for all staff members at least **every three years**.

4.4. Ensures staff members who miss the training receive it by other means, e.g. by joining an open session or another school's training.

4.5. Provides an annual briefing / update / training session to the whole school on any changes to child protection legislation and procedures (internally, locally or nationally) relevant learning from local and national serious case reviews; or awareness raising regarding any safeguarding issues or themes emerging locally or nationally.

4.6. Links with the Stoke-on-Trent and Staffordshire Safeguarding Children Board to identify appropriate training opportunities for relevant staff members.

4.7. Ensures the school allocates time and resources every year for relevant staff members to attend training.

4.8. Encourages a culture of listening to children and taking account of their wishes and feelings in any action the school takes to protect them.

4.9. Maintains accurate records of staff induction, staff training and staff briefings.

4.10.   **Designated Safeguarding Lead is required to undertake the following training:-**

5. AWARENESS RAISING

5.1. Review the safeguarding and child protection policy and procedures annually and liaise with the educational establishment's governing body to update and implement them.

5.2. Make the safeguarding and child protection policy and procedures available publicly and raise awareness of parents that referrals about suspected abuse may be made and the role of the educational establishment in any investigations that ensue.

5.3. Provide updates to the educational establishment on any changes to child protection legislation and procedures and relevant learning from local and national serious case reviews, at least annually.

## 6. QUALITY ASSURANCE – the Designated Safeguarding Lead: -

6.1. Reviews the safeguarding and child protection policy and procedures annually and liaises with the school's governing body to update and implement them.

6.2. Monitors the implementation of and compliance with policy and procedures, including periodic audits of child protection and welfare concern files (at least once a year).

6.3. Completes an audit of the school's safeguarding arrangements at frequencies specified by the Stoke-on-Trent and Staffordshire Safeguarding Children Board.

6.4. Remedies any deficiencies and weaknesses identified in child protection arrangements.

6.5. Provides regular reports to the governing body detailing changes and reviews to policy, training undertaken by staff members and the number of children with child protection plans and other relevant data.

APPENDIX 2 - Guide to Levels of Need

1. **THE STOKE-ON-TRENT and STAFFORDSHIRE SAFEGUARDING CHILDREN BOARD (SSSCB) THRESHOLD GUIDE TO LEVELS OF NEED, EARLY HELP & SAFEGUARDING THRESHOLD CRITERIA 2020.**

   1.1. Hillside Primary School recognises the importance of identifying issues early, and providing early help children and families in order to prevent issues from escalating.

   1.2. Most parents can look after their children without needing help from anyone other than their family or friends. However, some parents may need additional help from our school or from other services such as the NHS.

   1.3. Providing help early is more effective in promoting the welfare of children, than reacting later.

   1.4. As such, we are committed to working collaboratively with other agencies and with the Early Intervention Teams to provide a coordinated offer of early help, in line with *Working Together to Safeguard Children 2018, Keeping Children Safe in Education 2020* and local guidance.

   1.5. We use Stoke-on-Trent's and Staffordshire's Guide to Levels of Need, Early Help and Safeguarding Threshold criteria (2020) to support us in our discussions with colleagues from other agencies, and to make decisions about the right level of support/assessment required for the child and family. And when this should be 'stepped up' or 'stepped down'.

   1.6. The Guide to Levels of Need has four levels and every child living in Stoke-on-Trent and Staffordshire will fit into one of these four levels:

   Stoke on Trent and Staffordshire 'The Windscreen Threshold Model'
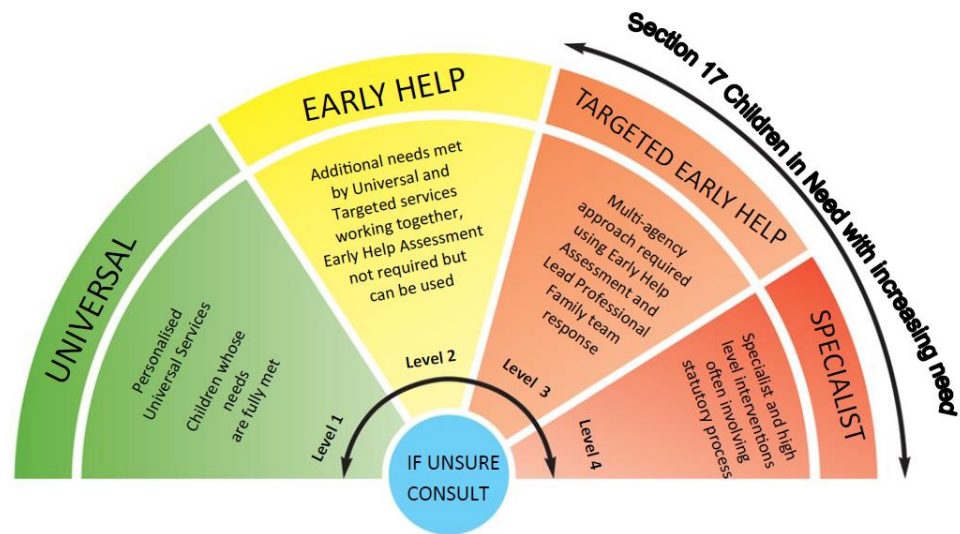
1.7. Level 1 – Universal Services - Children do not have additional needs

- Children are achieving expected outcomes.
- Their needs are met by their parents alongside universal services.
- No additional support is required as there are no concerns about health and development, parenting capacity or environmental factors.

1.8. Level 2 – Initial Early Help - Children have some additional need

- Parents require professional support or guidance to help them to meet their children's needs.
- We are able to provide that additional support or make a referral to an agency that is able to provide that support.
- We will undertake an *initial early help assessment* to enable us to provide the right support.
- The paperwork and registration details for initial Early Help can be found at:

  http://www.safeguardingchildren.stoke.gov.uk/ccm/navigation/category.jsp?categoryID=667337

  https://www.staffsscb.org.uk/Professionals/Staffordshire-Early-Help-Strategy/Staffordshire-Early-Help-Strategy.aspx

1.9. Level 3 – Early Help - Children with multiple and complex needs

- Needs cannot be met at previous levels and children and parents require coordinated, targeted, multi-agency intervention and support to meet the children's needs.

- The initial early help assessment will be the referral into the Early Intervention Team, if additional support is required.
- Needs are met through multi-agency support and the use of Early Help Plans.
- We will register with the Early Help Assessment/plan with the Early Help Co-ordinator

1.10. Level 4 – Safeguarding - Children with acute needs, including children in need of protection

- Children and parents require multi-agency responses which include specialist intervention coordinated by Children's Social Care under section 17 or section 47 of the Children Act 1989.
- Risks and unmet needs have not been resolved through Early Help intervention.
- If there is an immediate risk of harm, then the Police will be contacted.
- If there is a risk of significant harm, Section 47, or a child meets the threshold for Child in Need, Section 17, a referral will be made to Children's Social Care. Please see appendix 8 for the referral procedure.

1.11. Signs of Safety (SoS)

'Signs of Safety' is a new model of working adopted by children's social care. We will follow this model in our assessment processes from Initial Early Help (Level 2) and through all each level until case closure. Signs of Safety (SoS) encourage us to reflect upon what is working well, what our concerns are, what we have done to support the child/family so far, and what needs to happen next. It also emphasizes the need to seek the views of the family and child.

