Roseacre Primary Academy and Nursery

Child Protection and Safeguarding Policy

Updated September 2020

Roseacre Academy Philosophy:

Safeguarding is everyone's responsibility. Everyone who works with children has a responsibility for keeping them safe. This policy applies to all staff, governors and volunteers working at Roseacre Academy and Nursery.

Roseacre 2020

Executive Head Teacher	Mrs T.Harrison
Head Teacher	Mr S. Hickey
Assistant Head Teacher for Inclusion /SENCo Designated Teacher for Our Children (DSTOur Children)	Miss A.M. Walker
Assistant Head Teachers	Mrs D. Elliott, Mrs S. Boden, Mrs S.Chapman
Designated Person for Safeguarding Children (DSP) for School and Nursery	Miss A.M.Walker
Deputy DSP for School and Nursery	Mrs M.Cookson
Supportive Learning Consultant,	Mr J.Mannino

Virtual School for
Looked-After Children

Child Protection Governor   Ms V.Beckett

Inclusion Team who play a   Mrs Y.Sanderson- Pupil Engagement Officer
significant role in safeguarding   Mrs M.Cookson- Pupil Engagement Officer
children and supporting families   Mrs L-A Wainwright-Pupil Engagement Officer

Staff & Governors who have attended Safer Recruitment
Mrs T.Harrison
Mr S.Hickey
Ms J.Logan
Miss A.M.Walker
Mrs D.Elliott

Contents:

Statement of intent

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

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

It will be achieved by:

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

Signed by:

S.Hickey	Headteacher	Date:	September 2020
L.Hall	Chair of governors	Date:	September 2020

The DSP is: **Anne Marie Walker**.

In the absence of the DSP, child protection matters will be dealt with by **Michelle Cookson**.

1. [Updated] Definitions

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

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

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

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

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

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

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

1.6 For the purposes of this policy, **"upskirting"** refers to the act of taking a picture or video under another person's clothing, without their knowledge or consent, with the intention of viewing that person's genitals or buttocks (with or without clothing). Despite the

name, anyone (including both pupils and teachers), and any gender, can be a victim of upskirting.

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

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

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

2.   **[Updated]** Legal framework

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

Legislation

- Children Act 1989
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)
- Sexual Offences Act 2003
- The General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- **[Schools providing education to pupils under the age of eight only]** The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018
- Voyeurism (Offences) Act 2019

Statutory guidance

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

Non-statutory guidance

- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2018) 'Information sharing'

- DfE (2017) 'Child sexual exploitation'
- DfE (2018) 'Sexual violence and sexual harassment between children in Other relevant school policies include:

2.2   Other relevant school policies include:

- Attendance Policy
- Behavioural Policy
- Staff Code of Conduct
- Data Protection Policy
- Whistleblowing Policy
- Anti-Bullying Policy
- E Safety Policy
- Personal Electronic Devices Policy within mobile device statement
- Data and E-Security Breach Prevention and Management Plan

3.   [Updated] Roles and responsibilities

3.1   The governing body has a duty to:

- Ensure that the school complies with its duties under the above child protection and safeguarding legislation.
- Guarantee that the policies, procedures and training opportunities in the school are effective and comply with the law at all times.
- Guarantee that the school contributes to inter-agency working in line with the statutory guidance 'Working Together to Safeguard Children'.
- Confirm that the school's safeguarding arrangements take into account the procedures and practices of the LA as part of the inter-agency safeguarding procedures.
- Understand the local criteria for action and the local protocol for assessment, and ensure these are reflected in the school's policies and procedures.
- Comply with its obligations under section 14B of the Children Act 2004 to supply the local safeguarding arrangements with information to fulfil its functions.
- [Updated] Ensure that staff members have due regard to relevant data protection principles that allow them to share (and withhold) personal information.
- Ensure that a member of the governing board is nominated to liaise with the LA and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the headteacher or another governor.
- Guarantee that there are effective child protection policies and procedures in place together with a Staff Code of Conduct.
- Ensure that there is a senior board level lead responsible for safeguarding arrangements.
- Appoint a member of staff from the SLT to the role of DSP as an explicit part of the role-holder's job description.

- Appoint one or more deputy DSP(s) to provide support to the DSP and ensure that they are trained to the same standard as the DSP and that the role is explicit in their job description(s).
- Ensure all relevant persons are aware of the school's local safeguarding arrangements, including the governing board itself, the SLT and DSP.
- Make sure that pupils are taught about safeguarding, including protection against dangers online (including when they are online at home), through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Adhere to statutory responsibilities by conducting pre-employment checks on staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required.
- Ensure that staff members are appropriately trained to support pupils to be themselves at school, e.g. if they are LGBTQ+.
- **[New]** Ensure the school has clear systems and processes in place for identifying possible mental health problems in pupils, including clear routes to escalate concerns and clear referral and accountability systems.
- Guarantee that volunteers are appropriately supervised.
- Make sure that at least one person on any appointment panel has undertaken safer recruitment training.
- Ensure that all staff members receive safeguarding and child protection training updates, such as e-bulletins, emails and staff meetings, as required, but at least annually.
- Certify that there are procedures in place to handle allegations against members of staff or volunteers.
- Confirm that there are procedures in place to make a referral to the DBS and the Teaching Regulation Agency (TRA), where appropriate, if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.
- Guarantee that there are procedures in place to handle pupils' allegations against other pupils.
- Ensure that appropriate disciplinary procedures are in place, as well as policies pertaining to the behaviour of pupils and staff.
- Ensure that procedures are in place to eliminate unlawful discrimination, harassment and victimisation, including those in relation to peer-on-peer abuse.
- Make sure that pupils' wishes and feelings are taken into account when determining what action to take and what services to provide to protect individual pupils.
- Guarantee that there are systems in place for pupils to express their views and give feedback.
- Establish an early help procedure and ensure all staff understand the procedure and their role in it.
- Appoint a designated teacher to promote the educational achievement of Our Children and ensure that this person has undergone appropriate training.

