Safeguarding and Child Protection Policy

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Ratified by the School Local Governing Body	
Date	13/10/20
Signature	*E H Henry*
Name	Hannah Henry
Position	Chair of Governors
Policy Review Date	September 2021

C O N T E N T S

The Designated Safeguarding Leads (DSL) for Child Protection in this school are:

NAME: Rachel Kiziak (EHT) and Jenny Allen (DHT)

There should be a Deputy Designated Safeguarding Lead (DDSL) in the absence of the lead DSL.

The Deputy Designated Safeguarding Lead/s for Child Protection in this school are:

NAME: Sam Barrett (AHT & SENCo) and Kier Dicken (AHT)

The nominated governor for child protection is:

NAME   Carol Johnson

The overall Safeguarding Lead for Pathfinder Schools is the Chief Executive Officer Ann Davey, supported by the Chair of the Trust Board Safeguarding and Inclusion Committee Craig Charteris.

Safeguarding and promoting the welfare of children is defined as:

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

This Safeguarding and Child Protection Policy forms part of a suite of documents and policies which clearly identify the safeguarding responsibilities of Pathfinder Schools and its Academies. Staff should ensure that they have read and understood the below documents and their relationship to Safeguarding and Child Protection.

:
- Recruitment & Selection Policy
- Behaviour Policy
- Physical Intervention Policy
- Anti-Bullying Policy
- Code of Conduct
- Online safety Policy
- ICT Acceptable Usage Policy
- Preventing Radicalisation Policy
- Whistleblowing Policy
- Attendance Policy including procedures children missing from education procedures
- First Aid Policy including supporting children with medical needs procedures
- Health & Safety Policy
- Educational Visits Policy

The addendum regarding COVID-19 should also be noted based on the non-statutory guidance: covid-19-safeguarding-in-schools-colleges-and-other-providers. This supports Pathfinder Schools to

continue to have appropriate regard to Keeping Children Safe in Education (KCSiE)and keep children safe during the COVID-19 pandemic.

The role of Pathfinder Schools, the Trust Board and Local Governing Bodies

This policy has been prepared by Pathfinder Schools and has been ratified by the Trust Board and is reviewed annually, or more frequently as required.

Individual School Local Governing Bodies will appoint a safeguarding governor who will visit the school regularly and meet with the designated safeguarding lead. They will provide a report at each Local Governing Body meeting to support the trust and school in fulfilling its requirement to ensure that the school's arrangements for safeguarding are effective.

The Principal/Headteacher will report statutory safeguarding information to the trust in a format and frequency identified by the Pathfinder Schools CEO.

Purpose of a Child Protection Policy	To inform staff, parents/carers, volunteers and governors about the school's responsibilities for safeguarding children. To enable everyone to have a clear understanding of how these responsibilities should be carried out.
Northamptonshire Safeguarding Children's Partnership Inter-agency Child Protection and Safeguarding Children Procedures	The school follows the procedures established by the Northamptonshire Safeguarding Children's Partnership; a guide to procedure and practice for all agencies in Northamptonshire working with children and their families: www.northamptonshirescb.org.uk
School Staff, Supply/Agency Staff & Volunteers (Adults)	All individuals engaged by Pathfinder Schools staff have a responsibility to provide a safe environment in which children can learn. School and agency/supply staff and volunteers are particularly well placed to observe outward signs of abuse, changes in behaviour and failure to develop because they have daily contact with children. All individuals should receive appropriate safeguarding and child protection training which is regularly updated. In addition, safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), should be provided as required, but at least annually, to provide those engaged by the school/trust with relevant skills and knowledge to safeguard children effectively. This will ensure that they are knowledgeable and aware of their role in the early recognition of the indicators of abuse or neglect and of the appropriate procedures to follow. Temporary staff and volunteers will be made aware of the safeguarding policies and procedures by the Designated Safeguarding Lead Person or their designate, including the Safeguarding & Child Protection Policy,

Whistleblowing Policy and Code of Conduct as part of their induction.

Mission Statement

Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to when they have a worry or concern.

Establish and maintain an environment where school/supply staff and volunteers feel safe, are encouraged to talk and are listened to when they have concerns about the safety and well-being of a child.

Ensure children know that there are adults in the school whom they can approach if they are worried.

Ensure that children, who have additional/unmet needs are supported appropriately. This could include referral to early help services or specialist services if they are a child in need or have been / are at risk of being abused and neglected. Staff and Designated Safeguarding Lead/s (DSLs) will take into consideration the context of the needs and the appropriate support will be given based on the contextual safeguarding needs.

Consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.

Staff/supply/volunteers working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, individuals should always act in the interests of the child.

There are four main elements to our Safeguarding and Child Protection Policy:

Prevention (e.g. positive, supportive school atmosphere, teaching and pastoral support to pupils, safer recruitment procedures);

Protection (by following agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to Child Protection concerns);

Support (to pupils and school staff and to children who may have been abused, or are potentially under threat of abuse);

Working with parents (to ensure appropriate communications and actions are undertaken).

This policy applies to all staff, agency/supply staff, governors and visitors to the school. We recognise that safeguarding is the responsibility of **all** adults engaged by the school/trust. Pathfinder Schools ensures that all parents and other working partners are aware of our safeguarding and child protection policy by highlighting it in our school prospectuses and on our school websites, displaying appropriate information in our receptions and by raising awareness at meetings with parents.

Extended School Activities:

Where the Governing Body provides services or activities directly under the supervision or management of school staff, the school's arrangements for safeguarding will apply. Where services or activities are provided separately by another body, the Governing Body will seek assurance in writing that the body concerned has appropriate policies and procedures in place to safeguard and protect children and that there are arrangements to liaise with the school on these matters where appropriate.

Safeguarding Commitment

Pathfinder Schools and its Academies adopt an open and accepting attitude towards children as part of its responsibility for pastoral care. All adults engaged by the trust/school encourage children and parents to feel free to talk about any concerns and to see school as a safe place when there are difficulties. Children's fears and concerns will be taken seriously and children are encouraged to seek help from members of staff.

Pathfinder Schools and its Academies will therefore:

Establish and maintain an ethos where children feel secure and are encouraged to talk, and are always listened to;

Ensure that children know that there are adults in the school whom they can approach if they are worried or are in difficulty;

Include in the curriculum activities and opportunities for PSHE/Citizenship and Protective Behaviours which equip children with the skills they need to stay safe from abuse (including online), and to know to whom they can turn for help. This may include covering relevant issues for schools through Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) which will be compulsory from September 2020. Schools have flexibility to decide how they discharge their duties effectively within the first year of compulsory teaching and are encouraged to

take a phased approach (if needed) when introducing these subjects.

Provide opportunities to establish effective working relationships with parents and colleagues from other agencies;

Operate safer recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children, including references, Criminal Record and prohibition from teaching checks in line with the Pathfinder Schools Recruitment & Selection Policy.

The following areas are among those addressed in PSHE and in the wider curriculum in an age appropriate way:

Safeguarding in the Curriculum

Bullying/Cyber Bullying
Diversity Issues
Domestic Violence
Drug, alcohol and substance misuse
Online safety
Radicalisation
Fire and water Safety
Protective behaviours (including Sexual Harassment and Violence)
Road safety
Sexual exploitation of children
Sexting/peer on peer abuse
Stranger awareness
Healthy relationships

Implementation, Monitoring and Review of the Child Protection/ Safeguarding Policy

The Local Governing Body has delegated responsibility to the Principal/Headteacher for implementing this policy at school level, publishing it on their website and ensuring that all staff at the school, including supply staff and volunteers, are aware of and comply with it.

The policy will be reviewed annually by the Pathfinder Schools Trust Board and the Local Governing Body for each Academy. It will be implemented through the school's induction and training programme, and as part of day to day practice. Compliance with the policy will be monitored by the Local Governing Body through the appointed governor and committee. On a day to day basis compliance will be overseen by the Designated Safeguarding Lead Person for the Academy and through staff performance measures.

Information sharing

All Pathfinder Schools follow statutory guidance as set out in "Information sharing" – advice for practitioners providing safeguarding services to children, young people, parents and carers- July 2018.

2. STATUTORY FRAMEWORK

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

- The Children Act 1989
- The Children Act 2004
- Education Act 2002 (Section 175/157)
  Outlines that Local Authorities and School Governing Bodies have a responsibility to "ensure that their functions relating to the conduct of school are exercised with a view to safeguarding and promoting the welfare of children who are its pupils".
- Northamptonshire Safeguarding Children's Partnership Inter-agency Child Protection and Safeguarding Children Procedures
- Keeping Children Safe in Education (DfE, September 2020)
- Keeping Children Safe in Education: Part One - information for all school and college staff (DfE, September 2020) – APPENDIX 1
- Working Together to Safeguard Children (updated 2018)
- When to call the police
- The Education (Pupil Information) (England) Regulations 2008
- Sexual Offences Act (2003)
- Section 26, The Counter Terrorism and Security Act 2015 (PREVENT duty)
- Female Genital Mutilation Act 2003 (Section 74, Serious Crime Act 2015)
- What to do if you're worried a child is being abused - Advice for practitioners (March 2015)
- Information sharing - Advice for practitioners providing safeguarding services to children, young people, parents and carers - July 2018

Working Together to Safeguard Children (DfE 2018) requires each school to follow the procedures for protecting children from abuse which are established by the Northamptonshire Safeguarding Children's Partnership.

Schools are also expected to ensure that they have appropriate procedures in place for responding to situations in which:
(a) a child may have been abused or neglected or is at risk of abuse or neglect
(b) a member of staff or volunteer has behaved in a way that has, or may have harmed a child or that indicates they would pose a risk of harm.

3. THE DESIGNATED SAFEGUARDING LEAD PERSON

Local Governing Bodies are to ensure that the school designates an appropriate senior member of staff to take lead responsibility for child protection. The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety). This should be

explicit in the role holder's job description. This person should have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.

During term time the Designated Safeguarding Lead Person (DSL) and or a deputy/deputies (DDSL)will always be available (during school hours) for staff in the school to discuss any safeguarding concerns and individual arrangement for out of hours/out of term activities will be that all safeguarding leads are contactable by the Multi-Agency Safeguarding Hub (MASH) in school holidays and out of hours.

DSLs and Deputy DSLs will consider each individual concern (with the support of relevant staff) on a case by case basis and take into account the context of each incident/report. This is known as contextual safeguarding where by wider environmental factors present in a child's life will be considered when looking into their safety, welfare and any immediate threats. It is important to remember that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments. It is important to consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

This information will be provided as part of any referrals to social care to aid their assessments.