Further information regarding SoS can be found on the SCB website:-

http://www.safeguardingchildren.stoke.gov.uk/ccm/navigation/professionals/signs-of-safety/

APPENDIX 3 - Categories of abuse

1. Abuse and neglect are forms of maltreatment. Someone may abuse or neglect a child by inflicting harm, by failing to act to prevent harm or by failing to meet a child's basic needs. Children may be abused within the family or in an institutional or community setting; by those known to them or by strangers; and increasingly, via the internet. They may be abused by an adult or adults or another child or children.

2. **EMOTIONAL ABUSE**

2.1. Emotional abuse is the persistent emotional maltreatment of a child such that it causes severe and persistent adverse effects on the child's emotional development.

2.2. Some level of emotional abuse is involved in all types of maltreatment, although it may also occur alone.

2.3. Emotional abuse may involve: -
- seeing or hearing the ill treatment of another, e.g. domestic abuse;

- making a child feel worthless, unloved, inadequate, or valued only insofar as they meet the needs of another;
- inappropriate age or developmental expectations;
- overprotection and limitation of exploration, learning and social interaction;
- high criticism and low warmth;
- serious bullying (including cyberbullying;)
- exploitation or corruption

3. **NEGLECT**

3.1. 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.

3.2. Neglect may occur during pregnancy as a result of maternal substance misuse.

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

3.4. Once a child is born, it 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;)
- provide access to appropriate medical care or treatment.

4. **PHYSICAL ABUSE**

4.1. Physical abuse is deliberately hurting a child, causing physical harm and injuries such as bruises, broken bones, burns or cuts.

4.2. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child.

4.3. Physical abuse may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating, or otherwise causing physical harm to a child.

5. **SEXUAL ABUSE**

5.1. Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

5.2. Activities may involve physical contact, including penetration of any part of the body, or non-penetrative acts.

5.3. They may include non-contact activities, such as involving children in looking at or in the production of sexual images including on the internet, watching sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse.

5.4. Child sexual Exploitation is also sexual abuse. It involves children receiving something, for example accommodation, drugs, gifts or affection, as a result of them performing sexual activities, or having others perform sexual activities on them. It could take the form of grooming of children, e.g. to take part in sexual activities or to post sexual images of themselves on the internet – see **appendix 4** (specific safeguarding issues.)

APPENDIX 4 – Signs and indicators of abuse

1.1. The most important sign/indicator of abuse or neglect is a disclosure from a pupil, and this will always be taken seriously.

1.2. Signs and indicators can often appear in a cluster. Serious case reviews have found that parental substance misuse, domestic abuse and parental mental health problems (known collectively as the 'toxic trio') coexisting in a family can increase the risks to children.

1.3. Pupils may show symptoms from one, all, or none of the categories, but staff will be vigilant to anything unusual displayed by the pupil. Many of the indicators below may be caused by other factors not connected to any form of abuse. However, if concerned, staff will always exercise professional curiosity and will share concerns with the DSL.

1.4. We are aware that in an abusive relationship, the child may:-
- Appear frightened of their parent/carer
- Act in a way that is inappropriate to their age and stage of development (whilst taking into account the different patterns of development and different ethnic groups.

1.5. We are aware that in an abusive relationship, the parent or carer may: -

- persistently avoid child health services and treatment of the child's illnesses
- have unrealistic expectations of the child
- frequently complain about or to the child and fail to provide attention or praise
- be absent
- be misusing substances
- persistently refuse to allow access on home visits by professionals
- be involved in domestic violence and abuse
- be socially isolated

1.6. Staff are constantly mindful that pupils with **special educational needs and disabilities** can face additional safeguarding challenges including: -

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability

- children with special educational needs and disabilities are particularly vulnerable to bullying and may show no outward signs

- communication issues can be a barrier to effective safeguarding

1.7. The following table gives some examples of what staff may see or hear, but **this is not an exhaustive list and should not be used as a checklist.**

Signs of potential PHYSICAL ABUSE	• Bruise marks consistent with either straps or slaps • Undue fear of adults - fear of going home to parents or carers • Aggression towards others • Unexplained injuries or burns – particularly if they are recurrent (and especially in non-mobile babies) • Any injuries not consistent with the explanation given for them • Injuries that occur on parts of the body which are not normally exposed to falls, rough games • Injuries to the side of the face, the ear, the neck • Black eyes, particularly bilateral • Reluctance to change for, or participate in games or swimming • Bruises, bites, burns, fractures etc. which do not have an accidental/ satisfactory explanation • Cuts/scratches in areas that would be difficult to do accidentally • Injuries to the soft tissue area • Hitting (with the hand or implement) smacking, punching, kicking, slapping, twisting/pulling ear, hair or fingers, holding/squeezing with a tight grip, biting, and burning • Fabricated or induced illness
Signs of potential NEGLECT	• Exposure to danger • Lack of supervision • Under nourishment and subsequent failure to grow and thrive • Constant hunger • Stealing or gorging food • Untreated illnesses • Inadequate care • Injuries that have not received medical attention • Non-attendance for health appointments • Inadequate/inappropriate clothing • Poor standards of hygiene • Unsafe home environment • Persistent lack of attention, warmth or praise
Signs of potential EMOTIONAL ABUSE	• Changes or regression in mood or behaviour, particularly where a child withdraws or becomes clinging. • Depression / aggression, extreme anxiety • Nervousness, frozen watchfulness • Obsessions or phobias • Sudden under-achievement or lack of concentration • Inappropriate relationships with peers and/or adults • Attention-seeking behaviour • Persistent tiredness • Running away / stealing / lying • Parent humiliating, taunting or threatening child

	- Persistent lack of attention, warmth or praise. - Shouting / yelling at a child - Copying or role playing abuse seen in the home (ie domestic violence) - Radicalisation – use of inappropriate language, violent extremist literature, the expression of extremist views, advocating violent action
Signs of potential SEXUAL ABUSE	- Use of language that is inappropriate for age / stage of development - Sexual knowledge inappropriate for their age / stage of development - Child with excessive preoccupation with sexual matters - Regularly engages in age inappropriate sexual play - Wariness on being approached - Soreness or unexplained rashes or marks in the genital areas - Pain on urination - Difficulty in walking or sitting - Stained or bloody underclothes - Recurrent tummy pains or headaches - Bruises on inner thigh or buttock - Any allegations made by a child concerning sexual abuse - Sexual activity through words, play or drawing - Child displaying 'sexually inappropriate' behaviour towards adults - Inappropriate bed-sharing arrangements at home - Severe sleep disturbances with fears, phobias, vivid dreams or nightmares, sometimes with overt or veiled sexual connotations - Eating disorders - anorexia, bulimia - Telling you about being asked to 'keep a secret' - Dropping hints or clues about abuse. - Unaccounted sources of money or gifts, or multiple mobile phones **Refer also to Sexual Exploitation at appendix 5**

APPENDIX 5 – Specific safeguarding issues

1.1. School staff members need to be aware of specific safeguarding issues and be alert to any risks.

1.2. The Stoke-on-Trent and Staffordshire Safeguarding Children Board Procedures, has detailed information, policy and procedure on many of the specific issues identified below. We will follow the local procedures for responding to risks.

http://www.safeguardingchildren.stoke.gov.uk/ccm/content/safeguarding-children/professionals-folder/procedure-manuals/d---cyp-specific-circumstances.en
https://www.staffsscb.org.uk/Professionals/Procedures/Section-Four/Section-4-Promoting-the-Welfare-Safety-of-Children-in-Specific-Circumstances.aspx