- Ensure that the designated teacher works with the virtual school head (VSH) to discuss how the pupil premium funding can best be used to support Our Children.
- Introduce mechanisms to assist staff in understanding and discharging their roles and responsibilities.
- Make sure that staff members have the skills, knowledge and understanding necessary to keep Our Children safe, particularly with regards to the pupil's legal status, contact details and care arrangements.
- Put in place appropriate safeguarding responses for pupils who go missing from school, particularly on repeat occasions, to help identify any risk of abuse and neglect, including sexual abuse or exploitation, and prevent the risk of their disappearance in future.
- Ensure that all members of the governing board have been subject to an enhanced DBS check.
- Create a culture where staff are confident to challenge senior leaders over any safeguarding concerns.

3.2 The headteacher has a duty to:

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

3.3 The DSP has a duty to:

- Understand and keep up-to-date with local safeguarding arrangements.
- **[Updated]** Act as the main point of contact with the three safeguarding partners and the child death review partner.
- Make the necessary child protection referrals to appropriate agencies.
- **[New]** Understand when they should consider calling the police, in line with the National Police Chiefs' Council (NPCC) guidance.
- Liaise with the headteacher to inform them of safeguarding issues and ongoing enquiries.
- Liaise with the deputy DSP(s) to ensure effective safeguarding outcomes.
- Act as a source of support, advice and expertise to staff members on matters of safeguarding by liaising with relevant agencies.
- Understand the assessment process for providing early help and intervention.
- Support staff members in liaising with other agencies and setting up inter-agency assessments where early help is deemed appropriate.
- Keep cases of early help under constant review and refer them to the CSCS if the situation does not appear to be improving.

- Have a working knowledge of how LAs conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the school's Child Protection and Safeguarding Policy and procedures – this will be discussed during the staff induction process.
- Be alert to the specific requirements of children in need, including those with SEND and young carers.
- Keep detailed, accurate and secure records of concerns and referrals.
- Secure access to resources and attend any relevant training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings.
- Work with the governing board to ensure the school's Child Protection and Safeguarding Policy is reviewed annually and the procedures are updated regularly.
- Ensure the school's Child Protection and Safeguarding Policy is available publicly, and parents are aware that the school may make referrals for suspected cases of abuse or neglect, as well as the role the school plays in these referrals.
- **[New]** Ensure the best educational outcomes by identifying at-risk pupils to the school and its staff, so that the relevant personnel understand each pupil's educational and welfare needs.
- **[New]** Support teaching staff to identify the challenges that at-risk pupils may face and the additional academic support and adjustments they can make to support these pupils.
- Link with local safeguarding arrangements to make sure that staff members are aware of the training opportunities available and the latest local policies on safeguarding.
- Ensure that a pupil's child protection file is copied when transferring to a new school.
- Be available at all times during school hours to discuss any safeguarding concerns. NB. The school will determine what "available" means, e.g. it may be appropriate to be accessible via electronic means, such as on the phone or using video conferencing software.
- Hold the details of the LA personal advisor and liaise with them as necessary.

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

3.5   Other staff members have a responsibility to:

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- Provide a safe environment in which pupils can learn.

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

4. Inter-agency working

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

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

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

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

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

4.6 Considering 4.3, staff members are aware that whilst the GDPR and the Data Protection Act 2018 place a duty on schools to process personal information fairly and lawfully, they also allow for information to be stored and shared for safeguarding purposes –

data protection regulations do not act as a barrier to sharing information where failure to do so would result in the pupil being placed at risk of harm.

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

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

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

5. [Updated] Abuse and neglect

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

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

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

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

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

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

5.6 All staff will be aware of the necessary procedures to follow to prevent peer-on-peer abuse.

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

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

6. Types of abuse and neglect

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

6.2 **Physical abuse:** A form of abuse which may involve actions such as hitting, throwing, burning, drowning and poisoning, or otherwise causing physical harm to a child.

Physical abuse can also be caused when a parent fabricates the symptoms of, or deliberately induces, illness in a child.

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

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

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

6.6 **Domestic Violence** is:-

The harm children suffer by seeing or hearing the ill treatment of another mainly in the home. Children can suffer serious long term damage through living in households where domestic violence and abuse takes place even though they themselves have never been directly harmed.

Extended and/or regular exposure to domestic violence can have a serious impact on a child's developmental and emotional well-being despite the best efforts of the parent who is on the receiving end of it to protect the child.

See Appendix 1 for further clarification Indicators of Harm Document.