The broad areas of responsibility for the Designated Safeguarding Lead Person are found in *Annex B* of *"Keeping Children Safe in Education"* 2020. They are:

➢ **Managing referrals and cases**

• Refer all cases of suspected abuse or neglect to the Multi Agency Safeguarding Hub (MASH), Police (cases where a crime may have been committed) and to the Channel programme where there is a radicalisation concern. **Safeguarding Referrals must be made in one of the following ways:**

   ▪ By telephone contact to the Multi-Agency Safeguarding Hub (MASH): **0300 126 1000**

   ▪ By e-mail to: MASH@northamptonshire.gcsx.gov.uk

   ▪ By using the online referral form found at http://www.northamptonshirescb.org.uk/more/borough-and-district-councils/how-to-make-an-online-referral/

   ▪ In an emergency outside office hours, contact children's social care out of hours' team on 01604 626938 or the Police

   ▪ **If a child is in immediate danger at any time, left alone or missing, you should contact the police directly and/or an ambulance using 999.**

Multi-Agency Safeguarding Hub (MASH)

The Multi-Agency Safeguarding Hub (MASH) deals with referrals from professionals and members of the public who may have concerns about a child's welfare following contact with the helpline that is now also based in the Multi-Agency Safeguarding Hub. It makes the process of dealing with referrals quicker and more effective by improving the way county council: Children's social care,

Northamptonshire Fire and Rescue Service (NFRS), Youth Offending Service (YOS) and education, work alongside other partner agency colleagues including Northamptonshire police, Northamptonshire health partners, National Probation Service, and the East Midlands Ambulance Service (EMAS) to share information.

M.A.S.H are responsible for the following:

- Liaise with the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead to inform them of issues - especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations.

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

- Support staff who make referrals.

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

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

- Refer cases to the Channel programme and support other staff who do likewise

- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and

- Refer cases where a crime may have been committed to the Police as required.

➢ **Multi Agency Working**

- The designated safeguarding lead and any deputies should liaise with the three safeguarding partners and work with other agencies in line with: **Working Together to Safeguard Children** New safeguarding partners and child death review partner arrangements are now in place. Locally, the three safeguarding partners (the local authority; a clinical commissioning group for an area within the local authority; and the chief officer of police for an area) will make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs. It is especially important that schools understand their role in the three safeguarding partner arrangements. Governing bodies, proprietors and their senior leadership teams, especially their designated safeguarding leads, should make themselves aware of and follow their local arrangements. The three safeguarding partners have a shared and equal duty to work together to safeguard and promote the welfare of children. When to call the police should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do. See appendix 4

- As required, liaise with the "case manager" and the Designated Officer(s) (previously LADO) at the local authority for child protection concerns in cases which concern a staff member
- Liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs, or the named person with oversight for SEN and Senior Mental Health Leads) on matters of

safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies

- Act as a source of support, advice and expertise for all staff and those engaged by the school/trust

➢ **Training**

The Designated Safeguarding Lead and Deputy's should undergo formal training every two years. The DSL should also undertake Prevent awareness training. In addition to this training, their knowledge and skills should be refreshed, (for example via e-bulletins, meeting other DSL, or taking time to read and digest safeguarding developments), at least annually to:

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

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

3. Ensure each member of staff has access to and understands the Trusts Safeguarding and Child Protection Policy and procedures, especially new and part time staff. This also applies to agency/supply staff and volunteers.

4. Ensure that all staff:
   - understand what 'early help' is
   - understand what this looks like in their school
   - understand how to identify children in need of 'early help'
   - understand the difference between a 'concern' and 'immediate danger or at risk of harm'
   - Know the process for making a referral
   - Know what to do if a child makes a disclosure
   - Undergo Child Protection updates regularly and formal training annually.

5. Ensure that the school keeps a record of the children who are in receipt of Early Help

6. Be alert to the specific needs of children in need, those with special educational needs and young carers including online risks for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;

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

8. Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school

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

10. Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation

11. Understand the importance of information sharing, both within the school, and with the three safeguarding partners, other agencies, organisations and practitioners

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

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

- ➢ **Raising Awareness**

- The Designated Safeguarding Lead (DSL) should ensure the Trust/school's policies are known, understood and used appropriately.

- Ensure the Safeguarding and Child Protection Policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies and Pathfinder Schools regarding this.

- Ensure the Safeguarding and Child Protection Policy is available publicly and parents/carers are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.

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

- Help promote educational outcomes by sharing the information about the welfare, mental health, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff. Their role may include ensuring that the school and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

- Where children leave the school, the Designated Safeguarding Lead should ensure the file for safeguarding and any child protection information is sent to any new school as soon as possible but transferred separately from the main pupil file.

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

- Where appropriate Designated Safeguarding Leads should contact the receiving school prior to them starting of any safeguarding concerns so that appropriate support can be put in place when the child/children arrive.

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4. THE LOCAL GOVERNING BODY

Local Governing Bodies must ensure that they comply with their duties under legislation. They must also have regard to this guidance to ensure that the policies, procedures and training in their schools are effective and comply with the law at all times.

The responsibilities placed on governing bodies include:

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

- ensuring that an effective child protection policy is in place, together with a staff code of conduct

- ensuring staff and governors are provided with Part One of Keeping Children Safe in Education (DfE 2020 and Annex A and are aware of specific safeguarding issues

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

- appointing an appropriate senior member of staff to act as the Designated Safeguarding Lead. It is a matter for individual schools as to whether they choose to have one or more Deputy Designated Safeguarding Leads

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

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

- ensuring that children are taught about safeguarding in an age appropriate way

- ensuring appropriate filters and appropriate monitoring systems are in place to safeguard children from potentially harmful and inappropriate online material (additional information to support governing bodies and proprietors is provided in Annex C of **Keeping Children Safe in Education (DfE 2020**))

- nominating a senior governor who will take leadership responsibility for the school's safeguarding arrangements and keep up to date with appropriate and relevant safeguarding and child protection training for governing bodies

5. WHEN TO BE CONCERNED

A child centred and coordinated approach to safeguarding:

Safeguarding and promoting the welfare of children is **everyone's responsibility.** In order to fulfil this responsibility effectively, all professionals should make sure their approach is **child centred**. This means that they should consider, at all times, what is in the best interests of the child.

Schools and their staff form part of the wider safeguarding system for children. This system is based on the principle of providing help for families to stay together where it is safe for the children to do so, and looking at alternatives where it is not, whilst acting in the **best interests** of the child at all times.

Children who may require early help:

All staff, including volunteers and agency/supply staff should be aware of the **early help process**, and understand their role in identifying emerging problems, sharing information with other professionals to support early identification and assessment of a child's needs. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. This also includes staff monitoring the situation and feeding back to the Designated Safeguarding Lead Person any ongoing/escalating concerns so that consideration can be given to a referral to Children's Services if the child's situation does not appear to be improving.

Early Help Links:
- Follow this link: www.northamptonshirescb.org.uk/social-care/early-help/
  to access Northamptonshire's information and support for professionals regarding Early Help.

- Early Help Co-ordinator: www.northamptonshire.gov.uk/earlyhelp

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

- **Children with a disability and/or specific additional needs.**

- **Children with special educational needs.**

- **Children who are acting as a young carer.**

- **Children who are showing signs of engaging in anti-social or criminal behaviour.**

- **Children who frequently go missing.**

- **Children who could be at risk of modern slavery, trafficking or exploitation or at risk of being radicalised.**

- **Children in private fostering situation or who have returned to the family home after being in care.**

- **Children whose family circumstances present challenges, such as substance abuse, adult mental health or learning disability, domestic violence, homelessness, parent in prison.**

- **Children who are showing early signs of abuse and/or neglect.**

- **Children who are exhibiting signs of mental health problems.**

Staff and those engaged by the school should be aware of the main categories of maltreatment: **physical abuse, emotional abuse, sexual abuse and neglect**. They should also be aware of the indicators of maltreatment and **specific safeguarding issues** so that they are able to identify cases of children who may be in need of help or protection.

See Appendix 3 of this policy for information on indicators of abuse and Appendix 1 for specific safeguarding issues.

Children with special educational needs and disabilities:
Additional barriers can exist when recognising abuse and neglect in this group of children.
This can include:
- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate

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

Directory of Services for Children with Disabilities:
http://www3.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer/local-government-department/2607-disabled-childrens-service-ncc

Northamptonshire's Local Offer:
http://www3.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer

Mental Health

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. However, adults engaged by the school, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that individuals are aware of how these children's experiences, can impact on their mental health, behaviour and education. If colleagues have a mental health concern about a child that is also a safeguarding concern they should report this to the DSL.

Useful publications:
Preventing and Tackling Bullying
mental health and behaviour in schools
promoting children and young peoples emotional health and wellbeing

Peer on peer abuse

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

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

- Whether there is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- Whether the perpetrator has repeatedly tried to harm one or more other children; or

- Whether there are concerns about the intention of the alleged perpetrator.

Peer on peer abuse can manifest itself in many ways and different gender issues can be prevalent. Severe harm may be caused to children by abusive and bullying behaviour of other children, which may be physical such as hitting, kicking, shaking, biting, hair pulling, sexual or emotional and can include gender based violence/sexual assaults, including upskirting (this typically involves photographing under a person's clothing in order to view the their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm), sexting, teenage relationship abuse, peer-on-peer exploitation, serious youth violence, initiation/hazing type violence and rituals sexual bullying or harmful sexual behaviour, sexual violence of sexual harassment.

Guidance on responding to and managing sexting incidents as well as other information on online safety can be found at:
http://www.northamptonshirescb.org.uk/health-professionals/safeguarding-topics/esafety/

This includes a link to the document: *Sexting in Schools and Colleges: Responding to Incidents and Safeguarding Young People UK Council for Child Internet Safety*

In order to minimise the risk of peer on peer abuse the school:
- Provides a developmentally appropriate PSHE/RSHE curriculum which develops students understanding of acceptable behaviour and keeping themselves safe.
- Have systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued.
- Develop robust risk assessments where appropriate.
- Have relevant policies in place (e.g. behaviour policy).

Adults should recognise that children are capable of abusing their peers and should not be tolerated or passed off as "banter" "Just having a laugh" or "part of growing up".

Serious Violence

Adults should be aware of indicators, which may signal that children area 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 involve with, individuals associated with criminal networks or gangs.
Advice for schools is provided in the home offices 'Preventing youth violence and gang involvement' and its 'Criminal exploitation of children and vulnerable adults - county lines' guidance:

https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines

Child on child sexual violence and sexual harassment

Governing bodies and Pathfinder Schools are aware of the detailed government advice that is available to support schools in this area. The advice is available here: https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges and includes, what sexual violence and sexual harassment look like, important context to be aware of, related legal responsibilities for schools and advice on a whole school approach to preventing child on child sexual violence and sexual harassment.