1.3. The government website, GOV.UK also has broad government guidance on a variety of issues. The following is **not** a comprehensive list and staff members should search the GOV.UK website and the *Stoke-on-Trent Safeguarding Children Board Procedures* for advice on other issues:-

- Bullying including cyberbullying
- Children missing from home or care
- Children missing from education
- Child sexual exploitation (CSE)
- Contexual Safeguarding
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM)
- Forced marriage
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Hate crime
- 'Honour-based' violence
- Mental health
- Online safety
- Peer on Peer Abuse
- Private fostering
- Preventing radicalisation and the Prevent duty
- Serious Violence
- Sexual Harassment
- Sexting
- Self-harm and suicidal behaviour

- Teenage relationship abuse
- Trafficking
- Voyeurism

2. CHILDREN MISSING FROM EDUCATION

2.1. Hillside Primary School recognise the need to ensure that pupils attend school regularly and protect those who may go missing from education. The school will follow the policy and guidance issued by Stoke-on-Trent City Council and Staffordshire County Council on Children Missing from Education (CME) which can be found at:-
www.safeguardingchildren.stoke.gov.uk/ccm/content/safeguarding-children/education/education.en
https://www.staffsscb.org.uk/Search.aspx?search_keywords=cme

2.2. A child going missing from education is a potential indicator of abuse or neglect.

2.3. We have an admission and attendance register and all pupils are placed on both registers.

2.4. We will work collaboratively with the local authority (and other agencies where appropriate) to share information about attendance.

2.5. If a registered pupil is continuously absent for two weeks without explanation, or fails to return from a holiday, the school will follow the normal procedures for investigating pupil absence (i.e. telephone calls, letters, invitations to meetings at the school etc.). If, after further enquiries, the child has not returned to school after a total of no more than two weeks, the matter will be referred to the Local Authority.

2.6. If a pupil suddenly ceases to attend without prior warning, and their whereabouts cannot be established, the school will immediately notify the Local Authority. If there are any reasons to be concerned for the child's safety, including any past history of concern, this will be raised immediately as a referral under Safeguarding Children Board procedures.

3. CHILD SEXUAL EXPLOITATION (CSE)

3.1. Hillside Primary School recognises the need to protect children and young people from sexual exploitation. Education staff are more likely to see victims on a regular basis than almost any other professional. They will notice recurrent or prolonged absences and significant changes in behaviour. Therefore we are key to identifying children at risk and will raise concerns at an early stage, to potentially halt the grooming process before sexual exploitation has begun.

3.2. We will follow the Safeguarding Children Board procedure which can be found at:-
http://www.safeguardingchildren.stoke.gov.uk/ccm/content/safeguarding-children/professionals-folder/procedure-manuals/d---cyp-specific-circumstances.en
https://www.staffsscb.org.uk/Search.aspx?search_keywords=cse

3.3 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. (DfE 2017.)

3.3. **Children cannot consent to being abused.** Irrespective of the child's age and even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them, it is not uncommon for children not to realise that they are being exploited.

3.4. Some of the following signs may be indicators of sexual exploitation:-

- Children with unexplained gifts or new possessions;
- Having multiple mobile phones and worrying about losing contact via mobile phone;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Inappropriate sexual or sexualised behaviour;
- Sexual activity/underage sexual activity;
- Sexually risky behaviour, 'swapping' sex;
- Seen at known places of concern;
- Involved in abusive relationships;
- Intimidated and fearful of certain people or situations;
- Hanging out with groups of older people, or anti-social groups, or with other vulnerable peers or known perpetrators;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late;
- Children who regularly miss school or education or don't take part in education;
- Injuries from physical assault, physical restraint, sexual assault.

3.5. Where a member of staff sees one or more of these indictors, or otherwise has cause for concern, this information will be recorded and passed, without delay, to the DSL following usual safeguarding procedures.

3.6. We will use the Sexual Exploitation Risk Factor Matrix (RFM) to identify pupils at low, medium or high risk of sexual exploitation. The Matrix can be found on the links below:-

http://www.safeguardingchildren.stoke.gov.uk/ccm/content/safeguarding-children/professionals-folder/procedure-manuals/d---cyp-specific-circumstances.en
https://www.staffsscb.org.uk/Search.aspx?search_keywords=risk%20matrix%20for%20cse

3.7. Pupils will be referred to the CSE Panel if deemed appropriate, following completion of the Risk Factor Matrix.

3.8. We will also share information with Staffordshire Police Child Exploitation Team to contribute to their intelligence gathering to prevent and detect cases of CSE; so even apparently minor pieces of information should be given to the DSL.

- Staffordshire Police CSE Information Report form can be found at **appendix 15.**

3.9. Where we identify that a child under the age of 13 is involved in sexual activity, this will always be immediately reported to the police.

4. PEER ON PEER ABUSE

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment
- voyeurism - upskirting, which 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;
- initiation/hazing type violence and rituals.

4.1 SEXTING

- Sexting among children can be a common occurrence in which the police may need to become involved, depending upon the circumstances.
- The DSL will record all incidents of sexting, and include both the actions taken and the actions not taken, together with the justifications for the decisions made.

In applying judgement to the sexting incident, the following will be considered:-

- Significant age difference between the sender/receiver involved.
- If there is any external coercion involved or encouragement beyond the sender/receiver.
- If you recognise the child as more vulnerable than is usual.
- If the image is of a severe or extreme nature.

- If the situation is not isolated and the image has been more widely distributed.
- If this is not the first time children have been involved in a sexting act.
- If other knowledge of either the sender or recipient may add cause for concern.

4.2 This is not an exhaustive list, but presence of the above will escalate concern. We will manage cases of sexting in line with the LSCB policy – Responding to Sexting and Youth Produced Imagery, which is found at :-

http://www.safeguardingchildren.stoke.gov.uk/ccm/content/safeguarding-children/professionals-folder/procedure-manuals/d---cyp-specific-circumstances.en

5.0 SERIOUS VIOLENCE

All staff are aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include:

- increased absence from school,
- a change in friendships or relationships with older individuals or groups,
- a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries.
- Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

5.1 All staff are aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance:**https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence**

6.0 DOMESTIC VIOLENCE

6.1 The definition of "domestic violence and abuse" was updated by the Home Office in March 2013 to include the reality that many young people are experiencing domestic abuse and violence in relationships at a young age. They may therefore be Children in Need or likely to suffer significant harm. The latest definition from the Home Office is as follows:

"Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- Psychological
- Physical
- Sexual
- Emotional"

6.2 Staff should be aware that any disclosures made by children may have a background in domestic abuse and that this abuse may be part of an overall pattern of abuse or violence towards women and girls in the family. That said domestic abuse can also be experienced by males and assumptions should not be made based on the gender of perpetrators of domestic abuse.

6.3 The domestic violence and abuse policy can be found at :-
http://www.safeguardingchildren.stoke.gov.uk/ccm/content/safeguarding-children/professionals-folder/procedure-manuals/d---cyp-specific-circumstances.en

7.0 FEMALE GENITAL MUTILATION (FGM)

7.1 Hillside Primary School recognises its duty to protect children and young people against the practice female genital mutilation and to immediately report to the police, under section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) where it is known that FGM has been carried out on a child.

7.2 We will follow the Safeguarding Children Board procedure which can be found at:-
http://www.safeguardingchildren.stoke.gov.uk/ccm/content/safeguarding-children/professionals-folder/procedure-manuals/f-vulnerable-cyp.en

7.3 Female Genital Mutilation comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

7.4 Girls who are threatened with, or who have undergone FGM may withdraw from education, restricting their educational and personal development. They may feel unable to go against the wishes of their parents and consequently may suffer emotionally; they may appear anxious, depressed and emotionally withdrawn; present a sudden decline in her performance, aspirations or motivation.