We are aware of other factors that affect children's vulnerability: such as abuse of disabled children, fabricated or induced illness, child abuse linked to beliefs in spirit possession, sexual exploitation of children, such as, through, internet abuse and Female Gender Mutilation that may affect or may have affected children and young people using our provision.

7. [Updated] FGM

7.1 For the purpose of this policy, FGM is defined as the partial or total removal of the external female genitalia, or any other injury to the female genital organs.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

8. Forced marriage

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

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

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

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

9. [Updated] Child sexual exploitation (CSE)

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

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

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

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

Identifying cases

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

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

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

Referring cases

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

Support

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

10. [New] Child criminal exploitation (CCE)

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

- In exchange for something the victim needs or wants
- For the financial advantage or other advantage of the perpetrator or facilitator
- Through violence or the threat of violence

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

Identifying cases

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

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

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

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

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

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

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

12. Homelessness

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

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

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

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

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

13. [Updated] County lines

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

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

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

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

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

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

14. Serious violence

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

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

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

- A history of committing offences
- Substance abuse
- Anti-social behaviour
- Truancy
- Peers involved in crime and/or anti-social behaviour

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

15. Pupils with family members in prison

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

16. Pupils required to give evidence in court

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

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

17. Contextual safeguarding

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

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

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

18. [Updated] Preventing radicalisation

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

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

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

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

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

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

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

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

Training

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

Risk indicators of vulnerable pupils

18.9   Indicators of an identity crisis include the following:

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

18.10   Indicators of a personal crisis include the following:

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

18.11 Indicators of vulnerability through personal circumstances includes the following:

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

18.12 Indicators of vulnerability through unmet aspirations include the following:

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

Making a judgement

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

- Does the pupil have access to extremist influences?
- Does the pupil access the internet for the purposes of extremist activities (e.g. using closed network groups, accessing or distributing extremist material, contacting such groups covertly using Skype)?
- Is there a reason to believe that the pupil has been, or is likely to be, involved with extremist organisations?
- Is the pupil known to have possessed, or be actively seeking, extremist literature/other media likely to incite racial or religious hatred?
- Does the pupil sympathise with or support illegal/illicit groups?
- Does the pupil support groups with links to extremist activity?
- Has the pupil encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the pupil?
- Have international events in areas of conflict and civil unrest had a noticeable impact on the pupil?
- Has there been a significant shift in the pupil's outward appearance that suggests a new social, political or religious influence?
- Has the pupil come into conflict with family over religious beliefs, lifestyle or dress choices?
- Does the pupil vocally support terrorist attacks, either verbally or in their written work?
- Has the pupil witnessed or been the victim of racial or religious hate crimes?
- Is there a pattern of regular or extended travel within the UK?
- Has the pupil travelled for extended periods of time to international locations?
- Has the pupil employed any methods to disguise their identity?
- Does the pupil have experience of poverty, disadvantage, discrimination or social exclusion?

- Does the pupil display a lack of affinity or understanding for others?
- Is the pupil the victim of social isolation?
- Does the pupil demonstrate a simplistic or flawed understanding of religion or politics?
- Is the pupil a foreign national or refugee, or awaiting a decision on their/their family's immigration status?
- Does the pupil have insecure, conflicted or absent family relationships?
- Has the pupil experienced any trauma in their lives, particularly trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other person in the pupil's life has extremist views or sympathies?

18.14 Critical indicators include where the pupil is:

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

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

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

[Updated] Channel programme

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

18.18 In cases where the school believes a pupil is potentially at serious risk of being radicalised, the headteacher or DSP will contact the Channel programme by phone or by email.

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

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

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

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

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

Building children's resilience

18.24   The school will:

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

Resources

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

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

19. A child missing from education

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

19.2   Staff will monitor pupils that go missing from the school, particularly on repeat occasions, and report them to the DSP following normal safeguarding procedures.

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

Admissions register

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

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

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

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

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

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

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

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

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

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

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

- Have been taken out of the school by their parents, and are being educated outside the national education system, e.g. home education.
- Have ceased to attend the school, and no longer live within a reasonable distance of the premises.
- Have been certified by the school's medical officer as unlikely to be in a fit state of health to attend, before ceasing to be of compulsory school age, and their parent has not indicated the intention to the pupil continuing to attend school after ceasing to be of compulsory school age.
- Have been in custody for a period of more than four months due to a final court order and the school does not reasonably believe they will be returning to the school at the end of that period.
- Have been permanently excluded.

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

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

- The full name of the pupil
- The full name and address of any parent with whom the pupil lives

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

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

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

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

20. Pupils with SEND

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

20.2   Staff will be aware of the following:

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

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

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

21. Alternative provision

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

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

22. Private fostering

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

23. Concerns about a pupil

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

23.2 All staff members are aware of the procedure for reporting concerns and understand their responsibilities in relation to confidentiality and information sharing.

23.3 Where the DSP is not available to discuss the concern with, staff members will contact the deputy DSP or another member of SLT, with the matter.

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

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

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

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

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

23.9 All concerns, discussions and decisions made, as well as the reasons for making those decisions, will be recorded electronically by the DSP and input onto the school CPOMS system. If a pupil is in immediate danger, a referral will be made to CSCS and/or the police immediately.