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. Pre-planning, effective training and effective policies will provide schools with the foundation for a calm, considered and appropriate response to any reports.

The school initial response to a report from a child is important. It is essential that **all** victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

• the victim, especially their protection and support;

• the alleged perpetrator; and

• all the other children (and, if appropriate, adult students and staff) at the school, especially any actions that are appropriate to protect them;

The designated safeguarding lead (or a deputy) should ensure they are engaging with children's social care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required.

It is important that schools consider every report on a case-by-case basis as per Section 3 of this document. When to inform the alleged perpetrator will be a decision that should be carefully considered. Where a report is going to be made to children's social care and/or the police, then, as a general rule, the school should speak to the relevant agency and discuss next steps and how the alleged perpetrator will be informed of the allegations.

Schools need to consider whether an allegation can be managed internally, through early help interventions or children's social care.

6. DEALING WITH A DISCLOSURE

If a child discloses that they have been abused in some way, the adult should:

- Listen to what is being said without displaying shock or disbelief

- Accept what is being said

- Allow the child to talk freely

- Reassure the child, but not make promises which it might not be possible to keep

- Never promise a child that they will not tell anyone - as this may ultimately not be in the best interests of the child.

- Reassure him or her that what has happened is not his or her fault

- Stress that it was the right thing to tell

- Listen, only asking questions when necessary to clarify

- Not criticise the alleged perpetrator

- Explain what has to be done next and who has to be told

- Make a written record (see Record Keeping)

- Pass the information to the Designated Senior Person without delay.

Support for pupils

Pathfinder Schools recognise that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and view the world in a positive way. For such children school may be one of the few stable, secure and predictable aspects of their lives. Other children may be vulnerable because, for instance, they have a disability, are in care, or are experiencing some form of neglect. We will actively seek to provide such children with the necessary support and to build their self-esteem and confidence. The child's wishes and feelings should be taken into account and considered carefully where possible.

Our school's recognise that children sometimes display abusive behaviour and that such incidents must be referred on for appropriate support and intervention.

Complaints or concerns raised by pupils will be taken seriously and followed up in accordance with the trust's complaints process.

Support for Staff/ adults

Dealing with a disclosure from a child, and safeguarding issues can be stressful. The adult who received the disclosure may consider seeking their own support and should discuss this with the Designated Safeguarding Lead.

If a disclosure about potential harm caused by another adult engaged by the school/trust, they should see section 11 of this policy – *Allegations involving school staff/volunteers.*

For referrals regarding adults in education and other information on the role of the Designated Officer (formerly LADO) follow the link below:

https://www.northamptonshire.gov.uk/councilservices/children-families-education/help-and-protection-for-children/protecting-children-information-for-professionals/Pages/report-a-concernt-about-an-adult-working-with-children-and-young-people.aspx

7. RECORD KEEPING

All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing, either by paper or electronic means. If in doubt about recording requirements staff should discuss with the Designated Safeguarding Lead.

When a child has made a disclosure, the adult should:

- Record as soon as possible after the conversation. Use the school record of concern sheet wherever possible. **These forms can be found in both school offices and in the PSA room.**

- Not destroy the original notes in case they are needed by a court

- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child

- Draw or indicate on a diagram the position of any injuries

- Record statements and observations rather than interpretations or assumptions

All records need to be given to a Designated Safeguarding Person promptly. No copies should be retained by the member of staff or volunteer.

A Designated Safeguarding Person will ensure that all safeguarding records are managed in accordance with the Education (Pupil Information) (England) Regulations 2005.

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

8. CONFIDENTIALITY AND INFORMATION SHARING

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

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

- If a child makes a disclosure and requests that the information is kept secret, it is important that the adult tells the child in a manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality as this may ultimately not be in the best interests of the child instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe.
- Adults who receive information about children and their families in the course of their work/engagement should share that information only within appropriate professional contexts.

- Information sharing is vital in identifying and tackling all forms of abuse and neglect. GDPR does not prevent, or limit, the sharing of information for the purposes of keeping children safe. Lawful and secure information sharing between schools, Children's Social Care, and other local agencies, is essential for keeping children safe and ensuring they get the support they need.

The Data Protection Act 2018 introduced 'safeguarding' as a reason to be able to process sensitive, personal information, even without consent (DPA, Part 2, 18; Schedule 8, 4)

- When Designated Safeguarding Leads in schools are considering whether, or not, to share safeguarding information (especially with other agencies) the school will record who they are sharing that information with and for what reason. If we have taken a decision not to seek consent from the data subject and/or parent/carer that should also be recorded within the safeguarding file. All relevant information can be shared without consent if to gain consent would place a child at risk. Fears about sharing information **must not be allowed** to stand in the way of promoting the welfare and protecting the safety of children. As with all data sharing, appropriate organisational and technical safeguards should still be in place.

The Working Together on Safeguarding Children (2018) statutory guidance states the following:

1. Effective sharing of information is essential for early identification of need, assessment, and service provision to keep children safe.

2. All professionals responsible for children should be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to local authority children's social care (e.g. they are being supported as a child in need or have a child protection plan). You should be alert to sharing important information about any adults with whom that child has contact, which may affect the child's safety or welfare.

3. Information sharing is also essential for the identification of patterns of behaviour when a child has gone missing, when multiple children appear associated to the same context or locations of risk, or in relation to children in the secure estate where there may be multiple local authorities involved in a child's care.

4. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children, which must always be the paramount concern.

To ensure effective safeguarding arrangements it is important:

- To have arrangements in place that set out clearly the processes and the principles for sharing information. The arrangement should cover how information will be shared within your own organisation/agency; and with others who may be involved in a child's life

- That all professionals responsible for children should not assume that someone else will pass on information that they think may be critical to keeping a child safe. If an individual has concerns about a child's welfare and considers that they may be a child in need or that the child has suffered or is likely to suffer significant harm, then they should share the information with local authority children's social care and/or the police. Individuals should be particularly alert to the importance of sharing information when a child moves from one school to another, due to the risk that knowledge pertinent to keeping a child safe could be lost.

- That you aim to gain consent to share information, but should be mindful of situations where to do so would place a child at increased risk of harm. Information may be shared without consent if you have good reasons to do so, and believe that the sharing the information will enhance the safeguarding of a child in a timely manner. When decisions are made to share or withhold information, you should record who has been given the information and why.

Further details on information sharing can be found:
Working Together to Safeguard Children

safeguarding-practitioners-information-sharing-advice
Information Commissioners Office
data-protection-toolkit-for-schools

9. SCHOOL PROCEDURES

Please see Appendix 3: What to do if you are worried a child is being abused flowchart.

If any adult engaged by the school/trust is concerned about a child, they must inform a Designated Safeguarding Lead or Deputy. The Designated Safeguarding Lead or Deputy will decide whether the concerns should be referred to Children's Services. If it is decided to make a referral to Children's Services this will be discussed with the parents, unless to do so would place the child at further risk of harm.

Whilst it is the DSLs role to make referrals, **any adult engaged by the school** can make a referral to Children's Services. If a child is in immediate danger or is at risk of harm (e.g. concern that a family might have plans to carry out FGM), a referral should be made to Children's Services and/or the Police immediately. Where referrals are not made by the DSL, the DSL should be informed as soon as possible.

If a **teacher** (persons employed or engaged to carry out teaching work at schools and other institutions in England), in the course of their work in the profession, discovers that an act of Female Genital Mutilation (FGM) appears to have been carried out on a girl under the age of 18 **the teacher must report** this to the police after informing the Designated Safeguarding Lead. **This is a mandatory reporting duty.** See Appendix 1- Keeping Children Safe in Education (DfE 2020): Annex A page 80 for further details.

The individual must record information regarding the concerns on the same day. The recording must be a clear, precise, factual account of the observations. Particular attention will be paid to the attendance and development of any child about whom the school has concerns, or who has been identified as being the subject of a child protection plan and a written record will be kept.

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

The Designated Safeguarding Lead is responsible for making the senior leadership team aware of trends in behaviour that may affect pupil welfare. If necessary, training will be arranged.

10. COMMUNICATION WITH PARENTS/CARERS

Schools within Pathfinder Schools will ensure the Child Protection Policy is available publicly either via the school website or by other means.

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

- The behavioural response it prompts e.g. a child being subjected to abuse,

maltreatment or threats/forced to remain silent if alleged abuser informed;

- Leading to an unreasonable delay;

- Leading to the risk of loss of evidential material.

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

Ensure that parents have an understanding of the responsibilities placed on the school and staff for safeguarding children.

11. ALLEGATIONS INVOLVING SCHOOL STAFF/SUPPLY STAFF AND VOLUNTEERS

An allegation is any information which indicates that a member of staff/supply staff/volunteer may have:
- Behaved in a way that has, or may have harmed a child

- Possibly committed a criminal offence against/related to a child

- Behaved towards a child or children in a way which indicates she/he would pose a risk of harm if they work regularly or closely with children

- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

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

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

- All adults should feel able to raise concerns about poor or unsafe practice and potential failures in the school or Pathfinder Schools setting's safeguarding arrangements.

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

If individuals have concerns about an adult engaged by the Trust/School this should be referred to the Headteacher/Principal/Principal, in their absence the Deputy Headteacher/Principal/ Vice-Principal. Where there are concerns about the Headteacher/Principal/Principal, this should be referred to the Chair of Governors.

The Chair of Governors in this school is:

NAME: Hannah Henry

In the absence of the Chair of Governors, the Vice Chair should be contacted. The Vice Chair in this school is:

NAME: Carol Johnson

In the event of allegations of abuse being made against the Headteacher/Principal/Principal, or where an individual feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, allegations should be reported directly to the Designated Officer (formerly LADO). Individuals may consider discussing any concerns with the Designated Safeguarding Lead Person if appropriate make any referral via them. (See Keeping Children Safe in Education: Part Four, DfE 2020, for further information).

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

Actions to be taken include making an immediate written record of the allegation using the informant's words – including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be signed, dated and immediately passed on to the Headteacher/Principal/Principal. The recipient of an allegation must **not** unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.