7.5 **Signs that may indicate FGM is planned:-**

- Child talking about getting ready for a special ceremony, procedure or celebration either abroad or in the UK;
- Family taking a long trip abroad;
- Child's family being from one of the 'at risk' communities for FGM (examples include Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan;)
- Knowledge that the child's sibling has undergone FGM;
- Child talks about going to be 'cut'
- Child talks about preparing for marriage or preparing to become a woman;

(Nb – families travelling abroad for long holidays is not in itself unusual, and not all families from the above named countries will practice FGM.)

7.6 **Signs that may indicate a child has undergone FGM:**

- 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 peers;
- Reluctance to take part in physical activity;
- Repeated urinal tract infection;
- Disclosure.

7.7 Where a member of staff sees one or more of these indictors, or otherwise has cause for concern, this information will be recorded and passed on without delay to the DSL following usual safeguarding procedures.

7.8 Staff should be aware of new mandatory reporting requirements with regards to *known* cases of female genital mutilation (FGM) which require teachers to personally report to the police (on the telephone number 101) cases where they discover that an act of FGM appears to have been carried out. Further details can be found Annex A of Keeping Children Safe in Education September 2020.

7.9 DFE multi agency practice guidelines for female-genital-mutilation (April 2016) :- https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation.

NSPCC FGM helpline can be contacted on 0800 028 3550 or use the NSPCC email address to request support at: fgmhelp@nspcc.org.uk

8.0 FORCED MARRIAGE

8.1 Hillside Primary School recognises the need to protect children and young people against forced marriage.

8.2 We will follow the Safeguarding Children Board procedure which can be found at: http://www.safeguardingchildren.stoke.gov.uk/ccm/content/safeguarding-children/professionals-folder/procedure-manuals/d---cyp-specific-circumstances.en

8.3 A clear distinction must be made between a forced marriage and an arranged marriage. A forced marriage is a marriage that is performed under duress and without the full and informed consent or free will of both parties (and is therefore very different to an arranged

marriage.

8.4   A forced marriage may be between children, a child and an adult, or between adults, and both males and females can be forced to marry against their will.

8.5   In referring to children, we refer to both primary and secondary school age children.

8.6   A forced marriage is considered to be domestic violence.

8.7   One Chance Rule - Where there are concerns about forced marriage, we will not speak to the family as professionals may only have one chance to speak to a potential victim and we therefore must ensure that the appropriate intervention, response and support is initiated.

8.8   Staff will pass any concerns immediately to the DSL and child protection procedures will be activated.

8.9   Further information on the role of educational establishments can be found in Multi-agency guidelines: Handling cases of forced marriage. pages 32-36.

        The Forced Marriage Unit – tel: 020 7008 0151 e-mail: fmu@fco.gov.uk for advice or information.

9.0 PREVENTING RADICALISATION

9.1   Hillside Primary School recognises the need to protect children and young people against the messages of all violent extremism including that linked to Far Right / Neo Nazi / White Supremacist, Al Qaeda / ISIS ideologies; Irish Nationalist and Loyalist paramilitary groups, and that linked to Animal Rights movements.

9.2   We also recognise the statutory duty placed upon us by s26 of the Counter-Terrorism and Security Act 2015, in having due regard to preventing people from being drawn into terrorism, referred to as the "Prevent Duty".

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

9.4   Extremism is defined as a vocal or active opposition to fundamental British values of democracy; the rule of law; individual liberty and mutual respect for different faiths and beliefs.

9.5   There is no place for extremist views of any kind in our school, whether from internal sources – pupils, staff or governors, or external sources - school community, external agencies or individuals.

9.6   Our curriculum is broad and balanced, promoting respect, tolerance and diversity. Children are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others.

9.7   We actively explore the spiritual, moral, social and cultural development of our pupils, and promote fundamental British Values.

9.8   Potential indicators of a child is at risk of being radicalised or exposed to extreme views might include:-

- Spending increasing time in the company of other suspected extremists.
- Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause.
- Loss of interest in friends and activities not associated with the extremist ideology, group or cause.
- Possession of materials or symbols associated with an extremist cause.
- Attempts to recruit others to the group/cause.
- Communications with others that suggests identification with an extremist group, cause or ideology.
- Using insulting to derogatory names for another group.
- Increase in prejudice-related incidents committed by that person, which may include physical or verbal assault; provocative behaviour; derogatory name calling; prejudice related ridicule or name calling; refusal to co-operate; attempts to recruit to prejudice-related organisations; or condoning or supporting violence towards others.

9.9   If staff become aware that a child is vulnerable to being radicalised or exposed to extreme views, (including peer pressure, pressure from family members or other people, or from online;) this will be reported directly to the DSL.

9.10   The DSL will liaise with other appropriate agencies, and make referrals directly to the Chanel Panel if deemed necessary, at prevent@staffordshire.pnn.police.uk

9.11   Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into extremism or terrorism. Engagement with the programme is entirely voluntary but we will encourage and support engagement at all stages.

10.0   PRIVATE FOSTERING

10.1   Hillside Primary School recognises its duty to notify Children's Social Care if a child is living in a private fostering arrangement.

10.2 Private fostering refers to a situation where a child or young person under 16 years of age (under 18, if they are disabled) is being cared for by someone other than a parent or close relative for 28 days or more. (Close relatives are defined as grandparents, aunty, uncle or older sibling.) Carers may be members of the extended family (e.g. cousin, great aunt), friends of the family, or someone the child doesn't know.

10.3 This can include children sent from abroad to stay with family members, teenagers who may be living with the family of a friend, boyfriend or girlfriend and those living short term with host families while they take a course of study.

10.4 All staff are responsible for asking questions to clarify family arrangements if there is a change of living arrangements / person caring for the child; of if the relationship between the child and carer of the living arrangements are unclear, confusing or concerning.

10.5 Staff should also follow up any discussion with pupils about living arrangements which are unclear, confusing or concerning.

10.6 If a member of staff becomes aware that a pupil may be living in a Private Fostering arrangement, they will report this without delay to the DSL.

10.7 The DSL will encourage the parent/ carer to inform the Local Authority. Additionally we will report the private fostering arrangements to the Local Authority by contacting the Safeguarding Referral Team on 01782 235100.

11.0   ANTI BULLYING

11.1 Hillside Primary School has zero tolerance with regards to bullying and we have an Anti-Bullying Policy   which is set out in a separate document. This policy relates to all forms of bullying including cyber, racist, homophobic and gender related bullying.

11.2 The subject of bullying is addressed at regular intervals in the personal, social and health education (PSHE) curriculum and anti-bullying assemblies.

11.3 If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the Head teacher and the DSL will consider implementing child protection procedures.

11.4 Staff members will neither allow nor condone bullying. To do so may lead to consideration under child protection and disciplinary procedures.

12.0   ONLINE SAFETY

12.1 Hillside Primary School recognise our responsibility for online safety. We have an E-Safety Policy which is set out in a separate document and includes guidance for all pupils in relation to Online Safety and using the internet and social media.

12.2 Staff will report their concerns to the DSL if they believe that children are using the internet, mobile technology or social media inappropriately (e.g. sexting). In these instances the DSL will be contacted for advice on how to proceed with regards to talking to parents carers about Online Safety.