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

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

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

24. Early help

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

24.2 The Pupil Engagement Officers will take the lead where early help is appropriate.

Records in School and Nursery

All child protection records prior to September 2015 are kept separately from other records in school and are stored in a locked cabinet, post Sept 15 this information will be held on CPOMS.

Domestic Abuse Reports

The Head Teacher/DSP receives Domestic Abuse (DA) reports from the LA which are forwarded to them by the Police. These are shared in all cases with DSP/Head Teacher in school. Discussions will follow as to the appropriate way to deal with a report.

Copies of all DA reports are kept by the DSP and added to CPOMS.

When domestic violence incidents result in a referral to MARAC, the representatives on the MARAC committee, will request information from school, Nursery about any of the children and families concerned.

Children in Public Care-Our Children

- Nominate a designated Teacher for Children in Public Care (DSTOur Children) – Our Children. - Assistant Head/DSP- Anne Marie Walker.

- Keep a Register of these children.

- Give advice and guidance within school regarding these children's needs.

- Liaise with Social Services, Health, and other relevant agencies.

- Consult with the Child and Parent/Carer, Social Worker when drawing up the PEP.

- Provide Induction for these children, ensuring that an appropriate support system is in place.

- DSTOur Children will attend Statutory Care Reviews.

- Promote and safeguard the welfare of Children in Public Care and raise the profile of these children.

- Enhance these children's abilities to improve their education attainment.

- Inform all members of staff, including Governors of the specific needs of these vulnerable Children in Public Care.

- Monitoring children's progress in Public Care.

- Inform and monitor the use of the Pupil Premium Funding for Our Children and measure outcomes and impact.

- Make relevant staff aware of targets set out in the most current PEP and review at least six monthly.

- Information will be kept for 99 years in a fireproof locked cabinet.

- New PEP protocol is that the initial meeting will be face to face and further meetings will be between DST for Our Children and SW via telephone or face to face as required.

25. Managing referrals

25.1   The reporting and referral process will be followed accordingly.

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

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

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

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

25.6 Where a pupil has been harmed or is in immediate danger or at risk of harm, the referrer will be notified of the action that will be taken within one working day of a referral being made. **Where this information is not forthcoming, the referrer will contact the Advice Hub for an update.**

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

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

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

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

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

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

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

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

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

26.3 Any concerns regarding the safeguarding practices at the school will be raised with the SLT, and the necessary whistleblowing procedures will be followed.

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

26.5 [Updated] Any allegations of abuse made against staff members, including those that meet the harms test, will be dealt with in accordance with the school's policy.

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

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

27.1   **[Updated]** All allegations against staff, supply staff and volunteers, will be dealt with in line with the school's policy.

27.2   **[New]** The school will ensure all allegations against staff, including those who are not employees of the school, are dealt with appropriately and that the school liaises with the relevant parties including the Blackpool Designated Officer (formally LADO) Billy Evans on 01253 477558.

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

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

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

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

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

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

NEW Dedicated NSPCC helpline 0800 136 663

The new helpline will provide both children and adults who are potential victims of sexual abuse in schools with the appropriate support and advice. This includes how to contact the police and report crimes if they wish. The helpline will also provide support to parents and professionals too.

Sexual harassment

28.1   Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline. Sexual harassment violates a pupil's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence.

28.2   Sexual harassment includes:

- Sexual comments.
- Sexual "jokes" and taunting.
- Physical behaviour, such as deliberately brushing against another pupil.

- Online sexual harassment, including non-consensual sharing of images and videos and consensual sharing of sexual images and videos (often known as sexting), inappropriate comments on social media, exploitation, coercion and threats – online sexual harassment may be isolated or part of a wider pattern.

Sexual violence

28.3 Sexual violence refers to the three following offences:

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

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

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

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

A preventative approach

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

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

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

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

Awareness

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

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

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

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

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

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

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

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

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

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

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

Support available if a crime may have been committed

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

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

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

Support available if reports include online behaviour

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

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

Managing disclosures

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

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

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

28.26 All staff will be trained to understand safeguarding concerns. Effective safeguarding practice includes:

- Never promising confidentiality at the initial stage.
- Only sharing the report with those necessary for its progression.
- Explaining to the victim what the next steps will be and who the report will be passed to.
- Recognising that the person the child chose to disclose the information to is in a position of trust.
- Being clear about boundaries and how the report will be progressed.

- Not asking leading questions and only prompting the child with open questions.
- Waiting until the end of the disclosure to immediately write a thorough summary. If notes must be taken during the disclosure, it is important to still remain engaged and not appear distracted.
- Only recording the facts as the child presents them – not the opinions of the note taker.
- Wherever possible, managing disclosures with two staff members present (preferably with the DSP or a deputy as one of the staff members).
- Informing the DSP or deputy as soon as possible after the disclosure if they could not be involved in the disclosure.

Confidentiality

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

28.28 The DSP will consider the following when making confidentiality decisions:

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

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

Anonymity

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

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

Risk assessment

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

28.33   Risk assessments will consider:

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

29. [Updated] Online safety

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

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

- Pupil attitudes and behaviours which may indicate they are at risk of potential harm online
- The procedure to follow when they have a concern regarding a pupil's online activity

29.3   The school will ensure that suitable filtering systems are in place to prevent children accessing terrorist and extremist material, in accordance with the school's policy.

29.4   The use of mobile phones by staff and pupils is closely monitored by the school.

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

29.6   Further information regarding the school's approach to online safety can be found in the E-safety policy.

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

30. Mobile phone and camera safety

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

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

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

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

30.5   Staff will use their professional judgement in emergency situations.

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

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

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

30.9   The school will adhere to the terms of the E-Safety policy at all times.

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

30.11 Where photographs and videos will involve Our Children pupils, adopted pupils, or pupils for whom there are security concerns, the headteacher will liaise with the DSP to determine the steps involved.

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

30.13 Staff will report any concerns about another staff member's use of mobile phones to the Phase Leader, following the procedures outlined in the Child Protection and Safeguarding Policy.

Upskirting

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

30.15 A "specified purpose" is namely:

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

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

30.17 Upskirting will not be tolerated by the school.

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

31. Sports clubs and extracurricular activities

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

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

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

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

32. Safer recruitment

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

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

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

Pre-employment checks

32.3 The governing board will assess the suitability of prospective employees by:

- Verifying the candidate's identity, preferably from the most current photographic ID and proof of address except where, for exceptional reasons, none is available.
- Obtaining a certificate for an enhanced DBS check with barred list information where the person will be engaged in regulated activity.
- Obtaining a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available.
- Checking that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State, using the TRA Teacher Services' System.
- Verifying the candidate's mental and physical fitness to undertake their working responsibilities, including asking relevant questions about disability and health to establish whether they have the physical and mental capacity for the specific role.
- Checking the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, the advice set out on the Gov.UK website will be followed.
- If the person has lived or worked outside the UK, making any further checks that the school considers appropriate; this includes checking for any teacher sanctions or restrictions that an EEA professional regulating authority has imposed.
- Checking professional experience, QTS and qualifications as appropriate using Teacher Services.
- **[Academies, free schools and independent schools only]** Confirming that an individual taking up a management position is not subject to a section 128 direction.

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

Internal candidates

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

ITT candidates

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

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

[Maintained schools only] Governors

32.8　An enhanced DBS check will be carried out for each member of the governing board.

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

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

[Academies, free schools and independent schools] Governors

32.11　The trust requires enhanced DBS checks on all members of the academy trust, individual charity trustees, and the chair of the board of charity trustees.

32.12　Before an individual becomes a trustee, the school will carry out an enhanced DBS check and confirm their identity.

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

32.14　An additional check is required for those in management positions, to ensure that they are not prohibited under section 128 provisions. Where a barred list check has been performed, the section 128 direction will also be shown and will not require a separate check.

32.15　If the individual lives or has lived outside of the UK, consideration will be given as to further checks that may be necessary.

32.16　**[New]** The chair of trustees will complete a suitability check with the ESFA as soon as they are appointed.

32.17　**[New]** To process a suitability check, the chair of governors will provide the EFSA with:

- Information about their identity verified by a recognised professional, using the EFSA's [verification form](#).
- Information confirming their right to work in the UK.
- The outcome of an enhanced DBS check.
- An overseas criminal records check or certificate of good character if they have lived outside of the UK.

Those who have lived or worked outside of the UK

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

Barred list check

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

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

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

References

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

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

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

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

32.26 Open testimonials will not be considered.

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

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

Volunteers

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

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

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

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

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

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

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

Associate members

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

Contractors

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

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

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

Data retention

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

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

Referral to the DBS

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

Ongoing suitability

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

33. Single central record (SCR)

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

33.2 **[Academies within an MAT alternative option]** The MAT holds a central SCR containing information that is easily accessible and recorded in such a way that allows for details for each individual academy to be provided separately, and without delay, to all who need to see it, including Ofsted.

33.3 **[Proprietor bodies, including academies, free schools and independent schools]** All members of the proprietor body are also recorded on the SCR.

33.4 The following information is recorded on the SCR:

- An identity check
- A barred list check
- An enhanced DBS check
- A prohibition from teaching check
- **[Academies, free schools and independent schools only]** A section 128 check

- A check of professional qualifications
- A check to determine the individual's right to work in the UK
- Additional checks for those who have lived or worked outside of the UK

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

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

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

34. Staff suitability

[This section is only for schools providing education to pupils under the age of eight. Secondary schools should not use this section or the form provided in Appendix B.]

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

34.2 A person may be disqualified if they:

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

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

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

35. Training

35.1 Staff members will undergo safeguarding and child protection training at induction, which will be regularly updated on a **3 yearly** basis or whenever there is a change in legislation.

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

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

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

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

36. Monitoring and review

36.1   This policy is reviewed annually by the DSP and the headteacher.

36.2   Any changes made to this policy by the headteacher and DSP will be communicated to all members of staff.

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

36.4   The next scheduled review date for this policy is **September 2021**.

Safeguarding During the Coronavirus (COVID-19) Outbreak

Appendix A

Statement of intent

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

1. Key definitions

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

- **Education hub:** a cluster of schools and colleges collaborating and sharing resources, staff and pupils in a local area.
- **Children of critical workers:** children of parents who work in the following industries:
  - Health and social care, e.g. doctors and nurses
  - Education and childcare, e.g. teachers and DSPs
  - Local and national government, e.g. administrative occupations
  - Food and essential goods retail, e.g. supermarket workers and grocers
  - Public safety and national security, e.g. police and ministry of defence workers
  - Transport, e.g. freight transport workers and train drivers
  - Utilities, communication and financial services, e.g. bankers, oil workers, and telecommunications (999 and 111 critical services)
- **Vulnerable children:** those who have a social worker and those with EHC plans. Those who have a social worker include children who have a child protection plan and those who are looked after by the LA. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

2. The role of the DSP and their deputies

2.1   In light of the current crisis, the school has additional measures in place to ensure the safety and wellbeing of its pupils – this approach is led by the DSP.

2.2   As more pupils return to school, the school makes it a priority to have a trained DSP or their deputy on site. Where possible, this will be the school's DSP or deputy; however, where absence or illness makes this unfeasible, the school will consider the following two options:

- The school's DSP or deputy will be made available via telephone or online communication.
- The school will reach out to other schools and they will share a trained DSP or deputy where possible either in person or on video or voice call.

2.3   Where a DSP is unavailable on site, a member of the SLT will take responsibility for coordinating safeguarding within the school. Their role will include:

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

2.4   During phased reopening, the DSP and their deputy are responsible for:

- Sharing their time and resources with other schools, where necessary.
- Ensuring staff are kept up-to-date with the latest safeguarding information and developments, including via the safeguarding partners, newsletters and professional advice groups.
- Being responsible for amending Appendix A (this section) in line with the continual changes to education policy released by the DfE and communicating all changes to staff and volunteers.
- Working with the VSH and wider LA to protect vulnerable children.
- Providing support to teachers and pastoral staff to ensure that contact is maintained with pupils who are not yet returning to school and their families.
- Ensuring staff are aware of reporting channels for safeguarding concerns.
- Ensuring there is a consistent approach to safeguarding children throughout the coronavirus pandemic.
- Speaking to pupils directly where possible to identify any concerns and ensuring pupils are provided with clear communication channels so they can report any concerns they have, including reports of peer-on-peer abuse.
- Providing all volunteers and volunteer staff with copies of this policy.
- Identifying a suitable member of the SLT to assume the role of temporary DSP should both themselves and their deputies become unable to work.
- Sharing their contact information with the school community.
- Identifying vulnerable children and communicating additional safeguarding provisions to pupils and their families.

2.5   The DSP will report back to the governing board on all relevant safeguarding concerns.

2.6   The DSP will work with the local safeguarding partners to ensure pupils remain safe during phased reopening.

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

3. Attendance

3.1 The school will resume its regular attendance register to record attendance during phased reopening.

3.2 The school will report to the DfE the number of pupils in school using the online form. This form will be submitted by 12:00pm each weekday.

3.3 Parents will not be penalised if their child does not attend school.

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

3.5 The school encourages the attendance of vulnerable pupils where appropriate, i.e. where there are no shielding concerns for the pupil or their household, and/or following a risk assessment for pupils with an EHC plan.

3.6 Individuals who are, or live with someone who is, shielding are not expected to return to school. If a pupil is, or lives with someone who is, shielding but cannot receive education at home, the school will ensure they can attend in the safest possible way, e.g. by adhering to stringent social distancing measures.

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

3.8 Pupils who were attending an alternative school as part of the hub approach are encouraged to return to our own school where this is possible, in line with 9.3 of this appendix.

4. Staff training and safeguarding induction

4.1 The school will ensure that all existing school staff have read part one of the most up-to-date version 'Keeping children safe in education' (KCSIE)

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

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

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

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

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

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

4.8   Anyone who has not undergone suitable DBS checks will not be left unattended with pupils.

4.9   Existing staff who have not worked in regulated activity during partial school closure will not require a new DBS check; however, the school will carry out a check on anyone who causes a concern.

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

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

4.12   Where required, the school will have a rotary system which allows the headteacher to be aware of who will be in school at any one given time.

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

5. Online safety and security

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

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

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

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

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

5.6   The DSP will report back to the governing board how they are ensuring pupils remain safe online during partial school closure.

5.7   Pupils will report any suspicious online activity they encounter to the DSP or headteacher.

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

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

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

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

6. Mental health and pastoral care

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

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

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

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

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

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

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

7. Working from home

7.1   Teachers who remain working from home will plan lessons with the safety of pupils in mind – the school does not expect teachers to live stream or provide pre-recorded videos.

7.2   Staff working from home will find a quiet room with a neutral background to talk to pupils, parents or carers via video.

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

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

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

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

7.7   Parents are given a list of websites their child will be accessing and any information of online sessions with staff their child will be participating in during partial school closure.

7.8   Parents are provided with the contact details of the DSP so they can report any concerns they have.

7.9   When communicating online, staff will:

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

8. Peer-on-peer abuse

8.1 The DSP will implement robust reporting procedures for peer-on-peer abuse during partial school closure and communicate these to all staff, pupils and parents.

8.2 Reports made regarding peer-on-peer abuse will be risk assessed by the DSP on a case-by-case basis and, where required, investigated immediately and reported to the relevant authority, e.g. the police or CSCS where required

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

9. Pupils moving schools

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

9.2 The DSP will ensure that the receiving school has access to pupils' EHC plans, child in need plans, child protection plans or, for Our Children, their personal education plan and know who the child's social worker (and, for Our Children, who the responsible virtual school head is).

9.3 Vulnerable pupils and those of critical workers who are attending another setting, may return to school.

10. Monitoring and review

10.1 The DSP is responsible for continually monitoring DfE updates and updating this appendix in line with any government changes and guidance from the local safeguarding partners.

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

APPENDIX 1 - INDICATORS OF HARM

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.

Indicators in the child

Bruising

It is often possible to differentiate between accidental and inflicted bruises. The following must be considered as non accidental unless there is evidence or an adequate explanation provided:

● Bruising in or around the mouth
● 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, for example the back, mouth, cheek, ear, stomach, chest, under the arm, neck, genital and rectal areas
● 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
● Linear bruising at any site, particularly on the buttocks, back or face
● Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
● Bruising around the face
● Grasp marks to the upper arms, forearms or leg
● Petechae haemorrhages (pinpoint blood spots under the skin.) Commonly associated with slapping, smothering/suffocation, strangling and squeezing

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint. It is unlikely that a child will have had a fracture without the carers being aware of the child's distress.

If the child is not using a limb, has pain on movement and/or swelling of the limb, there may be a fracture.

There are grounds for concern if:

● The history provided is vague, non-existent or inconsistent
● 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

Rib fractures are only caused in major trauma such as in a road traffic accident, a severe shaking injury or a direct injury such as a kick.

Skull fractures are uncommon in ordinary falls, i.e. from three feet or less. The injury is usually witnessed, the child will cry and if there is a fracture, there is likely to be swelling on the skull developing over 2 to 3 hours. All fractures of the skull should be taken seriously.

Mouth Injuries

Tears to the frenulum (tissue attaching upper lip to gum) often indicates force feeding of a baby or a child with a disability. There is often finger bruising to the cheeks and around the mouth. Rarely, there may also be grazing on the palate.

Poisoning
Ingestion of tablets or domestic poisoning in children under 5 is usually due to the carelessness of a parent or carer, but it may be self harm even in young children.

Fabricated or Induced Illness
Professionals may be concerned at the possibility of a child suffering significant harm as a result of having illness fabricated or induced by their carer. Possible concerns are:
Discrepancies between reported and observed medical conditions, such as the incidence of fits
Attendance at various hospitals, in different geographical areas
Development of feeding / eating disorders, as a result of unpleasant feeding interactions
● The child developing abnormal attitudes to their own health
● Non organic failure to thrive - a child does not put on weight and grow and there is no underlying medical cause
● Speech, language or motor developmental delays
● Dislike of close physical contact
● Attachment disorders
● Low self esteem
● Poor quality or no relationships with peers because social interactions are restricted
● Poor attendance at school and under-achievement

Bite Marks
Bite marks can leave clear impressions of the teeth when seen shortly after the injury has been inflicted. The shape then becomes a more diffused ring bruise or oval or crescent shaped. Those over 3cm in diameter are more likely to have been caused by an adult or older child.
A medical/dental opinion, preferably within the first 24 hours, 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. Scalds are the most common intentional burn injury recorded.
Any burn with a clear outline may be suspicious e.g. circular burns from cigarettes, 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.

Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation. Scalds to the buttocks of a child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

The following points are also worth remembering:
● A responsible adult checks the temperature of the bath before the child gets in.

●   A child is unlikely to sit down voluntarily in a hot bath and cannot accidentally scald its bottom without also scalding his or her feet.
●   A child getting into too hot water of his or her own accord will struggle to get but and there will be splash marks

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

Emotional/behavioural presentation
Refusal to discuss injuries
Admission of punishment which appears excessive
Fear of parents being contacted and fear of returning home
Withdrawal from physical contact
Arms and legs kept covered in hot weather
Fear of medical help
Aggression towards others
Frequently absent from school
An explanation which is inconsistent with an injury
Several different explanations provided for an injury

<u>Indicators in the parent</u>
May have injuries themselves that suggest domestic violence
Not seeking medical help/unexplained delay in seeking treatment
Reluctant to give information or mention previous injuries
Absent without good reason when their child is presented for treatment
Disinterested or undisturbed by accident or injury
Aggressive towards child or others
Unauthorised attempts to administer medication
Tries to draw the child into their own illness.
Past history of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault
Parent/carer may be over involved in participating in medical tests, taking temperatures and measuring bodily fluids
Observed to be intensely involved with their children, never taking a much needed break nor allowing anyone else to undertake their child's care.
May appear unusually concerned about the results of investigations which may indicate physical illness in the child
Wider parenting difficulties may (or may not) be associated with this form of abuse.
Parent/carer has convictions for violent crimes

<u>Indicators in the family/environment</u>
Marginalised or isolated by the community
History of mental health, alcohol or drug misuse or domestic violence
History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Past history of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.

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 cyberbullying), 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.

Indicators in the child
Developmental delay
Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or no attachment
Aggressive behaviour towards others
Child scapegoated 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
Over-reaction to mistakes
Fear of new situations
Inappropriate emotional responses to painful situations
Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
Self harm
Fear of parents being contacted
Extremes of passivity or aggression
Drug/solvent abuse
Chronic running away
Compulsive stealing
Low self-esteem
Air of detachment – 'don't care' attitude
Social isolation – does not join in and has few friends
Depression, withdrawal
Behavioural problems e.g. aggression, attention seeking, hyperactivity, poor attention
Low self esteem, lack of confidence, fearful, distressed, anxious
Poor peer relationships including withdrawn or isolated behaviour

Indicators in the parent

Domestic abuse, adult mental health problems and parental substance misuse may be features in families where children are exposed to abuse.

Abnormal attachment to child e.g. overly anxious or disinterest in the child

Scapegoats one child in the family

Imposes inappropriate expectations on the child e.g. prevents the child's developmental exploration or learning, or normal social interaction through overprotection.

Wider parenting difficulties may (or may not) be associated with this form of abuse.

Indicators of in the family/environment

Lack of support from family or social network.

Marginalised or isolated by the community.

History of mental health, alcohol or drug misuse or domestic violence.

History of unexplained death, illness or multiple surgery in parents and/or siblings of the family

Past history of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.

NEGLECT

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

Once a child is born, neglect may involve a parent or carer failing to:

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

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

Indicators in the child

Physical presentation

Failure to thrive or, in older children, short stature

Underweight

Frequent hunger

Dirty, unkempt condition

Inadequately clothed, clothing in a poor state of repair

Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold

Swollen limbs with sores that are slow to heal, usually associated with cold injury

Abnormal voracious appetite
Dry, sparse hair
Recurrent / untreated infections or skin conditions e.g. severe nappy rash, eczema
or persistent head lice / scabies/ diarrhoea
Unmanaged / untreated health / medical conditions including poor dental health
Frequent accidents or injuries

Development
General delay, especially speech and language delay
Inadequate social skills and poor socialisation

Emotional/behavioural presentation
Attachment disorders
Absence of normal social responsiveness
Indiscriminate behaviour in relationships with adults
Emotionally needy
Compulsive stealing
Constant tiredness
Frequently absent or late at school
Poor self esteem
Destructive tendencies
Thrives away from home environment
Aggressive and impulsive behaviour
Disturbed peer relationships
Self harming behaviour

Indicators in the parent
Dirty, unkempt presentation
Inadequately clothed
Inadequate social skills and poor socialisation
Abnormal attachment to the child .e.g. anxious
Low self esteem and lack of confidence
Failure to meet the basic essential needs e.g. adequate food, clothes, warmth, or
hygiene
Failure to meet the child's health and medical needs e.g. poor dental health; failure
to attend or keep appointments with health visitor, GP or hospital; lack of GP
registration; failure to seek or comply with appropriate medical treatment; failure to
address parental substance misuse during pregnancy
Child left with adults who are intoxicated or violent
Child abandoned or left alone for excessive periods
Wider parenting difficulties, may (or may not) be associated with this form of abuse

Indicators in the family/environment
History of neglect in the family
Family marginalised or isolated by the community.
Family has a history of mental health, alcohol or drug misuse or domestic violence.
History of unexplained death, illness or multiple surgery in parents and/or siblings of
the family
Family has a past history of childhood abuse, self harm, somatising disorder or false
allegations of physical or sexual assault or a culture of physical chastisement.

Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals
Poor state of home environment e.g. unhygienic facilities, lack of appropriate sleeping arrangements, inadequate ventilation (including passive smoking) and lack of adequate heating
Lack of opportunities for child to play and learn

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

The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).
Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Indicators in the child

Physical presentation
Urinary infections, bleeding or soreness in the genital or anal areas
Recurrent pain on passing urine or faeces
Blood on underclothes
Sexually transmitted infections
Vaginal soreness or bleeding
Pregnancy in a younger girl where the identity of the father is not disclosed and/or there is secrecy or vagueness about the identity of the father
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

Emotional/behavioural presentation
Makes a disclosure.
Demonstrates 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
Self-harm - eating disorders, self mutilation and suicide attempts
Poor self-image, self-harm, self-hatred
Reluctant to undress for PE
Running away from home
Poor attention / concentration (world of their own)
Sudden changes in school work habits, become truant
Withdrawal, isolation or excessive worrying

Inappropriate sexualised conduct
Sexually exploited or indiscriminate choice of sexual partners
Wetting or other regressive behaviours e.g. thumb sucking
Draws sexually explicit pictures
Depression

Indicators in the parents
Comments made by the parent/carer about the child.
Lack of sexual boundaries
Wider parenting difficulties or vulnerabilities
Grooming behaviour
Parent is a sex offender

Indicators in the family/environment
Marginalised or isolated by the community.
History of mental health, alcohol or drug misuse or domestic violence.
History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Past history of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.
Family member is a sex offender.

Contacts and Advice

Expert organisations

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

Support for victims

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

Toolkits

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

Further information on confidentiality and information sharing

- Gillick Competency Fraser Guidelines
- Government Information Sharing Advice

- [Information Commissioner's Office: Education](#)
- [NSPCC: Things to Know and Consider](#)

Further information on sexting

- [UK Council for Child Internet Safety: Sexting Advice](#)
- [London Grid for Learning – Collection of Advice](#)

Support for parents

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