The Headteacher/Principal/Principal/Chair of Governors will not investigate the allegation itself, or take written or detailed statements, but will assess whether it is necessary to refer the concern to the Designated Officer (formerly LADO):

Multi-Agency Safeguarding Hub: **0300 126 1000**

Designated Officers (formerly LADO): doreferral@northamptonshire.gov.uk

For referrals regarding adults in education and other information on the role of the Designated Officer (formerly LADO) follow the link below:

https://www.northamptonshire.gov.uk/councilservices/children-families-education/help-and-protection-for-children/protecting-children-information-for-professionals/Pages/report-a-concern-about-an-adult-working-with-children-and-young-people.aspx

If the allegation meets any of the three criteria set out at the start of this section, contact should always be made with the Designated Officer (formerly LADO) without delay. There must be procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned. **This is a legal duty and failure to refer when the criteria are met is a criminal offence.**

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

The Headteacher/Principal/Principal should, as soon as possible, **following briefing** from the Designated Officer inform the subject of the allegation.

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

- Multi-Agency Safeguarding Hub: **0300 126 1000**

- NSPCC whistle blowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: **0800 028 0285** – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: **help@nspcc.org.uk** Guidance is provided by following the link: https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/

Supply Staff

In some circumstances schools will have to consider an allegation against an individual not directly employed by them e.g. supply staff. Whilst Pathfinder Schools are not the employer of supply teachers, they should ensure allegations are dealt with properly. In no circumstances should a school decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome.

A nominated individual (Chair of Governors/Headteacher/Principal/Principal/Business Manager/HR representative should discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation. Agencies should be fully involved and co-operate in any enquiries from the Designated Officer, police and/or children's social services.

The school will usually take the lead because agencies do not have direct access to children or other school colleagues, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the Designated Officer as part of the referral process.

Supply teachers, whilst not directly employed by Pathfinder Schools, are under the supervision, direction and control of the governing body and trust when working in the school. They should be advised to contact their trade union representative if they have one, or a colleague for support. The allegations management meeting which is often arranged by the Designated Officer should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are taken into account by the school during the investigation. When using an agency, schools should inform the agency of its process for managing allegations. This should include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about its policies.

Safer working practice

To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the staff handbook/school code of conduct/staff behaviour policy and Safer Recruitment Consortium Document ***Guidance for safer working practice for those working with children and young people in education settings (April 2020):*** https://www.saferrecruitmentconsortium.org/GSWP%20COVID%20addendum%20April%202020%20final-2.pdf

The document seeks to ensure that the responsibilities of school leaders towards children and staff are discharged by raising awareness of illegal, unsafe, unprofessional and unwise behaviour. This includes guidelines for staff on positive behaviour management in line with the ban on corporal punishment **(**School Standards and Framework Act 1998**).** Please see the school's behaviour management policy for more information.

<u>Useful Links:</u>

NSCB
http://www.northamptonshirescb.org.uk/

NSCB Schools
http://www.northamptonshirescb.org.uk/schools/

National Society for Prevention of Cruelty to Children (NSPCC):
http://www.nspcc.org.uk/
0808 800 5000

Childline:
https://www.childline.org.uk/
0800 1111

Childnet:
https://www.childnet.com/resources/cyberbullying-guidance-for-schools

Child Exploitation and Protection (CEOP):
http://ceop.police.uk/
0870 000 3344

Threshold and Pathways:
http://www.northamptonshirescb.org.uk/

Early Help – Request for Services Early Help Coordinator:
www.northamptonshire.gov.uk/earlyhelp

Multi-agency referral form download at:
http://www.northamptonshirescb.org.uk/

Further information can be found at:

Bullying and Cyber-Bullying - see the definitions, links to NSCB policies and procedures, ICT acceptable use policies and NSPCC resources.

Children Missing Education - the relationship between CSE and children missing from school, short and longer term risks, together with related policies and procedures.

Domestic Abuse Notification Scheme - see details and briefings on the Domestic Abuse Notification Scheme for Schools. Also includes frequently asked questions about the scheme.

Online Safety

How safe are you and your children online? Information on how to protect yourself online. As schools increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate online material. As such, governing bodies and proprietors should ensure appropriate filters and appropriate monitoring systems are in place. Also the DfE guidance on to teach online safety in schools: https://www.gov.uk/government/publications/teaching-online-safety-in-schools
https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19

Safe video conferencing

https://www.ncsc.gov.uk/guidance/video-conferencing-services-security-guidance-organisations
https://swgfl.org.uk/resources/safe-remote-learning/

Female Genital Mutilation (FGM) - the definition and update on the Serious Crime Act 2015.

Gangs - the definition, risks and indicators of young people entering gangs are included in the policy: Children Affected by Gang Activity and Serious Youth Violence.

Head lice and nits - guidance for schools about tackling head lice and how persistent failure to treat a child for head lice could indicate other welfare issues.

Mental health - schools can use the MindEd online learning tool and the Ask Normen information resources to support students/pupils that may be suffering mental health issues.

Neglect - the definition of neglect, link to the NSCB Neglect Policies and Procedures.

Private Fostering - definition and action to be taken when a child/young person is living with someone who is not a close family member.

Radicalisation and Violent Extremism - vulnerabilities, indicators of involvement and online safety are included in the policy 'Supporting Young People Vulnerable to Violent Extremism and Radicalisation'.

Resistant Families / Disguised Compliance - information for professional experiencing resistant families or working with disguised compliance.

Young Carers Needs Assessment - new regulations and how to notify about Young Carers

The Northamptonshire Safeguarding Children's Partnership website: http://www.northamptonshirescb.org.uk/ provides further information on

Honour Based Abuse (HBA)
Child Sexual Exploitation (CSE)
Inter Personal Violence (IPV)
Forced Marriage (FM)

APPENDIX 1: KEEPING CHILDREN SAFE IN EDUCATION (DfE 2020)
Part One: Information for all school and college staff
Annex A: Further information

Guidance will commence 3 September 2019

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All staff should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This should include:

• the child protection policy;

• the behaviour policy;

• the staff behaviour policy (sometimes called a code of conduct);

• the safeguarding response to children who go missing from education; and

• the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

The DfE have published guidance on Children Missing from Education September 2016: https://www.gov.uk/government/publications/children-missing-education

It is **essential** that **all** staff have access to this online document and read Part 1 and Annex, which provides further information on:

- Children and the court system
- Children missing from education
- Children with family members in prison
- Child sexual exploitation
- Child criminal exploitation: county lines
- Domestic abuse
- Homelessness
- So-called 'honour-based' abuse
- Preventing radicalisation
- Peer on peer abuse
- Serious violence
- Sexual violence and sexual harassment between children in schools and colleges
- Upskirting
- Additional advice and support

This is to assist staff to understand and discharge their role and responsibilities as set out in this guidance.

Staff will be asked to sign to say they have read these sections (please see Appendix 2) and will subsequently be re-directed to these online documents again should any changes occur.
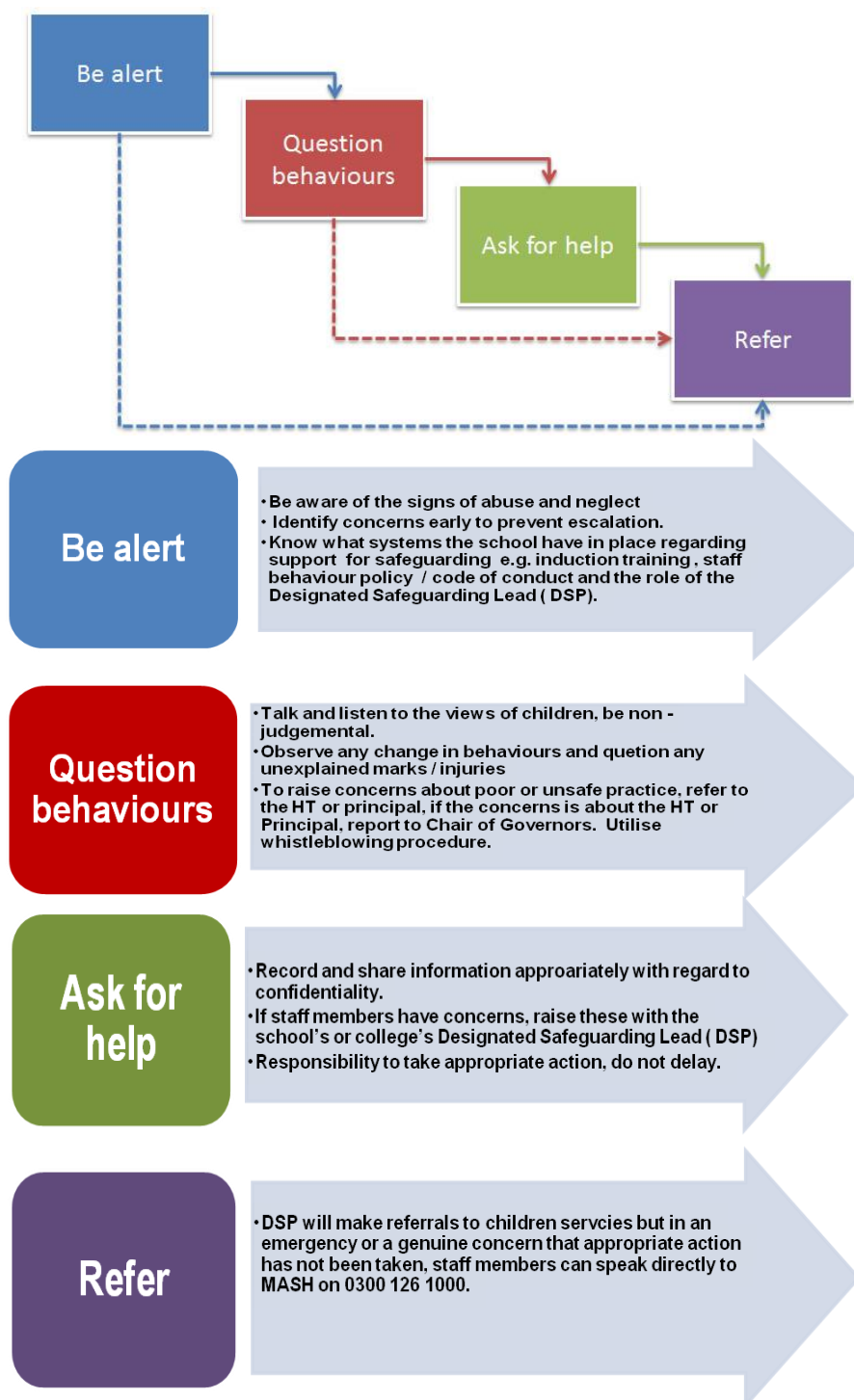
The Headteacher/Principal is responsible for retaining evidence that confirms staff understanding of part one and the bullet points above.