12.3 Cyber-bullying by pupils, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.

12.4 We have systems in place to prevent pupils being exposure to harm online. We have filters and monitoring systems in place which are regulated and risk assessed.

12.5 If we become aware that a pupil may be accessing materials inappropriate to their age, (including Facebook if under 13 years of age;) sending inappropriate e-mails, texts or images; or playing on games that are unsuitable (for example, games which have an 18 certificate;) we will contact parents to discuss our concerns and to raise parents awareness about the potential risk to their children and our duties to safeguard, which may involve referral to other agencies.

12.6 If staff become aware that a pupil is vulnerable to harm online, this will be reported immediately to the DSL and safeguarding procedures will be implemented.

12.7 In some extreme cases the Police may become involved if a child is at risk of exploitation due to their use of the internet or social media.

13.0   CONTEXUAL SAFEGUARDING

Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the designated safeguarding lead (and deputies) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. We understand the importance of providing as much information as possible as part of the referral process to allow assessments to consider all the available evidence and the full contact of any possible abuse.

For further information see **Keeping Children Safe in Education 2020**

https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

APPENDIX 6 – Allegations of abuse made against other pupils

1.1. Hillside Primary School believe that all pupils have a right to attend school and learn in a safe environment, free from harm by adults or other pupils.

1.2. We recognise that some pupils will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the Behaviour Policy.

1.3. **Peer on Peer abuse** - Occasionally, allegations may be made against pupils by others in the school, which are of a safeguarding nature. Safeguarding allegations may include physical abuse, emotional abuse, sexual abuse and sexual exploitation.

1.4. To be considered a safeguarding allegation against a pupil, it is likely that some of the following features will be found:-

The allegation:-

- is made against a pupil in relation to their behaviour towards a more vulnerable pupil;
- is of a serious nature, possibly including a criminal offence;
- raises risk factors for other pupils in the school;
- indicates that other pupils may have been affected by this pupil and their actions;
- indicates that children/young people outside the school may be affected by this pupil.

1.5. Examples of a safeguarding allegation against a pupil could include (but are not limited to):-

- Physical Abuse – for example, violence (particularly pre-planned;) or forcing others to use drugs or alcohol;
- Emotional Abuse – for example, blackmail or extortion, threats and intimidation;
- Sexual Abuse – for example, indecent exposure, indecent touching or serious sexual assault, forcing others to watch pornography or take part in sexting;
- Sexual Exploitation – for example, encouraging other children to attend inappropriate parties; encouraging, photographing or filming other children performing sexual or indecent acts.

1.6. Where pupils are involved in gang activity, older pupils may attempt to recruit younger pupils using any or all of the above methods. Young people suffering from sexual exploitation themselves may be forced to recruit other young people.

2. **Minimising the risk of safeguarding concerns presented by a pupil**.

2.1. We will provide a developmentally appropriate PSHE syllabus which develops pupils' understanding of acceptable behaviour and keeping themselves safe.

2.2. Have systems in place for any pupil to raise concerns with staff, knowing they will be listened to, believed and valued.

2.3. Deliver targeted work on assertiveness and keeping safe to those pupils identified as being at risk.

3. What to do

3.1. When an allegation is made by a pupil against another pupil, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the DSL should be informed.

3.2. A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.

3.3. The DSL may contact their 'Better Together' social worker, Education Lead or Advice and Access team or other relevant agency to discuss the case. It is possible that Children's Social Care are already aware of safeguarding concerns around this young person.

3.4. The DSL will follow through the actions from the discussion and make any referrals necessary,

3.5. Keeping a record of the concern, the discussion and any outcome in the files of both pupils.

3.6. If the allegation indicates a potential criminal offence has taken place, the police will be contacted at the earliest opportunity and parents informed (of both the pupil being complained about and the alleged victim).

3.7. Where neither Children's Social Care nor the police accept the complaint, a thorough school investigation will take place into the matter using the school's usual disciplinary procedures.

3.8. In situations where the school considers a safeguarding risk is present, a risk assessment should be undertaken and an individual risk management plan will be put in place to ensure that other pupils are kept safe and that the pupil concerned does not become a target for malicious allegations.

3.9. The plan will be reviewed continuously and a date set for a follow-up evaluation with everyone concerned.

APPENDIX 7 – Dealing with disclosures made by a child

1. ADVICE FOR ALL MEMBERS OF STAFF

1.1. Hillside Primary School will take seriously any disclosures of abuse or neglect made by a pupil.

1.2. When dealing with disclosures we don't 'lead pupils', make suggestions about what may have happened or who may be responsible, and we don't investigate what is being disclosed.

1.3. However, it may not always be clear from what a pupil first tells us, whether we are dealing with a safeguarding issue or not, and therefore we may need to clarify what is being said.

1.4. **TED QUESTIONS** are open questions that we will use to clarify or get a little more information about what has happened, so that we can initiate the right response, intervention and support: -
   - **T**ell me what happened
   - **E**xplain to me what happened
   - **D**escribe what happened

1.5. When talking to pupils, we will take account of their age, understanding and preferred language, (which may not be English and therefore translation services might need to be sought;) and consider how a child with a disability may need support in communicating.

1.6. The following guidance should be followed:-

   - Listen to what is being said without displaying shock or disbelief.
   - Allow the child to talk freely.
   - Accept what is being said.
   - Do not ask direct or leading questions – use only open questions, if necessary, to clarify what is being said or how something has happened (TED questions above).
   - Reassure the child that what has happened is not their fault and that they have done the right thing in telling you.
   - Do not criticise the alleged perpetrator.
   - Do not make promises that you may not be able to keep.
   - Do not give your personal opinion.
   - Do not talk about your own personal experiences.
   - Do not promise confidentiality – it may be necessary to tell the DSL and to refer the child to Children's Social Care or inform the police.
   - Do not ask the child to write anything down (this may be seen as a statement, and we are not trained to take statements).
   - Explain what has to be done next and who has to be told – **see appendix 8** (over page)

- Inform the DSL without delay, using your agreed system/protocol. This may mean completing a hand written record of concern form or logging onto an electronic system, recording what's happened and sending it to your DSL. (A template record of concern form can be found on the LSCB website.)

1.7.   Dealing with a disclosure from a child and safeguarding issues can be stressful. Consider seeking support for yourself and discuss this with the DSL.

APPENDIX 8 – Action to be taken if you have a concern about a child

Action to be taken by:-	What action to take if you have concerns
Any member of staff (governor, volunteer, contractor, activity provider)	1. Discuss your concerns with the DSL Karen Schonau or in their absence, with the Deputy Jenny Rushton **as soon as possible, before the child leaves for the day.** <u>It is important that the child is not sent home at the end of the day without taking the right protective action.</u> 2. Complete the record of concern and pass/send it to the DSL. 3. If the DSL or deputy is not available, you can speak to another senior member of staff. However, if you are unsure if this is a safeguarding concern, please contact the Better Together Social Worker, Advice and Access Team or Education Lead. If a referral to the Safeguarding Referral Team is required (SRT) please make the referral (see below) 4. Inform the DSL about your consultation with SRT and what actions you have taken. Ensure all actions and decisions are recorded.
Action to be taken by:-	**If you are concerned that the child is at risk of significant harm (Level 4)**
DSL or Deputy DSL	<u>**CHILD AT RISK OF SIGNIFICANT HARM – SECTION 47**</u> **Use the SSSCB Threshold Guide to Levels of Need 2020 and if you are unsure** contact your Better Together social worker, Advice and Access team or/and your Education Lead for advice. 1. If the child is at **risk of significant harm (Section 47)** inform the family of your intention to refer to Children's Social Care, (SRT) and why (<u>unless</u> to do so would increase the risk of harm; hinder the prevention/detection of a serious crime; lead to an unjustified delay in making enquiries about allegations of significant harm.) ****With regards to Consent please refer to the SSSCB Threshold Framework 'Consent and Confidentiality' **** 2. Contact the Safeguarding Referral Team (235100 option 3) without delay. Ensure you have all relevant details to hand and provide as much information as you can about your concerns. 3. If you believe that the child is in immediate danger, or you suspect a crime has been committed, you must also contact the police immediately on 999.