Link to Keeping Children Safe in Education:
file://melon/staffdata$/adavey/Documents/anns%20docs/Child%20Protection/Changes%20KCSiE%202020/Keeping_children_safe_in_education_2020.pdf

Be alert

Question behaviours

Ask for help

Refer

Be alert
- Be aware of the signs of abuse and neglect
- Identify concerns early to prevent escalation.
- Know what systems the school have in place regarding support for safeguarding e.g. induction training, staff behaviour policy / code of conduct and the role of the Designated Safeguarding Lead (DSP).

Question behaviours
- Talk and listen to the views of children, be non - judgemental.
- Observe any change in behaviours and quetion any unexplained marks / injuries
- To raise concerns about poor or unsafe practice, refer to the HT or principal, if the concerns is about the HT or Principal, report to Chair of Governors. Utilise whistleblowing procedure.

Ask for help
- Record and share information approoriately with regard to confidentiality.
- If staff members have concerns, raise these with the school's or college's Designated Safeguarding Lead (DSP)
- Responsibility to take appropriate action, do not delay.

Refer
- DSP will make referrals to children servcies but in an emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to MASH on 0300 126 1000.

The framework for understanding children's needs:
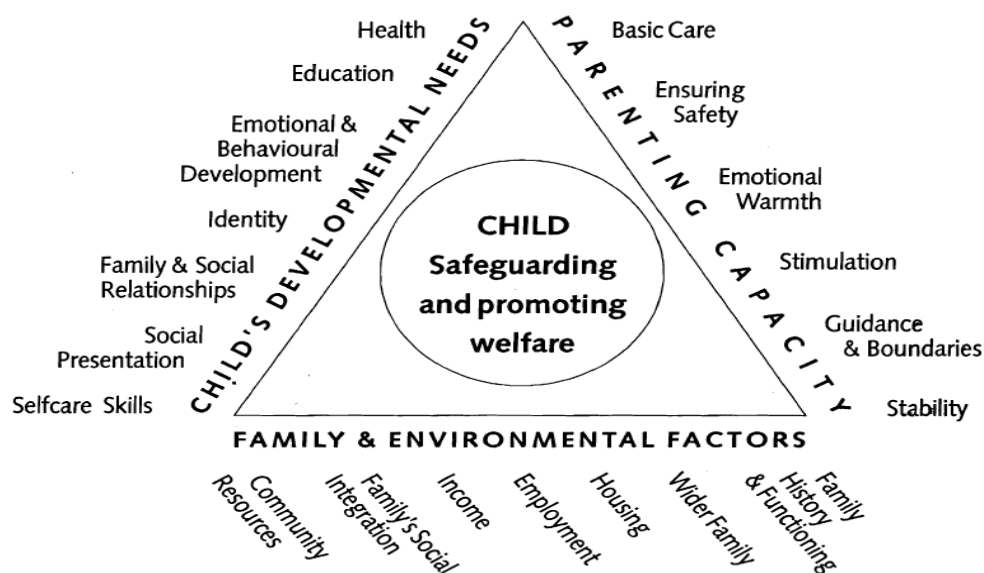
Working Together to Safeguard Children (DFE, 2018 Pg 28)

Physical abuse	
Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.	
Child	
Bruises – shape, grouping, site, repeat or multiple	Withdrawal from physical contact
Bite-marks – site and size Burns and Scalds – shape, definition, size, depth, scars	Aggression towards others, emotional and behaviour problems
Improbable, conflicting explanations for injuries or unexplained injuries	Frequently absent from school
Untreated injuries	Admission of punishment which appears excessive
Injuries on parts of body where accidental injury is unlikely	Fractures
Repeated or multiple injuries	Fabricated or induced illness
Parent	**Family/environment**
Parent with injuries	History of mental health, alcohol or drug misuse or domestic violence.

Evasive or aggressive towards child or others	Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Explanation inconsistent with injury	Marginalised or isolated by the community.
Fear of medical help / parents not seeking medical help	Physical or sexual assault or a culture of physical chastisement.
Over chastisement of child	

Emotional abuse	
Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, not giving the child opportunities to express their views, 'making fun' of what they say or how they communicate - hearing the ill-treatment of another and serious bullying (including cyber bullying).	
Child	
Self-harm	Over-reaction to mistakes / Inappropriate emotional responses
Chronic running away	Abnormal or indiscriminate attachment
Drug/solvent abuse	Low self-esteem
Compulsive stealing	Extremes of passivity or aggression
Makes a disclosure	Social isolation – withdrawn, a 'loner' Frozen watchfulness particularly pre school
Developmental delay	Depression
Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)	Desperate attention-seeking behaviour
Parent	**Family/environment**
Observed to be aggressive towards child or others	Marginalised or isolated by the community.
Intensely involved with their children, never allowing anyone else to undertake their child's care.	History of mental health, alcohol or drug misuse or domestic violence.
Previous domestic violence	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
History of abuse or mental health problems	Past history in the care of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Mental health, drug or alcohol difficulties	Wider parenting difficulties
Cold and unresponsive to the child's emotional needs	Physical or sexual assault or a culture of physical chastisement.
Overly critical of the child	Lack of support from family or social network.

Neglect
Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Child	
Failure to thrive - underweight, small stature	Low self-esteem
Dirty and unkempt condition	Inadequate social skills and poor socialisation
Inadequately clothed	Frequent lateness or non-attendance at school
Dry sparse hair	Abnormal voracious appetite at school or nursery
Untreated medical problems	Self-harming behaviour
Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold	Constant tiredness
Swollen limbs with sores that are slow to heal, usually associated with cold injury	Disturbed peer relationships
Parent	**Family/environment**
Failure to meet the child's basic essential needs including health needs	Marginalised or isolated by the community.
Leaving a child alone	History of mental health, alcohol or drug misuse or domestic violence.
Failure to provide adequate caretakers	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Keeping an unhygienic dangerous or hazardous home environment	Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Unkempt presentation	Lack of opportunities for child to play and learn
Unable to meet child's emotional needs	Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals
Mental health, alcohol or drug difficulties	

Sexual abuse	
Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact or non-contact activities, such as involving children in looking at sexual images or being groomed on line / child exploitation.	
Child	
Self-harm - eating disorders, self-mutilation and suicide attempts	Poor self-image, self-harm, self-hatred
Running away from home	Inappropriate sexualised conduct
Reluctant to undress for PE	Withdrawal, isolation or excessive worrying
Pregnancy	Sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
Inexplicable changes in behaviour, such as becoming aggressive or withdrawn	Poor attention/concentration (world of their own)
Pain, bleeding, bruising or itching in genital and /or anal area	Sudden changes in school work habits, become truant
Sexually exploited or indiscriminate choice of sexual partners	

Parent	Family/environment
History of sexual abuse	Marginalised or isolated by the community
Excessively interested in the child	History of mental health, alcohol or drug misuse or domestic violence
Parent displays inappropriate behaviour towards the child or other children	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Conviction for sexual offences	Past history in the care of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Comments made by the parent/carer about the child	Grooming behaviour
Lack of sexual boundaries	Physical or sexual assault or a culture of physical chastisement.

Definitions of Abuse *(from 'Keeping Children Safe in Education' 2020)*

What is Child Abuse?

"A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet) They may be abused by an adult or adults or another child or children."

Physical Abuse

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

Emotional Abuse

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

Sexual Abuse

Sexual Abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (e.g. rape or oral sex) or non-penetrative acts such as masturbation, rubbing or touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the

production of sexual images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can commit sexual abuse, as can other children.

Neglect

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

- provide adequate food and clothing, 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 takers); or
- ensure access to appropriate medical care or treatment.

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

Support for assessing, monitoring and measuring changes with a family can be made using the Northamptonshire SCB Neglect Toolkit:

http://www.northamptonshirescb.org.uk/about-northamptonshire-safeguarding-children-board/publications/neglect-tookit/

Signs of Abuse in Children:

The following non-specific signs may indicate something is wrong:
- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour
- Child Sexual Exploitation

Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:
- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred.
In an abusive relationship the child may:
- Appear frightened of the parent/s
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:
- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child

- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse - all children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.
- Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

Recognising Physical Abuse

The following are often regarded as indicators of concern:
- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a "cry for help" and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

Bruising

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:
- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child. A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:
- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements

- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint.
Non-mobile children rarely sustain fractures.
There are grounds for concern if:
- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.
The indicators of emotional abuse are often also associated with other forms of abuse.
The following may be indicators of emotional abuse:
- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scape-goated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self -esteem and lack of confidence
- Withdrawn or seen as a "loner" – difficulty relating to others

Recognising Signs of Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.
Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.
Some behavioural indicators associated with this form of abuse are:
- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self-mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners

- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:
- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

Sexual Abuse by Young People

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

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

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

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

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

Assessment

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:
- **Equality** – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- **Consent** – agreement including all the following:
  - Understanding that is proposed based on age, maturity, development level, functioning and experience
  - Knowledge of society's standards for what is being proposed
  - Awareness of potential consequences and alternatives
  - Assumption that agreements or disagreements will be respected equally
  - Voluntary decision
  - Mental competence
- **Coercion –** the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide.

Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and irresponsive with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

APPENDIX 4: CONTEXTUAL SAFEGUARDING EXPLAINED

Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

Therefore, children's social care practitioners need to engage with individuals and sectors who do have influence over/within extra-familial contexts, and recognise that assessment of, and intervention with, these spaces are a critical part of safeguarding practices. Contextual Safeguarding, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts.

More information can be found at: https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding

Multi Agency Working

It is vital to ensure the establishment is contributing to multi-agency safeguarding arrangements in line with statutory guidance in Working Together to Safeguard children:
https://www.gov.uk/government/publications/working-together-to-safeguard-children--2
The designated safeguarding lead and any deputies should liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children. NPCC-**When to call the police** should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.

Governing bodies, proprietors and senior leadership teams should make sure they are aware of and follow their new local arrangements. The 3 partners should make arrangement to allow all schools and MATs to be fully engaged, involved and included in the new safeguarding arrangements. This multi-agency working includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to CP plans. All schools must allow access for children's social care from the host local authority and where appropriate form a placing local authority for them to conduct or consider whether to conduce a section 17 or 47 assessment.

APPENDIX 5: PEER ON PEER ABUSE

Peer on Peer Abuse

All adults should be aware safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting or upskirting which this typically involves photographing under a person's clothing in order to view their genitals or buttocks to obtain sexual gratification or cause

the victim humiliation, distress or alarm. If you feel that the issue falls within the scope of bullying, please follow school procedures for managing bullying as described in the school's anti-bullying policy. If you feel that the issues fall under a child protection need please record on a child protection cause for concern form. The school has worry boxes or worry eaters located around the school for children to report concerns in addition to identified key staff to report any concerns that children may have. Regular assemblies are delivered across the academic year to raise how to share any worries children may have. Aspects of Peer on Peer abuse are also addressed through protective behavior and PHSE sessions

Upskirting The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a persons clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

APPENDIX 6: SERIOUS VIOLENCE

Serious Violence

All adults should be aware of indicators, which may signal that children area 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 involve with, individuals associated with criminal networks or gangs.
Advice for schools is provided in the home offices 'Preventing youth violence and gang involvement' and its 'Criminal exploitation of children and vulnerable adults - county lines' guidance:

https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines

APPENDIX 7: CHILD CRIMINAL EXPLOITATION (CCE) - COUNTY LINES AND CHILD SEXUAL EXPLOITATION(CSE)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".   Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered.

Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

APPENDIX 8: SEXUAL VIOLENCE AND SEXUAL HARASSMENT (also see CSE APPENDIX 7)

Sexual violence and sexual harassment between children in schools
Context

Sexual violence and sexual harassment can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups

are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

• making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
• not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and
• challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

What is Sexual violence and sexual harassment?

Sexual violence

It is important that school staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 200319 as described below:
Legislation.gov.uk

It is important school staff (and especially designated safeguarding leads and their deputies) understand consent. This will be especially important if a child is reporting they have been raped. More information: See next section about consent.
PSHE Teaching about consent from the PSHE association provides advice and lesson plans to teach consent at Key stage 3 and 4.

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.

What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g.to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.
Whilst not intended to be an exhaustive list, sexual harassment can include:

• sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
• sexual "jokes" or taunting;
• physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
• online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

It may include:

• non-consensual sharing of sexual images and videos;
• sexualised online bullying;
• unwanted sexual comments and messages, including, on social media; and
• sexual exploitation; coercion and threats

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.
If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from section 6 -11 of this guidance. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

APPENDIX 9: CHILD SEXUAL EXPLOITATION

Northamptonshire Safeguarding Children Board defines CSE as: *"The sexual exploitation of children and young people is a form of child sexual abuse. Sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example, being persuaded to post sexual images on the internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability"*

The school is aware that pupils with the following vulnerabilities are more at risk of being sexually exploited:
- Children who have been excluded
- Children recorded as Missing Education
- Children with Special Educational Needs
- Children in Care of the Local Authority
- Poverty and deprivation
- Previous sexual, physical and/or emotional abuse
- Familial and community offending patterns
- Prevalence of undiagnosed mental health problems/ Family History of Mental Health Difficulties.
- Family History of Abuse or Neglect
- Family History of Domestic Abuse
- Family History of Substance Misuse
- Breakdown of Family Relationships
- Low Self-Esteem
- Children frequently missing from home

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Physical Signs include:
- Physical/unexplained injuries
- Substance misuse
- Self-harm/attempted suicide
- Chronic alcohol abuse
- Repeat miscarriage/pregnancy
- Rapid change in appearance
- Pelvic inflammatory disease and/or repeat STI's/testing

Psychological Signs include:
- Sleep
- disorders/nightmares
- Self harm and/or overdose
- Eating disorder
- Disassociation Depression/anxiety
- Suicidal ideation Post-Traumatic Stress Disorder
- May trigger a psychotic episode
- Changes in emotional well-being

Behavioural warning signs:
- Non or low school attendance or excluded due to behaviour
- Staying out overnight with no explanation
- Regularly going missing for periods of time
- Breakdown of residential placement due to behaviour
- Accepting money or gifts, including mobile phone credit, Drugs and alcohol
- Unexplained gifts or new possessions
- Gang member or association town to town
- Offering to have sex for money or goods then running before sex takes place
- Receiving money or goods as reward for recruiting peers into CSE
- Disclosure of physical sexual assault and then refusing to make or withdrawing complaint
- Reports of being involved in CSE through being seen in hotspots
- Child under 16 meeting different adults and exchanging/selling sexual activity
- Regularly coming home late or going missing
- Abduction or forced imprisonment Being taken into pubs/clubs by adults and engaging in sexual activity
- Sexualised risk taking including on internet
- Older boy/girl friends
- Association with unknown adults or other sexually exploited young people
- Reduced contact with family and friends/support networks
- Getting into cars with unknown adults or associating with known CSE perpetrators.

Further guidance can be found in the CSE toolkit resource on
http://www.northamptonshirescb.org.uk/schools/cse-professionals/tackling-cse-toolkit-schools/

New definition taken from gov.uk (March 2015)

The cross-government definition of domestic violence and abuse is:
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:
A. psychological
B. physical
C. sexual
D. financial
E. emotional

Controlling behaviour

Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour

Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.
This is not a legal definition.

Domestic violence indicators in children

It is important to note that children may respond to domestic violence in different ways, even children within the same family. Some children may be profoundly affected by witnessing domestic violence whereas others may appear to be relatively unaffected. It is therefore important to remember that the behaviour listed below may have other causes.

Children's coping strategies and reactions to domestic violence may also be similar to those for other forms of abuse. Learning to recognise domestic violence can therefore be useful in protecting children from all forms of abuse.

What signs should we be looking out for?

(From Reader to the Framework for the Assessment of Children in Need and their Families 2000)

0 – 5 years
• Violence to the mother during pregnancy may result in neurological and physical damage.
• Physical and emotional neglect may result in basic needs for food and warmth not being met.
• Under-stimulation and neglect may result in cognitive delay.
• Witnessing unpredictable and frightening behaviour may result in symptoms similar to post traumatic stress disorder.
• Parental unhappiness, tension, irritability or lack of commitment may lead to faulty attachments.
• Babies and toddlers have difficulty in communicating distress.

<u>5 – 9 years</u>
- The risk of physical injury may lead to symptoms of extreme anxiety and fear. The child may be subject to abuse.
- School behaviour and academic attainment may be impaired.
- Children may blame themselves for parental behaviour. Self-blame may result in low self-esteem.
- Unplanned separations may cause distress and disrupt education and friendship patterns.
- Embarrassment and fear of unpredictable parental behaviour may result in curtailed friendships.
- Children may take on too much responsibility for self, parents and younger children.

<u>10 – 14 years and older</u>
- Coping with puberty without support.
- Denying own needs and feelings.
- An increased risk of psychological problems, behavioural disorders, suicidal behaviours and offending.
- Low self-esteem.
- Poor school attainment due to difficulties in concentrating.
- Poor school attainment due to absence in order to protect parent or younger children.
- Unacceptable behaviour resulting in a pattern of school exclusion.
- Isolation caused by reluctance to disclose for fear of family disruption.

Other related research indicates:

- Stress related illnesses
- Confused and torn loyalties
- Lack of trust
- Unnaturally good behaviour
- Taking on the parenting role
- Acceptance of abuse as normal

(Jaffe et al 1991, Debbonaire, NCH 1994)

Young people often fail to disclose abuse because:

- They are protecting the mother
- They are protecting the abusing parent
- They are fearful of the consequences of disclosure
- They fear they will not be taken seriously

So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM) and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt staff should speak to the designated safeguarding lead.

It is essential that staff are aware of FGM practices and honour based abuse the need to look for signs, symptoms and other indicators of FGM. Teaching staff have a mandatory duty under Section 5 of the Female Genital Mutilation Act 2003 to report to the police where they discovered (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Teaching staff must liaise with the DSL in addition to their concerns.

A new screen tool to support identification is available on the NSCB website
http://northamptonshirescb.proceduresonline.com/

What is FGM?

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

4 types of procedure:
Type 1 Clitoridectomy – partial/total removal of clitoris
Type 2 Excision – partial/total removal of clitoris and labia minora
Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia
Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.
Why is it carried out?
Belief that:
- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is **illegal** in most countries including the UK.

Circumstances and occurrences that may point to FGM happening are:
- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad

- Child's family being from one of the 'at risk' communities for FGM (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 abroad to be 'cut' or to prepare for marriage

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 group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges take action **without delay** and call the Contact centre
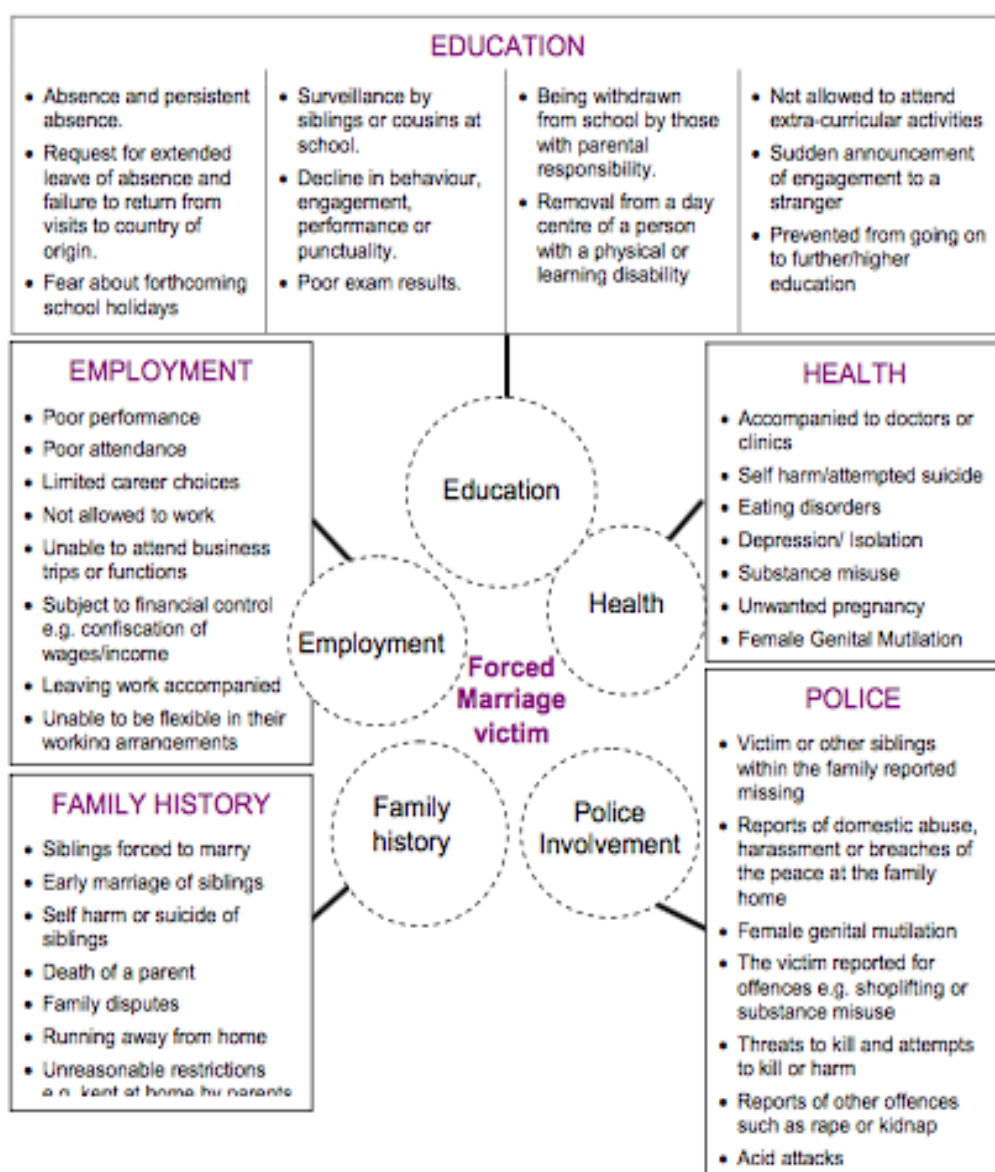
APPENDIX 12: FORCED MARRIAGE

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party. Always call the MASH team.