	4. Confirm your referral by sending SRT a **Multi-agency Referral Form** (MARF) within 24 hours (on home page of LSCB website)
	5. <u>If SRT have not informed you within 1 working day, whether or not your referral has been accepted, contact them to ascertain their decision.</u>
	6. SRT may decide, in consultation with you, that the child's needs are at Level 2 or 3 and that the school is best placed to provide support. See Early Help over page.
	7. Record all your discussions and decision-making on the child protection record or system. Add this, and a copy of the MARF to the child's child protection file. (If the child does not have a stand-alone child protection file, you will need to create one.)
	8. Update/start the chronology. Continue to update the child's file and chronology as the investigation and resulting work continues.

Action to be taken by:-	**You do not think there is a risk of significant harm, but the child has highly complex needs and may be experiencing compromised parenting. Section 17 Child in Need (Level 4)**

DSL or Deputy DSL	**CHILD IN NEED – SECTION 17**
	
	Use the Guide to Levels of Need and if you are unsure contact your Better Together social worker, Advice and Access team or/and your Education Lead for advice.
	
	  1. Inform the family of your intention to refer to Children's Social Care, (SRT)
	
	    **With regards to Consent please refer to the SSSCB Threshold Framework 'Consent and Confidentiality' **
	
	  2. Complete a Multi-Agency Referral Form (MARF) and email the SRT team at <u>SRT.Referrals@stoke.gov.uk</u>. **NO TELEPHONE CALL IS REQUIRED.**
	
	  3. <u>If SRT have not informed you within 1 working day, whether or not your referral has been accepted, contact them to ascertain their decision.</u>
	
	  4. SRT may decide, in consultation with you, that the child's needs are at Level 2 or 3 and that the school is best placed to provide support. See Early Help below.
	
	  5. Record all your discussions and decision-making on the child protection record or system. Add this, and a copy of the MARF to the child's child protection file. (If the child does not have a stand-alone child protection file, you will need to create one.)

	6. Update/start the chronology. Continue to update the child's file and chronology as the investigation and resulting work continues
Action to be taken by:-	**You do not think there is a need for children social care to be involved but multi-agency support is required (Level 3)**
Early help champion **DSL or Deputy DSL** **Any staff member in conjunction with one of the above**	**1. You have used the SSSCB's Guide to Levels of Need 2020 , have completed an Initial Early Help Assessment but the family's needs are more complex and they would benefit from an early help assessment and multi-agency support. (Level 3)** 1. Identify the most appropriate person to discuss the reasons for the assessment, how it will benefit the child and family, and gain consent. 2. Register the Initial Early Help with the Early Help Coordinator on 231964 or early.help@stoke.gov.uk 3. Appoint a lead worker to complete the Early Help Assessment form with the parent/child. 4. Engage with other professionals who will help to provide the multi-agency support and intervention that is required by the family. Refer to Early Intervention Service where appropriate (using your initial early help as the referral.) 5. If the family refuses to consent, we will log this with the Early Help Coordinator, and we make a judgement about whether the needs of the child will escalate or the child will become unsafe without help.
Action to be taken by:-	**You do not think there is a need for children social care to be involved and we can meet the additional needs of the family (Level 2)**
Early help champion **DSL or Deputy DSL** **Any staff member in conjunction with one of the above**	**1. You have used the SSSCB's Guide to Levels of Need 2020 and believe that we (the school) are able to meet the additional needs of the child /family through the use of an Initial Early Help Assessment. (Level 2)** 2. We will undertake an Initial Early Help Assessment as a means of providing families with the help and support they need to prevent issues from escalating (and avoid involvement from Children's Social Care.) 3. Identify the most appropriate person to discuss the reasons for the assessment, how it will benefit the child and family, and gain consent. 4. Register the Initial Early Help with the Early Help Coordinator on 231964 or early.help@stoke.gov.uk 5. Appoint a lead worker to complete the Early Help Assessment form with the parent/child. 6. The lead worker will provide support in the school and/or refer the child / their family to the appropriate agency.

	7. If the family refuses to consent, we will log this with the Early Help Coordinator, and we make a judgement about whether the needs of the child will escalate

Role of the Lead Worker in Early Help

The most appropriate professional to undertake the (Initial) Early Help Assessment is someone who has regular contact with the child/ren and has a relationship with them and their family. An Early Help Assessment is a holistic approach in identifying a family's needs and the support that is necessary to address their presenting needs.

The Lead Worker will be responsible for:-
- undertaking the (Initial) Early Help Assessment with the family;
- ensuring that the (Initial) Early Help Assessment considers both the needs and strengths of all family members; engaging with other agencies and professionals to provide the support required that has been identified through the (Initial) Early Help Assessment; and
- co-ordinating the Early Help Plan with the family, ensuring there is no duplication and that the support is manageable for the family.

All agencies/professionals will be responsible for:-
- providing the support that it identified through the Early Help Assessment;
- being flexible about the duration and intensity of support provided based on the needs of the family;
- offering practical 'hands on' support;
- challenging family members where necessary, so that things can improve for them in the long term;
- not giving up on families easily and persisting, even when things are difficult.

APPENDIX 9 – Making a referral to Childrens Social Care

1.1. It will almost always be the DSL, Deputy DSL or another member of the senior leadership team that makes referrals into Children Social Care. However, all staff know how to make a referral should they need to, in the absence of SLT.

1.2. Referrals to Children Social Care are made initially **by telephone only** if the child is '**At risk of significant harm'** to the Safeguarding Referral Team (SRT) on 235100 during office hours and outside of office hours Emergency Duty Team on 234234. Referrals made under Section 17 Child in Need do not require a telephone call. Please refer by completing a MARF and emailing the SRT team at: SRT.Referrals@Stoke.gov.uk.

1.3. Before making the call, ensure that you have all of the information to hand so that you can provide detailed and accurate information and answer any questions.

1.4. **Give as much information as you can about the child and family, including:-**
   - Childs full name;
   - Parents names;
   - Full address and contact telephone number for parents;
   - Date of birth for the child;
   - Family's ethnic origin;
   - Does the child have a disability?
   - Are there any additional support needs? (Learning difficulties; communication needs)
   - Any information regarding the family composition; for example - other siblings in the household (how old and what school do they attend?) Who else lives at the house? Who usually looks after the child?
   - Do you have details of the GP or any other agencies involved with the family?

1.5. **Highlight the concerns with evidence:-**
   - What are your concerns?
   - What is the trigger for this referral?
   - What is your evidence?
   - Use the Guide to Levels of Need document to evidence your referral/concerns.

1.6. **Clarify that your information has been received and understood as intended.**

1.7. **Do the parents / carers have knowledge of this referral?**
   - What is their response likely to be if professionals undertake a home visit?
   - Are there any risks to staff?
   - Are there further risks to child if the parents are made aware of the referral?
   - Have they refused to give consent?