Forced Marriage indicators taken from:
The Right to Choose: Multi-agency statutory guidance for dealing with forced marriage (June 2014)

CHART OF POTENTIAL WARNING SIGNS OR INDICATORS

These indicators are not intended to be an exhaustive list.

EDUCATION

- Absence and persistent absence.
- Request for extended leave of absence and failure to return from visits to country of origin.
- Fear about forthcoming school holidays

- Surveillance by siblings or cousins at school.
- Decline in behaviour, engagement, performance or punctuality.
- Poor exam results.

- Being withdrawn from school by those with parental responsibility.
- Removal from a day centre of a person with a physical or learning disability

- Not allowed to attend extra-curricular activities
- Sudden announcement of engagement to a stranger
- Prevented from going on to further/higher education

EMPLOYMENT

- Poor performance
- Poor attendance
- Limited career choices
- Not allowed to work
- Unable to attend business trips or functions
- Subject to financial control e.g. confiscation of wages/income
- Leaving work accompanied
- Unable to be flexible in their working arrangements

HEALTH

- Accompanied to doctors or clinics
- Self harm/attempted suicide
- Eating disorders
- Depression/ Isolation
- Substance misuse
- Unwanted pregnancy
- Female Genital Mutilation

FAMILY HISTORY

- Siblings forced to marry
- Early marriage of siblings
- Self harm or suicide of siblings
- Death of a parent
- Family disputes
- Running away from home
- Unreasonable restrictions e.g. kept at home by parents

POLICE

- Victim or other siblings within the family reported missing
- Reports of domestic abuse, harassment or breaches of the peace at the family home
- Female genital mutilation
- The victim reported for offences e.g. shoplifting or substance misuse
- Threats to kill and attempts to kill or harm
- Reports of other offences such as rape or kidnap
- Acid attacks

Education | Health | Employment | **Forced Marriage victim** | Family history | Police Involvement

APPENDIX 13: SUBSTANCE ABUSE INDICATORS

There are many reasons why adults take drugs or drink alcohol. If doing so has negative consequences, then it may be regarded as misuse. Some people may be at greater risk than others, but anyone can have a problem with drugs or alcohol.

To be healthy and to develop normally, children must have their basic needs met. If a parent is more concerned with funding an addiction, or is under the influence of drugs or alcohol, it may reduce their ability to meet their children's needs.

A disorganised lifestyle is a frequent consequence of substance misuse. Parents may fail to shop, cook, wash, clean, pay bills, attend appointments etc. This can lead to an inadequate home environment for children.

Children need conversation and play to stimulate their mental development, but substance misuse may affect a parent's ability to engage with their child. It may also affect a parent's ability to control their emotions. Severe mood swings and angry outbursts may confuse and frighten a child, hindering healthy development and control of their own emotions. Such parents may even become dependent on their own child for support. This can put stress on a child and mean they miss out on the experiences of a normal childhood.

Other consequences of substance misuse – lost jobs, unsafe homes (littered with half empty bottles or discarded syringes), broken marriages, severed family ties and friendships, and disruption of efforts made by a local authority to help – are also likely to negatively affect a child.

There are several signs which may indicate that someone has a problem. Adults who misuse drugs or alcohol may:

- become confused or violent
- drink alone
- drink everyday
- get 'the shakes' when they have not had a drink
- miss work or social activities
- neglect their own health, appearance and homes
- not be able to stop their drug taking or drinking
- try to hide or deny their problem.

The signs that may indicate that a child is being neglected – perhaps as a result of their parent's drug or alcohol misuse – include:

- poor appearance
- delayed development
- a child who is caring for a parent.

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' safeguarding approach.

• **Extremism** is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

• **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

• **Terrorism** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

The Prevent duty

All schools are subject to a duty under section 26 of the Counter Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.
Prevent-duty-guidance
The Prevent duty should be seen as part of schools' wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the guidance.

Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at:
channel-guidance

Additional support

The Home Office has developed three e-learning modules:
• Prevent awareness e-learning offers an introduction to the Prevent duty.
https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html
• Prevent referrals e-learning supports staff to make Prevent referrals that are robust, informed and with good intention.
https://www.elearning.prevent.homeoffice.gov.uk/prevent_referrals/01-welcome.html
• Channel awareness e-learning is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel.
https://www.elearning.prevent.homeoffice.gov.uk/channel_awareness/01-welcome.html
Educate Against Hate, is a government website designed to support school teachers and leaders to help them safeguard their students from radicalisation and extremism. The platform provides free information and resources to help school staff identify and address the risks, as well as build resilience to radicalisation.
https://www.elearning.prevent.homeoffice.gov.uk/channel_awareness/01-welcome.html
upskirting

Concerns about the views of a child expressed in school should be recorded on a cause for concern pink form and return to the Designated Safeguarding Lead. The DSL on receipt of concerns will contact the Northamptonshire MASH for advice and log concerns with the preventing extremism in schools and children's services helpline.

Email
counter.extremism@education.gsi.gov.uk
Telephone
020 7340 7264

APPENDIX 15: ONLINE SAFETY

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school to protect and educate the whole school community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- **content**: being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racist or radical and extremist views

- **contact**: being subjected to harmful online interaction with other users; for example, commercial advertising as well as adults posing as children or young adults; and

- **conduct**: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, or online bullying.

Education

There are many opportunities to teach safeguarding including online safety as part of the curriculum. The following resources are useful to support the curriculum:
disrespectnobody.co.uk
pshe-association.org.uk
teaching-online-safety-in-schools
thinkuknow.co.uk
saferinternet.org.uk

Protecting children

Governing bodies should be doing all that they reasonably can to limit children's exposure to the above risks from the school's IT system. As part of this process, governing bodies should ensure their school has appropriate filters and monitoring systems in place.

Whilst considering their responsibility to safeguard and promote the welfare of children, and provide them with a safe environment in which to learn, governing bodies should consider the age range of their pupils, the number of pupils, how often they access the IT system and the proportionality of costs vs risks.

The UK Safer Internet Centre has published guidance as to what "appropriate" filtering and monitoring might look like:
appropriate-filtering-and-monitoring

Governors should consider a whole school approach to online safety; this includes policies on the use of mobile technology. Many children have unlimited and unrestricted access to the internet and the school should carefully consider how this is managed on their premises. Whilst it is essential to ensure that appropriate filters and monitoring systems are in place it is important to be careful

that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

Reviewing online safety

Technology in this area evolves and changes rapidly.   The following self-review tool is useful for Governing Bodies to ensure that online safety management assignments are effective:
online-safety-in-schools-and-colleges-questions-from-the-governing-board

Education at home

Where children are being asked to learn online at home the department has provided advice to support schools to do so safely:
safeguarding in schools colleges and other providers
safeguarding-and-remote-education-during-coronavirus-covid-19

Staff training

Governors should ensure that, as part of the requirement for staff to undergo regularly updated safeguarding training and the requirement to ensure children are taught about safeguarding, (including online safety), that online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach.

Based on Mental health and behaviour in schools DfE guidance (March 2015)

Children who are mentally healthy have the ability to:
• develop psychologically, emotionally, intellectually and spiritually;
• initiate, develop and sustain mutually satisfying personal relationships;
• use and enjoy solitude;
• become aware of others and empathise with them;
• play and learn;
• develop a sense of right and wrong; and
• resolve (face) problems and setbacks and learn from them.

Class teachers see their pupils day in, day out. They know them well and are well placed to spot changes in behaviour that might indicate a problem. The balance between the risk and protective factors set out above is most likely to be disrupted when difficult events happen in pupils' lives.

These include:
•loss or separation – resulting from death, parental separation, divorce, hospitalisation, loss of friendships (especially in adolescence), family conflict or breakdown that results in the child having to live elsewhere, being taken into care or adopted;
•life changes – such as the birth of a sibling, moving house or changing schools or during transition from primary to secondary school, or secondary school to sixth form; and
•traumatic events such as abuse, domestic violence, bullying, violence, accidents, injuries or natural disaster.
Some children experience a range of emotional and behavioural problems that are outside the normal range for their age or gender. These children and young people could be described as experiencing mental health problems or disorders.

Mental health professionals have defined these as:

- emotional disorders, e.g. phobias, anxiety states and depression;
- conduct disorders, e.g. stealing, defiance, fire-setting, aggression and anti- social behaviour;
- hyperkinetic disorders e.g. disturbance of activity and attention;
- developmental disorders e.g. delay in acquiring certain skills such as speech, social ability or bladder control, primarily affecting children with autism and those with pervasive developmental disorders;
- attachment disorders, e.g. children who are markedly distressed or socially impaired as a result of an extremely abnormal pattern of attachment to parents or major care givers; and
- other mental health problems include eating disorders, habit disorders, post- traumatic stress syndromes; somatic disorders; and psychotic disorders e.g. schizophrenia and manic depressive disorder.

Many of these problems will be experienced as mild and transitory challenges for the child and their family, whereas others will have serious and longer lasting effects. When a problem is particularly severe or persistent over time, or when a number of these difficulties are experienced at the same time, children are often described as having mental health disorders.

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Governing bodies and proprietors should ensure they have

clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

Havelock Schools
Internal Record Sheet

Child Protection Concerns
Please complete all sections on page 1

Pupil name: _____ Class:

_____

Your name_____ Signed _____

Name of designated Safeguarding lead (DSL) handed to: _____

Areas of Concern (Who, what, where when?)
REMEMBER T.E.D – Tell me, Explain to me, Describe to me

Action(s) I have taken so far

Name   **Signed**   **Date**

Actions taken by the DSL and rationale behind this (inc. dates and times)

DSL review meeting actions and follow up
DATE OF MEETING:
DISCUSSION:

APPENDIX 18: RESPONSIBILITY CHART

Who to talk to if you have concerns about any of our children.

Mrs Rachel Kiziak
Executive Head Teacher
Lead DSL

Mrs Sam Barrett
Assistant Head
Deputy DSL/ SENCo

Miss Jenny Allen
Deputy Head
Lead DSL
Designated Teacher for LAC

Mr Kier Dicken
Assistant Head
Deputy DSL/ Prevent lead

YOU CAN TALK TO ANY DSL AT ANYTIME

Listen to the child (never promising to keep it a secret)
Report concerns with facts on a child protection sheet from the office
Hand the form to a Designated Safeguarding Lead as named above

Keep it confidential

Mrs Carol Johnson
Safeguarding Governor

Useful numbers: Children's services: 0300 1261000   NSPCC: 0808 8005000

Appendix to Safeguarding and Child Protection Policy September 2020
Covid-19 Arrangements from 8ᵗʰ March 2021

1 Context

1.1 This appendix has been added to the school safeguarding and child protection policy following the period of partial closure between January 5ᵗʰ 2021 and March 8ᵗʰ 2021. From the 8ᵗʰ March 2021 all children, except those who are clinically extremely vulnerable and have been directed to shield at home, are expected to attend school.

1.2 This appendix has been added to provide all stakeholders with additional information about the school's safeguarding and child protection arrangements from the 8ᵗʰ March 2021.

2 Guidance

2.1 The school continues to comply with all statutory safeguarding and child protection guidance during this time, including Keeping Children Safe in Education (2020)[1].

2.2 The school is currently operating under the latest Covid-19 guidance from the Department from Education, 'Schools coronavirus (COVID-19) operational guidance (February 2021)'

3 What to do if you have a concern about a child

3.1 A trained Designated Safeguarding Lead or Deputy Designated Safeguarding Lead will be available at all times during school hours. Wherever possible, a trained DSL (or deputy DSL) will be available on site. Where this is not possible due to staff self-isolation, a trained DSL (or deputy DSL) will be available to be contacted via phone or video-conferencing. In this instance an appropriate senior leader will take responsibility for safeguarding on site.

3.2 Any changes in arrangements for contacting the DSL/DDSLs will be shared with staff before 9am each day, as well as any relevant safeguarding and child protection updates and training.

3.3 If the school becomes aware that a child is suffering, has suffered, or is at risk of suffering harm or abuse, this will be managed in line with procedures outlined in the main body of the school's safeguarding and child protection policy.

Attendance

4.1 In line with government guidance, we expect all children to attend school unless they are self-isolating or shielding. The school is responsible for recording attendance, following up absence and reporting children missing education to the local authority.

4.2 Parents or carers should contact the school on the first day of absence and inform the school of the reason why the child is not in attendance. Parents should inform the school of any COVID-19 tests that have been carried out and continue to keep the school informed of reasons for absence, as appropriate.

4.3 From 8th March 2021, we will record attendance in accordance with the Education (Pupil Registration) (England) Regulations 2006 (as amended) for all pupils.

4.4 In accordance with the 'Remote Education Temporary Continuity Direction', the school will provide remote education to pupils who are unable to attend school because they are complying with government COVID-19 guidance or legislation. We will keep a record of remote education delivered.

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[1] This document was last updated in January 2021, to reflect arrangements following the UK's departure from the European Union. However, it is still referred to as 'Keeping Children Safe in Education (2020)'.

4.5 Absence information will be recorded in the register using the appropriate codes. Information about school attendance codes can be found in:

- [School attendance: Guidance for maintained schools, academies, independent schools and local authorities (August 2020)](#)
- [Schools coronavirus (COVID-19) operational guidance](#)

4.6 Where pupils are not able to attend school, as they are following clinical or public health advice related to coronavirus (COVID-19), the absence will not be penalised.

4.7 We understand that some parents, carers and children may be anxious about children returning to school. We will work closely with families who are finding the transition more challenging to ensure that children are attending regularly.

4.8 We will work with other agencies (e.g. health and other education professionals) to support school attendance if this is required. We will continue to notify the pupil's social worker (if they have one) of any non-attendance.

5 Supporting children who are learning at home

5.1 In the event that children are required to shield or to self-isolate, the school will continue to provide remote education and pastoral support in line with our continuity plan

5.2 In the event that a member of our school community (a child or a member of their family, for example) need to seek safeguarding or wellbeing support, they should phone the school and ask to speak to a designated safeguarding lead.

5.3 Vulnerable children

5.4.1   If pupils who are self-isolating or shielding are within the government definition of 'vulnerable', we will keep in regular contact with them by regular twice weekly phone calls and daily live check in sessions over Teams.

5.4.2   When a vulnerable pupil is required to self-isolate, we will:
- notify their social worker (if they have one);
- agree with the social worker the best way to maintain contact and offer support;
- check if a vulnerable pupil is able to access remote education support;
- support them to access it (as far as possible); and
- regularly check if they are accessing remote education.

5.4.3   The government considers children to be vulnerable if they
- are assessed as being in need under section 17 of the Children Act 1989, including children and young people who have a child in need plan, a child protection plan or who are a looked-after child
- have an education, health and care (EHC) plan
- have been identified as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who could therefore benefit from continued full-time attendance, this might include:
  - children and young people on the edge of receiving support from children's social care services or in the process of being referred to children's services
  - adopted children or children on a special guardianship order
  - those at risk of becoming NEET ('not in employment, education or training')
  - those living in temporary accommodation
  - those who are young carers
  - those who may have difficulty engaging with remote education at home (for example due to a lack of devices or quiet space to study)
  - care leavers
  - others at the provider and local authority's discretion including pupils and students who need to attend to receive support or manage risks to their mental health

5.5 We recognise that provision for pupils who have SEND may have been disrupted during the period of restrictions on attendance. We will work with local services (such as health and the local authority) to ensure the services and support are in place for a smooth return to schools for pupils.

5.6 Clinically extremely vulnerable (CEV) children

5.6.1   Children who have been confirmed as clinically extremely vulnerable and have received a shielding letter should not attend school until they have been removed from the shielding patient list. We will support these children by providing remote education and regular contact over Teams with their class.

5.6.2   The school may request to see a copy of the child's shielding letter.

6 Supporting children on site

6.1 **Havelock Infant School and Havelock Junior School** will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID-19.

6.2 All COVID testing for staff will be carried out in line with government guidance

6.3 **Havelock Infant School and Havelock Junior School** understand that some children will find the transition back into school challenging and will offer pastoral and extra emotional support through interventions and adaptions to the provision to cater for their individual needs.

7 Children attending Alternative Provision

7.1 At present there are no children attending alternative provision.

8 Safer recruitment of staff and volunteers

8.1 The school continues to adhere to Keeping Children Safe in Education (2020) and all relevant legislation relating to safer recruitment.

8.2 The school will adhere to all government guidance in relation to checking identification for the purposes of obtaining Disclosure and Barring Service checks and when conducting interviews.

8.3 Where **Havelock Infant School and Havelock Junior School** are utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 183 to 188 of Keeping Children Safe in Education (2020). Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

8.4 **Havelock Infant School and Havelock Junior School** will continue to update the single central record and will log details of any risk assessment carried out on volunteers and any temporary staff from other educational institutions.

9 Online safety and remote learning

9.1 The school recognises that children both on-site and off-site are vulnerable to abuse and radicalisation online. Children who are at home because they are self-isolating or shielding may be spending more time online and this increases their vulnerability.

9.2 **Havelock Infant School and Havelock Junior School** recognise that additional safeguarding arrangements are required to ensure that children are safe online at this time.

9.3 All staff will continue to look out for any signs that indicate a child may be at risk online and will report and respond to concerns in line with this policy.

9.4 Children who are not attending school will have information shared on newsletters on how to stay safe online.

9.5 The school is legally required to provide suitable remote learning for children whilst they are out of school as a result of COVID. We are using technology to deliver learning to pupils who are at home. In order to ensure that children are safe when learning online, the school have;

- Trained staff on using IT appropriately, ensured that there is an acceptable use policy for staff and pupils and sent out these agreements, have filtering and monitoring software installed on school machines and school platforms that are being used, continued to educate pupils on online safety regularly.

- Parents have been advised on suitable websites for children and encouraged to supervise children and informed about the risks of using online including unknown tutors.

9.6 All communication with learners and parents/carers will take place using school/college provided or approved communication channels; Teachers2Parents, Teams, School email accounts and by telephone.

9.7 **Havelock Infant School and Havelock Junior School** will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

9.8 Staff and learners will engage with remote teaching and learning in line with existing behaviour principles as set out in the school's setting behaviour policy/code of conduct.

9.9 When delivering remote learning, staff at school will:

- Only use online tools that have been evaluated and agreed by leadership.
- Ensure remote learning activities are planned in accordance with our curriculum policies, taking learner needs and technology access into account.

9.10 If remote learning is taking place 'live' using webcams or chat facilities, staff and learners will ensure a professional environment is maintained. Inline with Pathfinder Schools Safeguarding online protocols.

9.11 Learners are encouraged to report concerns to a member of staff or a trusted adult at home. Where this is not possible, additional support can be accessed online via:

- Childline: **www.childline.org.uk**
- UK Safer Internet Centre's 'Report Harmful Content': **https://reportharmfulcontent.com**
- National Crime Agency Child Exploitation and Online Protection Command (NCA-CEOP)**: www.ceop.police.uk/safety-centre**

9.12 Staff have received updated safeguarding training to ensure that they are equipped with the skills to keep children safe when using technology for remote learning.

9.13 Use of staff and learner personal devices, including mobile phones, will be managed in line with our existing mobile technology policy.

10 Contingency Planning

10.1 In the event that restrictions in schools are needed to help contain the spread of the virus, we will refer to the contingency framework[2], which has been updated and outlines how schools should operate in the event of any restrictions. We will always ensure that safeguarding children is our priority and work within restrictions to keep children safe.

11 Review

11.1 This appendix will be reviewed, updated and re-issued as necessary, to reflect government guidance. All staff will be made aware of any changes.

Date ratified by Governors   13/10/2020

Signed

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[2] https://www.gov.uk/government/publications/coronavirus-covid-19-contingency-framework-for-education-and-childcare-settings/contingency-framework-education-and-childcare-settings-excluding-universities