1.8. **Early Help Assessment Refusal?**

   - Has an Early Help Assessment been completed with the family? If so when?
   - Attach all assessment documentation where possible.

- Have the family refused an Early Help Assessment?

1.9. **Provide your details:**

- Your full name, job title and relationship to the child.
- Your contact details, including work mobile if you are unlikely to be in the office.

1.10 **Confirm your referral in writing within 24 hours on a Multi-Agency Referral Form (MARF)**

APPENDIX 10 – Information sharing and consent

(This can be found on the homepage of SCB website and is the same for Stoke and Staffordshire)

1.1.   Hillside Primary School are committed to working openly and honestly with parents, carers and other agencies in order to ensure that pupil's needs are met. It is essential that everyone working with children can confidently share information. This is necessary not only to safeguard and protect children from harm but also to work together to support families to improve outcomes for all.

1.2.   We may share information about parents, carers or children for investigations undertaken by Children's Social Care.

1.3.   We will exercise professional curiosity by proactively seeking out information as well as sharing it. This means checking with other professionals whether they have information, and speaking to pupils alone.

1.4.   The Data Protection Act 2018 is not a barrier to sharing information. It is there to ensure that personal information is managed in a sensible way and that a balance is struck between a person's privacy and public protection.

1.5.   We will share any concerns we have with parents at an early stage, unless this would put a child at greater risk or compromise an investigation. Parents must be clear that our responsibilities are for safeguarding and protecting children and that this involves sharing information about them with other professionals.

1.6.   **It is expected that we will seek the consent of parents or carers to make a referral to Children's Social Care** under s.17 Children's Act – **Child in Need**. If parents refuse to give consent but we decide to continue with the referral, we will make this clear to Children's Social Care when we contact them.

1.7.   Any decision to refer the pupil without the parents' consent will be recorded in the pupil's child protection file with a full explanation for the decision.

1.8.   **We do not need parents' consent to make a referral if we consider the child is in need of protection**, under s.47 Children's Act; although in most cases we will inform them of the child protection referral.

1.9.   **However we will not inform parents of referrals if we believe that:-**

- This would place the child or someone else at increased risk of harm;
- It would prejudice the prevention or detection of a crime, or lead to loss of evidence for a police investigation;
- It would lead to an unjustified delay in making enquiries into allegations of significant harm.

1.10. Any decision not to discuss concerns with a pupil's parents or carers will be recorded in the pupil's child protection file with a full explanation for the decision.

1.11. Consent is not necessary in cases where Children's Social Care are making child protection enquiries under section 47 of the Children Act 1989 and therefore when contacted by Childrens Social Care, we can comply with their requests for information without seeking consent. Staff members must record what information has been shared and why.

1.12. If we are in any doubt about the need to seek consent, we will seek advice from the 'Better Together' social worker, the Advice and Access team or Education Lead.

1.13. Keep a record of your decision to share information, with or without consent, and   the reasons for it. Remember also that it is just as important to keep a record of why you decided not to share information as why you did so.

2. **RECORD KEEPING**

2.1. Good record keeping is an important part of the school's accountability to pupils and their families and will help us in meeting our key responsibility to respond appropriately to welfare concerns about children.

2.2. Records should be factual, accurate, relevant, up to date and auditable. They should support monitoring, risk assessment and planning for children and enable informed and timely decisions about appropriate action to take.

2.3. The DSL will ensure that records are maintained appropriately for pupils with safeguarding concerns and stand-alone files are created and maintained in line with requirements of the above guidance.

3. **DISCUSSING CONCERNS WITH THE PUPIL, PARENTS OR CARERS**

3.1. Hillside Primary School are committed to working openly and honestly with parents and carers in order to ensure that their child's needs are met.

3.2. This means that in most cases, any concerns the school may have about a pupil, will be discussed with parents or carers. This is because parents and carers need to know when we are worried about their child, so that we can work together to address any issues or concerns.

3.3. **Professional curiosity** will be exercised by staff, particularly where there is a concern about a pupil. This means that staff may ask questions of the pupil, parents or carers in order to

clarify or ascertain the necessary facts to make a decision regarding what (if any) action to take.

3.4.   We will abide by the principles set out above regarding information sharing and consent. When we make the referral, we will agree with Children's Social Care what the pupil and parents will be told, by whom and when.

APPENDIX 11 – Working with parents and carers

1.1.   Hillside Primary School is committed to working in partnership with parents and carers to safeguard and promote the welfare of their child/ren and to support them to understand our statutory responsibilities in this area.

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

1.3.   When new pupils join our school, parents and carers will be informed that we have a safeguarding policy. A copy will be provided to parents on request and is available on the school website. Parents and carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to Children's Social Care or other agencies.

1.4.   We will abide by the principles of information sharing and consent as outlined in Appendix 11. A lack of parental engagement or agreement regarding the concerns the school has about a child will not prevent the Designated Safeguarding Lead making a referral to the Safeguarding Referral Team in those circumstances where it is appropriate to do so.

1.5.   In order to keep children safe and provide appropriate care for them, the school requires parents to provide accurate and up to date information regarding:

- Full names and contact details of all adults with whom the child normally lives;
- The relationship between the child and the adults (as private fostering arrangements must be referred into Children's Social Care.)
- Full names and contact details of all persons with parental responsibility (if different from above);
- Where reasonably possible, a minimum of two emergency contact details for responsible people to contact in the event that parents/carers cannot be contacted;
- Full details of any other adult authorised by the parent to collect the child from school (if different from the above).
- Any legal or criminal changes which effects parental responsibility e.g. Bail condition, court orders, MARAC arrangements (Multi-Agency Risk Assessment Conference).

1.6.   The School will retain this information on the pupil file. The school will only share information about pupils with adults who have parental responsibility for a pupil or where a parent has given permission and the school has been supplied with the adult's full details in writing.

1.7.   The school will share information with statutory agencies as outlined in appendix 11 and 13.

APPENDIX 12 – Childrens Social Care response

2. CHILDRENS SOCIAL CARE RESPONSES TO CONCERNS ABOUT A CHILD

2.1.   Once Children's Social Care has accepted our referral as needing a social-care-led response (Level 4 on the Guide to Levels of Need), a social work practitioner and their manager will evaluate the concerns to identify the sources and levels of risk and to agree what protective action may be necessary.

2.2.   The evaluation of concerns and risks involve deciding whether:-

- the child needs immediate protection and urgent action is necessary; or
- the child is suffering, or at risk of suffering, significant harm and enquiries need to be made under section 47 of the Children Act 1989; or
- the child is in need and should be assessed under section 17 of the Children Act 1989.

2.3.   We will cooperate with Children's Social Care and the police in any emergency action they take using their legal powers for immediate protection of the child.

2.4.   We will participate in any multi-agency discussions (strategy discussions), if invited to do so, and share information about the child and their family to plan the response to concerns.

2.5.   We will share information about the child and their family for section 47 enquiries and section 17 assessments undertaken by Children's Social Care.

2.6.   We will ensure that a relevant staff member participates in all initial and review child protection conferences, that we are invited to attend. The staff member will work together with other agencies to discuss the need for and agree to an outcome-focused child protection plan and will ensure that the child's wishes and views are considered in their own right.

2.7.   If we are members of the core group to implement a plan, we will ensure a relevant staff member participates in all core group meetings.

2.8.   We will ensure that we complete all actions allocated to us as part of the outcome-focused plan, whether a child protection plan or a child in need plan, in a timely way.

2.9.   We will continue to monitor pupils once their plans are ended to ensure that they are supported and kept safe.

2.10.   PROFESSIONAL CHALLENGE AND DISAGREEMENTS

2.11.   Hillside Primary School recognise that working with children and families, and in particular child protection work, can be stressful and complex, as well as involving uncertainty and strong feelings. To ensure that the best decisions are made for children, we need to be able to challenge one another's practice.

2.12.   We will promote a culture within our school that enables all staff members to raise, without fear of repercussions,   any concerns they may have about the management of child protection in the school. This may include raising concerns about decisions, actions and inactions by colleagues in respect of individual children.

2.13.   If necessary, staff members can speak with the Designated safeguarding lead, the head teacher, the chair of governors or with the Local Authority Designated Officer.

2.14.   Cooperation across agencies is crucial; professionals need to work together, using their skills and experience, to make a robust contribution to safeguarding children and promoting their welfare within the framework of discussions, meetings, conferences and case management.

2.15.   **If there are any professional disagreements with practitioners from other agencies, that the staff member involved has been unable to resolve informally, the DSL or the head teacher will raise concerns formally with the relevant agency's safeguarding lead in line with LSCB escalation policy**.

2.16.   The escalation policy can be found at the link below:-

http://www.safeguardingchildren.stoke.gov.uk/ccm/content/safeguarding-children/professionals-folder/procedure-manuals/g-appeals-and-disagreements.en

1.1. Hillside Primary School aim to provide a safe and supportive environment which secures the well-being and very best outcomes for pupils at our school.

1.2. We do recognise however, that sometimes the behaviour of adults may lead to an allegation of abuse being made.

1.3. Hillside Primary School follow the local Safeguarding Children Board procedures - Managing Allegations against Adults Working with Children and Young People :- http://www.safeguardingchildren.stoke.gov.uk/ccm/content/safeguarding-children/professionals-folder/procedure-manuals/d---cyp-specific-circumstances/

1.4. If an allegation is made, or information is received about an adult who works or volunteers in our school which raises concerns, the member of staff receiving the information should inform the Head teacher immediately.

1.5. Should an allegation be made against the Head teacher, this will be reported to the Chair of Governors.

1.6. In the event that neither the Head teacher nor Chair of governors is contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Head teacher or the Vice Chair of governors.

1.7. Any member of staff or volunteer who does not feel confident to raise their concerns with the Head teacher or Chair of governors can contact the Local Authority Designated Officer directly.

1.8. We also have a Whistle Blowing Policy which is accessible to all staff.

1.9. When a concern is raised about an adult in our school, the Head teacher (or other appropriate person, as above;) will seek advice from the Local Authority Designated Officer (LADO) at the earliest opportunity (and certainly within 1 working day.) No one will undertake further investigations until they receive advice from the LADO.

1.10. The Local Authority Designated Officer will convene a strategy meeting when there are concerns that a person in a position of trust 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 they may pose a risk of harm to children.*

1.11. We will work closely with Children's Social Care and the police, if they are involved, to support with any assessment or investigation as required.

1.12.   The staff member who is the subject of the allegation will be advised to contact their union, professional association or a colleague for support, (depending on the outcome of the strategy discussion/meeting with the LADO). HR will ensure that the staff member is provided with appropriate support, if necessary, through occupational health or welfare arrangements.

1.13.   If the LADO deems that the referral does not meet the criteria for his involvement, we may still undertake our own investigation into the alleged events and if necessary, invoke disciplinary procedures.

1.14.   The school has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person.

1.15.   If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and HR.

1.16.   **FOR INFORMATION** - The NSPCC whistleblowing helpline is also available for staff who do not feel able to raise concerns regarding child protection failures internally.

- Telephone free: - 0800 028 0285 (line is available from 8am to 8pm, Monday to Friday.)
- Email: help@nspcc.org.uk

APPENDIX 14 – Safer Recruitment

1.1.   Our school has robust recruitment and vetting procedures to help to deter, reject and prevent unsuitable people from working or volunteering within our school.

1.2.   Our job advertisements and application packs make explicit reference to the school's commitment to safeguarding children, including clear statements in the job description and person specification about the staff member's safeguarding responsibilities.

1.3.   We require evidence of original academic certificates.

1.4.   We do not accept testimonials and insist on taking up references prior to appointment.

1.5.   We will question the contents of application forms if we are unclear about them or if there are gaps in employment.

1.6.   All staff members who have contact with children, young people and families will have appropriate pre-employment checks (including Disclosure and Barring Service checks;) in line with Keeping Children Safe in Education; 2020

1.7.   At least one member on every short listing and interview panel will have completed safer recruitment training.

1.8.   We maintain a Single Central Register of all safer recruitment checks carried out in line with statutory requirements. Guest visitors will also be checked in line with statutory requirements and risk assessed robustly. The Governing Body will check the SCR on a regular basis and record accuracy and actions.

Staffordshire Police CSE Information Report

Gathering Intelligence about Child Sexual Exploitation

Staffordshire Police have devised a process by which agencies, parents, carers and young people can provide information about perpetrators. This is gathered and used in situations where there may be no evidence available or the victim is either unwilling or unable to provide a police statement. This occurs in the vast majority of cases of sexual exploitation. Therefore, the opportunity to provide intelligence means that the police can build a sufficient picture over a period of time and act upon it. This could potentially interrupt and disrupt criminal activity where young people are being exploited.

What to collect?

Information on child sexual exploitation includes details on: -

- Suspects – names, nicknames, addresses, dates if birth and descriptions of suspects of CSE
- Vehicles – registration numbers, partial registration numbers, make and model, colour and distinguishing features or marks of vehicles used by suspects
- Telephones – details of phone numbers and mobile phones used by suspects and details of any text messages of phone calls made by them or to them
- Locations – details of locations where offences have taken place or suspects/victims frequent
- Offences – details of criminal offences that have not been recorded by the police either because the victim has not been identified or the victim denies them or refuses to cooperate with the police
- Date and times – that incidents occurred or suspects or vehicles seen
- Links – between suspects, vehicles, locations and young people identified at risk of CSE

The more detailed and precise the information is the better the quality of intelligence. The intelligence forms are not to be used for the following:

- To report a crime
- To pass information to the police about a crime that is already being investigated
- To raise a child protection concern

Intelligence can be reported from 3 perspectives:

1. Disclosure by a Young Person at Risk

2. Incident Witnessed by a Professional

3. Information from another Person

Submit the completed intelligence form onto the Child Exploitation Team.

childexploitation@staffordshire.pnn.police.uk

If you do not have a secure e-mail facility, then please call CET on 101 ext 3604 to discuss

Please note – this form is **NOT** a referral form.

Agencies should refer to the CSE Policy Document Staffs Section 4Ha, S-o-T Section D14 and follow the process outlined.   Referrals should be made to First Response (Staffordshire) or the Safeguarding Referral Team (Stoke-on-Trent) or to the Police. This form is to collect intelligence only and may then be used to assist police in building a case.

Staffordshire Police – Child Sexual Exploitation Information Report

Date/Time of report:

Details of Professional submitting:

Name	
Post / Job Title	
Agency	
Contact Details	

Witnessed Incident		Professional		Member of the Public	

Details of Child/Young Person (if known):

Name	
Age	
Address	

If the information is from a 3rd party are they be willing to engage with the Police? Yes / No

Please provide information: Include as much detail as possible re names /descriptions /nicknames/ vehicle details/addresses etc.: