

Chenderit School
A VISUAL ARTS COLLEGE

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CHENDERIT SCHOOL CHILD PROTECTION AND SAFEGUARDING POLICY

REVIEWED BY GOVERNING BODY – NOVEMBER 2016

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Introduction

Chenderit School is committed to Safeguarding and promoting the welfare of all its pupils. We believe that all staff, governors, volunteers and visitors have an important role to play in Safeguarding and Child Protection.

Safeguarding is a term which is broader than 'child protection' and relates to the action taken to promote the welfare of children and protect them from harm. Safeguarding is everyone's responsibility. Child Protection is a statement of intent that demonstrates a commitment to safeguard children.

There are six main elements to our policy:

- Ensure we practice safer recruitment in checking the suitability of staff and volunteers to work with children;
- Establish and maintain a safe environment in which children can learn and develop;
- Raise awareness of child protection issues and equip children with the skills needed to keep them safe;
- Implement and maintain procedures for identifying and reporting cases, or suspected cases, of abuse;
- Support pupils, and their families, who have been abused or at risk of potential abuse and make a positive contribution to his/her agreed Child Protection Plan or other agreed intervention such as EHA's.
- To always act in the best interests of the child.

School's Responsibilities

We will follow the procedures set out by the Local Safeguarding Children Board (LSCB). Child protection in Education Establishments Catering for Children and Young People Aged 19 or under. This includes children educated offsite within an alternative provision.

Also guidance issued by Northamptonshire Children, Young People & Families Directorate and the Department for Education: "Working Together" (DfE 2015). We will also use other national guidance laid out in the following documents.

- Keeping children safe in education (DFE Sept 2016)
- The Children Act 1989
- The Education Act 2002 S175/s157
- Dealing with Allegations of Abuse (DFE 2015)
- Children Missing Education September 2016
- VAWG Strategy 2016
- National Action Plan against Child Abuse linked to Faith or Belief.

The school will:

- Ensure it has a Designated Senior Member of Staff (DSL) who will undertake regular, appropriate training for this role; The lead DSL will be a member of the SLT.

Name – Mr Roddy Lloyd-Jones;

- Ensure it has members of staff who will act in the absence of the DSL; named deputies – Mrs Jan Hooper and Mrs Allison Smith;
- Ensure it has a nominated Governor responsible for safeguarding children; Name – Ms Jo Dowden;
- Ensure every member of staff (including temporary and supply staff and volunteers) and the governing body knows the name of the DSL and understands their role;
- Safeguarding procedures and details for DSLs will be displayed on main reception for all visitors to read upon signing in;
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the DSLs;
- The school Governing Body should ensure that all staff in the school read and understand at least part 1 of the new guidance Keeping children safe in education (DFE Sept 2016)
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations, in this policy on the school website;
- Initiate and lead on Early Help Assessments with families and the child or children deemed to be in need of additional and external support where they do not meeting the threshold for Children’s Services involvement;
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding safeguarding matters including MARAC and attendance at Strategy meetings, EHA meetings, Initial Case Conferences and Reviews and Core Group meetings;
- Ensure that the duty of care towards it’s pupils and staff is promoted by raising awareness of illegal, unsafe and unwise behaviour and assist staff to monitor their own standards and practice;
- Be aware of and follow procedures set out by Children’s Services and the LSCB where an allegation is made against a member of staff, visitor or volunteer;
- Ensure safer recruitment practices are always followed.
- Policy and procedures will be reviewed and updated annually;
- Procedures and training will be reviewed annually and up-dated in accordance with current legislation.

Training

When staff join the school they will be informed of the school’s Safeguarding and Child Protection policy, the name of the DSL, the designated deputies and the procedures for reporting a disclosure or a concern. They will be referred to the CP and Safeguarding policy which can be found in the staff handbook, on the school website and also in the Safeguarding folder in the shared area.

At induction, staff are also provided with the schools Behaviour Policy, Staff Code of Conduct and Acceptable Use of Technology policies. The annual induction programme each September will include clear, power- point safeguarding information relating to signs and symptoms of abuse, how to manage a disclosure from a child, when and how to record a concern about the welfare of a child. Also their continued responsibilities to support the child’s individual welfare needs following the reported concern and during any

subsequent intervention. Staff who haven't been available for the September training or have joined the school during the course of the academic year will all undertake the full induction training to ensure good practice and meet safeguarding requirements.

All staff will also be provided with a Safeguarding guide of key points to remember. The guide is to be found in each staff members of identification badge.

NB. Staff should ensure that they understand the role of the DSL.

Staff will be informed that if they disagree with the decision made by the DSL they have a responsibility to question this with the DSL, if not satisfied with the response, to raise this with the Headteacher.

All staff are encouraged to talk to the school's DSL about individual concerns but also about any general Safeguarding concerns and to ask any burning questions.

DSLs once they have completed the initial 1 day "Safeguarding Training for Designated Senior Persons", will also receive an annual refresher course as well as new DSL training every two years.

Governing Body's Responsibilities

The Governing Body will nominate a member to be responsible for Safeguarding Children and will liaise with the DSL in matters relating strategically to Safeguarding. It will ensure that Safeguarding Policies and procedures are in place and comply with the law, are available to parents and staff and are reviewed annually.

The nominated governor will liaise with the DSL to produce an annual report for the governing body and local authority.

The nominated governor will also check that the school are carrying out all their responsibilities as set out above, in particular that all staff have read and understood part 1 of Keeping children safe in education (DFE Sept2016).

Headteacher's Responsibilities

The Headteacher will ensure that the Safeguarding Policies and procedures are fully implemented and followed by all staff and that sufficient resources are allocated to enable the DSL and other staff to discharge their responsibilities with regard to Safeguarding.

The Headteacher will lead on Safeguarding complaints made against staff and will seek advice from the local authority's advisor and LADO (Local Authority's Designated Officer).

DSLs Responsibilities

DSLs will promote the welfare of children within the school ensuring that all staff, volunteers and visitors know who the DSL is and who acts in his/her absence.

The DSL will co-ordinate action with regards safeguarding concerns or disclosures.

The DSL will also be aware of the importance of keeping the Headteacher briefed of

significant events such as police investigations or sec 47 investigations.

The DSL will be responsible for Child Protection documents being complete, log book being kept up to date and all documents being kept confidential in a locked cabinet. The DSL will be responsible for deciding what information can and should be shared with other key staff or external agencies. CP files will be kept for the duration a child continues to attend this school and beyond in line with current data legislation.

The DSL should consider it reasonable and good practice where there is a CP concern for a child with siblings to share information with the school(s) where siblings attend, speaking only to the DSL at their school and only sharing information on a “need to know” basis. The DSL should keep information factual and accurate and record their decision to share information, what was shared and why. The school is currently transferring the original CP filing system to the new secure web hosted ‘My Concern’ software.

If a child moves school the DSL will be responsible for transferring CP information and documents to the new school, sending original copies by special/recorded delivery. A note of all pupil records transferred should be kept in either electronic or paper format. If there has been a CP concern that did not meet the threshold for formal CP procedures it will be at the DSL’s discretion whether or not to transfer information that might assist the new school to meet the child’s welfare needs. This will apply also if the child moves to a PRU.

If the child is transferring to a college of further education consideration should be given to the pupil’s wishes on their child protection information being passed on so that the FE establishment can provide appropriate support.

DSL lead and DPS will meet regularly for case monitoring reviews of vulnerable children. These will be evidenced with minutes and recorded in pupils CP case notes. General safeguarding issues will also be raised with a view to informing and improving policy and practice.

If the DSL disagrees with the decisions or actions taken or not taken by Children’s Services/MASH, the DSL will formalise their concerns by writing to the Service Manager.

DSL will inform relevant agencies in the event of a death of a child.

With regards to looked after children, it is the responsibility of the DSL to not only have details of the child’s social worker but also the name of the virtual school Headteacher in the local authority. This information may be shared where appropriate with the Designated Teacher responsible to promote the achievement of Looked After Children in school.

Involving Parents/Carers

In general, we will discuss concerns with parents/carers before approaching other agencies, and we will seek their consent to making a referral to another agency. However there may be occasions when the school will contact another agency before informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.

The DSL will never disclose to a parent any information held on a child if this would put the child at risk of significant harm.

Parents/carers will have access to the school's CP and Safeguarding policy via the school's website.

All Staff Responsibilities

All staff have a responsibility to make sure they fully brief themselves on Child Protection and Safeguarding policy and procedures.

All staff have a personal responsibility to report any concerns they have about a particular child/children. In school this is expected to be reported through the Safeguarding Team. If a child is in immediate danger or at risk of harm a referral should be made to Children's Social Care or the police. The normal procedure would be to do this through the Safeguarding Team/Headteacher but in the event of neither being available anybody can make a referral.

All staff should understand and appreciate that children in our school are all very individual and some have very challenging home situations. It is very important therefore to pay attention to a child who is upset, seeming low in mood or displaying unusual or out of character behaviour.

All staff should report concerns straight away to the Safeguarding Team, or Headteacher. Failing all those attempts staff have a responsibility to make the call themselves.

Children's Services/MASH - 0300 126 1000
Police 101

All staff have a right to disagree with the decisions or actions taken by the Safeguarding Team and are encouraged to share this with the Safeguarding Team, The Headteacher or Children's Services

Managing a Disclosure

Teachers and other staff in schools are in a unique position to observe children's behaviour over time and often develop close and trusting relationships with pupils. If a child discloses directly to a member of staff, the following procedures will be followed:

- Listen carefully to what is said;
- Observe;
- Do not ask questions which may be considered to suggest what might have happened, or who has perpetrated the abuse, e.g. 'Did your Dad hit you?';
- Do not make the child repeat what he/she said in front of another person;
- Explain you must pass it on and cannot keep any secrets for them;
- Tell them they have been very brave and reassure them they have done the right thing;
- Explain once you have it passed on we will treat the matter very sensitively and look

after them;

- Always act in the best interests of the child.

Following a disclosure, the member of staff should talk **immediately** to the Safeguarding Team and complete a Safeguarding form. The member of staff receiving the disclosure or having the concern will also be asked to sign and date a CP log book.

If the member of staff has regular contact with the child or is the child's Learning Tutor they should continue to be concerned and involved as much as possible with the child's individual welfare needs in school after the concern is passed on. The Safeguarding Team will share information with key staff on a "need to know" basis.

Information Sharing & Confidentiality

All records of a Child Protection nature should be passed to the Safeguarding Teams including case conference minutes and written records of any concerns. There should not be any CP documents kept in either personal, SEN or other files.

Safeguarding Teams will share information with key staff about children they are working with if the Safeguarding Team considers it appropriate and it would help the member of staff provide more appropriate and sensitive support to the child in school. If confidential information is shared with key staff in school, school would expect that this would be kept confidential and not shared with other staff or pupils that have no reason or purpose to know.

School would neither expect any personal or confidential information to be shared with anyone outside of school, in person or online.

The Safeguarding Team and key staff will need, from time to time, to share CP information with partner agencies, Children's Services, Police and other schools. However it would be necessary to ensure sharing information is necessary, proportionate, relevant, accurate, timely and secure. School would also decide whether the information sharing required consent or whether it is in the public interest to share information without consent.

School will not use Data Protection as a barrier to sharing appropriate information to the appropriate agency at the appropriate time.

Police will always be asked to provide school with a Data Protection Request Form before releasing any information. This is with the exception of the school's own liaison officer.

Supporting Children

The school will endeavour to support the pupil through:

- Governing bodies and proprietors should ensure that children are taught about safeguarding, including online, through teaching and learning opportunities as part of providing a broad and balanced curriculum;
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued;
- The school's Behaviour For Learning Policy which is aimed at supporting vulnerable

pupils in the classroom and around school, and contributes to making school feel like a safe place for all;

- Weekly Inclusion meetings to discuss and plan for the needs of children who present with serious concerns or who may have high level specific needs including intervention eg. Early Help. Early Help requires staff to understand the schools Inclusion Centre's referral process and procedures, which lead to the identification of emerging problems, of any liaison with the DSL, other professional support and in some cases undertaking an 'Early Help' assessment. The school is introducing 'My Concern' Child Protection and Safeguarding reporting software procedures that triage all information being reported by staff and subsequently back to early identification of Early Help support and referral. Information sharing at twice weekly SIMs meetings creates a high level of awareness with regards to the welfare of students who are causing concern.
- When the school is considering excluding a child where there is a Child Protection Plan in place or there are CP concerns, the school should hold a multi-agency risk assessment meeting prior to making the decision to exclude;
- Liaise with other agencies that support the pupil such as Children's Services, Family Support, Child and Adolescent Mental Health Service (CAMHS), Young Carers, and many more agencies involved in the safeguarding of children;
- Notify, or take advice from Children's Services immediately there is a significant concern;
- Where a referral to Children's Services is not appropriate, Chenderit school may feel it necessary to contact parents to offer advice or to gain their support, sometimes advocating for the child;
- Provide continuing support to a pupil about whom there have been concerns, who leaves the school, by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school;
- Pupils will not be removed from school roll until their place at an alternative school has been confirmed and are attending;
- School will be concerned if a child is absent from school, 'Children missing in education' for long or regular periods of time and this should be seen as a symptom of potential welfare concerns – may even be a potential indicator of abuse or neglect;
- School will support pupils in school who are, or feel bullied. We will address the bullying, peer on peer abuse, behaviour, counsel the child and put measures in place to ensure they are safe from harm;
- School will support pupils who have medical or mental health conditions and will consider the safeguarding implications for them;
- School will seek to provide necessary, often external support, for pupils who display inappropriate sexualised behaviour;
- Particular attention will be paid to LAC and SEND children. School has a Safeguarding team, who have the skills, knowledge and understanding necessary to keep LAC safe. A 'Designated Teacher' responsible for the LAC students has been identified.
- Particular attention will be paid to children who live with parents who drink or substance misuse, parents who experience domestic abuse; parents who are in prison or regularly offend, parents who have low parenting capacity (inc. financial)

and parents who fabricate or induce illness;

- Close and careful attention needs to be paid to specific issues that might not be considered common but issues that should be kept at the forefront of our minds so not to miss the signs of this abuse:-

Female Genital Mutilation (FGM) – School will keep a close eye on families planning to go abroad for a “celebration” with family where there is a young pre-pubic female. School should ask more questions about this celebration and make cautious referral if not completely satisfied.

Along with being alert to safeguarding concerns over potential FGM or forced marriage, staff also need to be alert for indicators of travelling to conflict zones.

Child Sexual Exploitation – School will be alert to the potential for this type of exploitation of girls and boys, online or in person. This will be reported to MASH.

Counter Terrorism – This will also not be a common everyday issue but all the more reason to keep it in our minds. Any concern however silly it may seem must be reported to the Safeguarding Team and Headteacher or directly to Police and Channel.

The Prevent Duty

The Counter Terrorism and Security Act, 2015 places a duty on the school to have ‘due regard to the need to prevent people from being drawn into terrorism’: This duty is known as the Prevent duty. The school will comply with the statutory guidance: ‘Revised Prevent Duty Guidance: for England and Wales (HM July 2015)’ and any non-statutory advice issued by the Secretary of State for Education. As part of this, the school recognises the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge external extremist ideas.

The Prevent duty training is part of the school’s safeguarding framework. The school will work with outside agencies as necessary, particularly in regard to assessing and managing potential risk in the local context and sharing and reporting concerns about individuals or groups of individuals.

As part of the Prevent duty, all staff have responsibility:

- to safeguard children and young people from the risk of being drawn into terrorism, not just violent extremism, but also non-violent extremism which can create an atmosphere that is conducive to terrorism and can popularise view which terrorists exploit;
- to promote the core values of the school;
- to create a safe place where children and young people can discuss sensitive topics, including extremist ideas that are part of the terrorist ideology and learn how to challenge these ideas;
- to promote British values under section 78 of the 2002 Act: to promote students’ spiritual, moral, social and cultural development (SMSC) which means challenging opinions or behaviours in school that are contrary to fundamental British values;
- to know and understand what is meant by radicalisation and extremism and be

aware of indicators of these;

- to educate and support students to help develop their sense of belonging and develop and enhance their resilience;
- to challenge behaviours which harm the ability of different individuals to work together and be mutually supportive;
- to develop children's and young people's critical and engagement skills;
- to ensure that children and young people are safe from terrorist and extremist material when accessing the internet in school and report any such access immediately to the designated member of staff;
- to develop children and young people's personal responsibility in the online space, particularly around freedom of speech;
- to develop children and young people's understanding of how to verify online information;
- to ensure that students are safe from accessing extremist or terrorist materials whilst using school servers;
- ensure that displays are not inappropriate and report any that give cause for concern to the safeguarding lead;
- ensure that outside speakers and events are not supportive of, nor conducive to, terrorism and are appropriately supervised.

The statutory Prevent guidance summarises the requirements on school in terms of four general themes:

- With regard to assessing the risk of children being drawn into terrorism including supporting extremist ideas that are part of terrorist ideology, the school will initially process all concerns (raised awareness from Prevent training) through safeguarding procedures and subsequently through Prevent and Channel process if the situation requires;
- The school's local partnership arrangements comply with Prevent duty requirements, to take into account the policies and procedures of local Safeguarding Children's Boards;
- Prevent awareness training and subsequently ensure all school staff have received the training through an online programme promoted by the DSL;
- The school has systems in place to monitor the appropriate use of the internet.
- Alternative provision and Safeguarding young people. When a student in the school has an 'alternative provision' provided off site. The school continues to follow all Safeguarding and Child Protection procedures, ensuring that the receiving organisations satisfies all Child Protection and Safeguarding practices. This will be conducted by on site visits and scrutiny of the receiving establishments child protection and safeguarding policy statement.

Supporting Staff

We recognise that staff working in the school, who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the Safeguarding Team and to seek further support as appropriate.

Safer Recruitment and Selection of Staff

The school pays full regard to “Safeguarding Children and Safer Recruitment in Education” (DFES 2015). Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and appropriate checks through the Disclosure and Barring Service (DBS).

All recruitment materials will include reference to the school’s commitment to safeguarding and promoting well-being of pupils.

At least one member of the interview panel will have undertaken Safer Recruitment training.

Allegations against staff

Although it is an uncomfortable thought, it needs to be acknowledged that there is potential for staff in school to abuse children.

This may be an allegation made about a member of staff, governor, visiting professional or volunteer and may include the following:-

- Behaviour that has harmed or potentially may have harmed a child.
- Possibly committed a criminal offence against the child or related to a child.
- Behaviour that indicates he/she is unsuitable to work with children.

All staff must report any potential safeguarding concerns about an individual’s behaviour towards children, immediately.

Allegations or concerns about colleagues or visitors must be reported directly to the Headteacher unless it relates to the Headteacher. If the concern relates to the Headteacher it must be reported immediately to the Designated Officer.

Children’s Social Care, who will liaise with the Chair of Governors and they will decide on any action required.

Complaints or Concerns expressed by Pupils, Parents, Staff or Volunteers

Any expression of concern in relation to any child at this school will be listened to and acted upon promptly in order to safeguard the child’s welfare, giving due regard to which adults have parental responsibility.

We will seek to ensure that the child or adult who makes a complaint is informed not only about the action the school will take but also the length of time that will be required to resolve the complaint. The school will also endeavour to keep the child or adult regularly informed if appropriate as to the progress of his/her complaint.

The school will seek advice from the local authority’s advisors in more complex cases.

Whistleblowing

The school recognises that there may be circumstances where staff and children and young people feel unable to raise concerns or incidents of malpractice within the school

environment as there is reasonable doubt that these would be dealt with adequately.

All staff and volunteers have a legal duty to raise concerns where they feel individuals or schools are failing to safeguard and promote the welfare of children.

All staff have responsibility to ensure their practice is commensurate with school whistle blowing policy.

Additional information:- nspcc Whistleblowing Helpline 0800 028 0285. Further information can be obtained from the NSPCC website (www.nspcc.org.uk)

Prevention

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

The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are always listened to;
- Ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty;
- Include in the curriculum opportunities that equip children with the skills they need to recognise and stay safe from abuse;
- “Vulnerable Pupil” Meetings held weekly with key staff to share individual concerns, plan action, risk assess and allocate key-worker to offer early help;
- Risk Assessments completed for vulnerable pupils;
- EHA’s support provided to families offering early help and increased members of staff now able to lead on EHA’s in school.

Physical Intervention

Staff at this school are aware that they must only ever use physical intervention to prevent injury to a pupil, member of staff or where the pupil is putting themselves or others at risk of harm and that at all times it must be the minimal restraint necessary to prevent injury or damage to property.

Abuse of Trust

We recognise that as adults working in the school, we are in a relationship of trust with the pupils in our care and acknowledge that it is a criminal offence to abuse that trust.

NO RELATIONSHIP OTHER THAN PROFESSIONAL IS ACCEPTABLE WHILST IN A POSITION OF TRUST

We recognise that the legislation is intended to protect young people in education who are over the age of consent but under 18 years of age.

Bullying, Cyber Bullying & Racism

Our policy on bullying, cyber bullying & racism is set out in a separate Behaviour policy and acknowledges that to allow or condone bullying, cyber bullying or racism may lead to

consideration under safeguarding children procedures, in addition to appropriate discipline procedures.

E-safety

Our Digital and Technology policy as well as our E-safety procedures and practices recognises that internet safety is a whole school responsibility (staff, pupils, parents). Children and young people may expose themselves to danger, whether knowingly or unknowingly, when using the internet and other technologies. Additionally, some young people may find themselves involved in activities which are inappropriate or possibly illegal.

Teaching about safeguarding issues in the classroom can prevent harm by providing young people with skills, attributes and knowledge to help them navigate risks. Addressing sensitive issues promotes a whole school approach to safeguarding, giving young people the space to explore key issues and the confidence to seek the support of adults should they encounter problems.

Keeping Children Safe in Education (Sept 2016) statutory guidance states that schools 'should ensure children are taught about safeguarding, including online, through teaching and learning opportunities' . .

The online world is integral to how children stay in touch with their friends, and access to the internet is now available like never before. However, there are inherent risks associated with new technologies and it is essential for young people and their parents / carers to understand how to reduce these risks. The Child Exploitation and Online Protection (CEOP) Centre is the UK's national child protection agency (visit www.ceop.police.uk for more information).

The school's website has available to students, parents and carers information regarding the safer internet practices and links to agencies supporting the safe use of the internet and other technologies.

We therefore recognise our responsibility to educate our pupils, teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies.

The governing body and proprietors ensure that the appropriate filters and monitoring systems are in place to support the appropriate access to teaching and learning of on-line safety as well as with regard to safeguarding children from misuse of the internet and other technologies. Chenderit School utilises 'Smoothwall' internet filtering and blocking services.

Children missing from Education

All children, regardless of circumstances, are entitled to full time education. The school will follow the Statutory Guidance September 2016 for Children Missing in Education, notifying the appropriate and relevant authorities of students whose name is removed from the school register.

Health & Safety

Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the safeguarding of our children both within the school environment and when away from the school when undertaking school trips and visits.

Private Fostering

Where schools and colleges have not been involved in making the arrangement but a member of staff or volunteer at a school or college becomes aware that a pupil may be in a private fostering arrangement, where a child under the age of 16 (or 18 if disabled) is provided with care and accommodation by someone to whom they are not related in that person's home, they should raise this in the first instance with the DSL. The school or college should notify the local authority of the circumstances, and the local authority will check that the arrangement is suitable and safe for the child.

Other Relevant Policies

The Governing Body's legal responsibility for safeguarding the welfare of children goes beyond basic Child Protection procedures. The duty is now to ensure that safeguarding permeates all activities and functions. This policy therefore compliments and supports a range of other policies, for instance:

- Disciplinary Procedures
- Code of Conduct – staff
- Acceptable use policy
- Complaints Procedure
- Behaviour Management
- Bullying & Anti-Social Behaviour
- Trips and Visits
- Work experience and extended work placements
- Medication Policy
- Sex Education Policy
- Equal Opportunities
- E-safety (as part of the Child Protection and Safeguarding Policy)
- Attendance Policy
- These policies can be found on the school portal

The above list is not exhaustive but when undertaking development or planning of any kind the school will always need to consider Safeguarding matters.

Contacts

Designated Lead Person – Mr R Lloyd-Jones

Deputy Designated Person – Mrs Jan Hooper

Deputy Designated Person – Mrs Allison Smith

Appendices

Appendix 1 Definitions and Indicators of Abuse

Appendix 2 Dealing with a disclosure of abuse

Appendix 3 Allegations about a member of staff, governor or volunteer

Appendix 4 Allegations against other pupils
Appendix 5 Safeguarding Forms

DEFINITIONS AND INDICATORS OF ABUSE

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 maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers);
- Ensure access to appropriate medical care or treatment;
- Ensure access to appropriate Education.

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

The following may be indicators of neglect (this is not designed to be used as a checklist):

- Constant hunger;
- Stealing, scavenging and/or hoarding food;
- Frequent tiredness or listlessness;
- Frequently dirty or unkempt;
- Often poorly or inappropriately clad for the weather;
- Poor school attendance or often late for school;
- Poor concentration;
- Affection or attention seeking behaviour;
- Illnesses or injuries that are left untreated;
- Failure to achieve developmental milestones, for example growth, weight;
- Failure to develop intellectually or socially;
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings;
- The child is regularly not collected or received from school; or
- The child is left at home alone or with inappropriate carers.

PHYSICAL ABUSE

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

DOMESTIC VIOLENCE

Domestic violence encompasses any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse:

- psychological
- physical
- sexual
- financial
- emotional

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

Coercive behaviour is: an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim. This definition, which is not a legal definition, includes so called 'honour' based violence, female genital mutilation (FGM) and forced marriage, and is clear that victims are not confined to one gender or ethnic group.

Witnessing domestic abuse is really distressing and scary for a child, and causes serious harm. Children living in a home where domestic abuse is happening are at risk of other types of abuse too. Children can experience domestic abuse or violence in lots of different ways. They might:

- see the abuse
- hear it from another room
- see a parent's injuries or distress afterwards
- be hurt by being nearby or trying to stop the abuse.

Domestic abuse can happen in any relationship, and it affects young people too. They may not realise that what is happening is abuse. Even if they do, they might not tell anyone about it because they're scared of what will happen, or ashamed about what people will think.

1 in 5 teenagers have been physically abused by their boyfriends or girlfriends.

FEMALE GENITAL MUTILATION (FGM)

FGM involves procedures that include the partial or total removal of the external female

genital organs for cultural or other non-therapeutic reasons. The practice is medically unnecessary, extremely painful and has serious health consequences, both at the time when the mutilation is carried out and in later life.

Girls who are threatened with or who have undergone FGM may withdraw from education, restricting their educational and personal development. They may feel unable to go against the wishes of their parents and consequently may suffer emotionally. Staff may become aware of a student because they appear anxious, depressed and emotionally withdrawn. They may be presented with a sudden decline in their performance, aspirations or motivation. There may be occasions when a student comes to school or college but then absents themselves from lessons, possibly spending prolonged periods in the bathroom. Students who fear they may be at risk of FGM often come to the attention of, or turn to, a teacher or other member of staff before seeking help from the police or social services. Sometimes the student's friends report it to staff. Teachers and other members of staff are in an ideal position to identify and respond to a victim's needs at an early stage.

Educational establishments should aim to create an 'open environment' where students feel comfortable and safe to discuss the problems they are facing – an environment where FGM can be discussed openly, and support and counselling are provided routinely. Students need to know that they will be listened to and their concerns taken seriously.

Mandatory Reporting Duty section 5B of the FGM Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers to report to the police where they discover (either through disclosure or visual evidence) that FGM appears to have been carried out on a girl under 18 years. Those failing to report such cases will face disciplinary sanctions.

Chenderit School will create an 'open' and supportive environment by:

- circulating and displaying materials about FGM;
- displaying relevant information, e.g. details of the NSPCC's Helpline and ChildLine services, Careline, National Domestic Violence Helpline and appropriate black and minority ethnic women's groups;
- ensuring that a private telephone is made available should students need to seek advice from the above organisations or other relevant groups discreetly;
- informing/raising awareness about issues around FGM with colleagues – as well as including appropriate training in continuing professional development;
- ensuring that the designated member of staff with responsibility for safeguarding children is well versed in the issues around FGM;
- referring students to a safeguarding lead, pastoral tutor, learning mentor or school counsellor as appropriate;
- encouraging young people to access appropriate advice, information and support;
- making materials such as books and DVDs available;
- introducing FGM into the school curriculum within relevant classes, such as: Personal, Social and Health Education (PSHE) particularly in 'Sex and the Law' for Key Stages 3, 4 and 5, Citizenship; Religious Knowledge; Drama; History; Sociology.

MENTAL HEALTH

One in ten young people has a mental health disorder and 50% of lifetime cases of diagnosable mental illness begin by the age of 14. In an average classroom, 10 young people will have witnessed their parents separate, eight will have experienced severe physical violence, sexual abuse or neglect, one will have experienced the death of a parent and seven will have been bullied. Early identification of a problem and early intervention to provide support are key to improving outcomes and yet many people wait more than ten years after the first onset of a disorder before seeking treatment. Good early intervention in school may be as simple as staff being able to 'notice our distress and be helpful' and can prevent a problem from escalating and becoming one of clinical significance.

There are lots of different mental illnesses. Anxiety and depression are the most common mental health problem in the UK. But there are lots of different mental health problems including bipolar disorder, personality disorder, obsessive compulsive disorder or schizophrenia, eating disorders (anorexia or bulimia) or self-harm.

ABUSE THROUGH SEXTING–(currently being redefined as Youth Produced Sexual Imagery)

Whilst professionals refer to the issue as 'sexting' there is no clear definition of 'sexting'. Many professionals consider sexting to be 'sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet.' Yet when young people are asked 'What does sexting mean to you?' they are more likely to interpret sexting as 'writing and sharing explicit messages with people they know'. Similarly, many parents think of sexting as flirty or sexual text messages rather than images.

'Youth produced sexual imagery' (YPSI) best describes the practice because:

- 'Youth produced' includes young people sharing images that they, or another young person, have created of themselves.
- 'Sexual' is clearer than 'indecent.' A judgement of whether something is 'decent' is both a value judgement and dependent on context.
- 'Imagery' covers both still photos and moving videos (and this is what is meant by reference to imagery).

YPSI is when a young person takes an indecent image of them self and sends this to their friends or boy / girlfriends via mobile phones. The problem is that once taken and sent, the sender has lost control of these images and these images could end up anywhere. They could be seen the young person's future employers, their friends or even by paedophiles. There is no legal definition of "indecent" but if the image is naked, a topless girl, contains genitals or sex acts, including masturbation, then it is defined as indecent. The sending of "underwear photos", rude text messages and videos is also commonly referred to as YPSI.

Students can be pressured into YPSI, made to feel guilty or isolated if they don't participate, or may feel that they are in love with the young person they message and feel totally safe in trusting them. Once a photo has been taken and shared it can be shared with others and can be used to bully, abuse or blackmail the young person.

By having in their possession, or by distributing indecent images of a person under 18 on to someone else – young people could be breaking the law as these are offences under the Sexual Offences Act 2003.

Responding to incidents

Initial disclosure: This could come from a pupil directly, a parent, a pupil's friend.

Risk assessment/Dealing with the incident: Consider the risk of harm and at any point if there are 'causes for concern' you can refer back to police/social care.

Considerations –risk assessment

- Vulnerability of the child
- Coercion
- How shared and where
- Impact on children
- Age of the children

Initial review with safeguarding team: At this initial stage the safeguarding team review the information and consider the 5 points for immediate referral. They make an initial decision about whether the incident can be dealt with in house.

Management in school

Ensure parents are informed and the incident recorded following all child protection and safeguarding procedures. 5 points for referral:

1. Adult involvement
2. Coercion or blackmail
3. Extreme or violent
4. Under 13
5. Immediate risk of harm

Police/social care/MASH referral Refer to your local arrangements for dealing with incidents and contact local services.

FORCED MARRIAGE

Forced marriage is different to an arranged marriage. A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.

The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel like they're bringing shame on their family). Financial abuse (taking your wages or not giving you any money) can also be a factor.

The school follows the HM Government statutory guidance, "The Right to Choose: Multi-agency statutory guidance for dealing with forced marriage" (June 2014)

GRAVE CONCERN/AT RISK

This is not a separate category of child abuse as such but covers a number of situations where a child may be at risk. Children whose situations do not currently fit the above categories but where social and medical assessments indicate that they are at significant risk of abuse. Grave concern may be felt where a child shows symptoms of stress and distress (see below) and any of the following circumstances apply:

- There is a known child abuser in the family;
- Another child in the family is known to have been abused;
- The parents are involved with pornographic material to an unusual degree;
- There is an adult in the family with a history of violent behaviour;
- The child is exposed to potential risk or exploitation via the Internet e.g. pornographic material or chat rooms.

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

The following may be indicators of physical abuse (this is not designed to be used as a checklist):

- Multiple bruises in clusters, or of uniform shape;
- Bruises that carry an imprint, such as a hand or a belt;
- Bite marks;
- Round burn marks;
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;
- An injury that is not consistent with the account given;
- Changing or different accounts of how an injury occurred;
- Bald patches;
- Symptoms of drug or alcohol intoxication or poisoning;
- Unaccountable covering of limbs, even in hot weather;
- Fear of going home or parents being contacted;
- Fear of medical help;
- Fear of changing for PE;
- Inexplicable fear of adults or over-compliance;
- Violence or aggression towards others including bullying; or
- Isolation from peers

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.

The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge;
- Anal or vaginal discharge, soreness or scratching;
- Reluctance to go home;
- Inability to concentrate, tiredness;
- Refusal to communicate;
- Thrush, persistent complaints of stomach disorders or pains;
- Eating disorders, for example anorexia nervosa and bulimia;
- Attention seeking behaviour, self-mutilation, substance abuse;
- Aggressive behaviour including sexual harassment or molestation;
- Unusual compliance;
- Regressive behaviour, enuresis, soiling;
- Frequent or open masturbation, touching others inappropriately;
- Depression, withdrawal, isolation from peer group;
- Reluctance to undress for PE or swimming; or
- Bruises or scratches in the genital area.

SEXUAL EXPLOITATION

Child sexual exploitation occurs when a child or young person, or another person, receives “something” (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person.

The presence of any significant indicator for sexual exploitation should trigger a referral to children’s social care. The significant indicators are:

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity);
- Entering and/or leaving vehicles driven by unknown adults;
- Possessing unexplained amounts of money, expensive clothes or other items;
- Frequenting areas known for risky activities;
- Being groomed or abused via the Internet and mobile technology; and
- Having unexplained contact with hotels, taxi companies or fast food outlets.

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 also involve seeing or hearing the ill-treatment of another person. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment.

The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly;
- Over-reaction to mistakes;
- Delayed physical, mental or emotional development;
- Sudden speech or sensory disorders;
- Inappropriate emotional responses, fantasies;
- Neurotic behaviour: rocking, banging head, regression, tics and twitches;
- Self-harming, drug or solvent abuse;
- Fear of parents being contacted;
- Running away;
- Compulsive stealing;
- Appetite disorders - anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis.

N.B.: Some situations where children stop communication suddenly (known as “traumatic mutism”) can indicate maltreatment.

RESPONSES FROM PARENTS

Research and experience indicates that the following responses from parents may suggest a cause for concern across all four categories:

- Delay in seeking treatment that is obviously needed;
- Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb);

- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development;
- Reluctance to give information or failure to mention other known relevant injuries;
- Frequent presentation of minor injuries;
- A persistently negative attitude towards the child;
- Unrealistic expectations or constant complaints about the child;
- Alcohol misuse or other drug/substance misuse;
- Parents request removal of the child from home; or
- Violence between adults in the household.

SEN AND DISABILITIES (including vulnerable learners)

When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child;
- Not getting enough help with feeding leading to malnourishment;
- Poor toileting arrangements;
- Lack of stimulation;
- Unjustified and/or excessive use of restraint;
- Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries;
- Unwillingness to try to learn a child's means of communication;
- Ill-fitting equipment. for example calipers, sleep boards, inappropriate splinting;
- Misappropriation of a child's finances;
- Inappropriate invasive procedures;
- Assumptions that indicators of possible abuse such as behaviour, mood, injury relate to the child's impairment without further exploration;
- Can be disproportionately impacted by things like bullying, without outwardly showing signs.
- Peer on Peer abuse – All staff should be aware that safeguarding issues can manifest themselves in Peer on Peer abuse. This may include, but not limited to, bullying (including cyber bullying), gender based violence, sexual assaults and sexting (YPSI). Staff should also refer to the schools Behaviour policy. It is clear that staff do not tolerate peer on peer absences as 'banter' or 'part of growing up'. Students will be supported by referral to our School Inclusion Team which may include the students form tutor. Where necessary and appropriate, staff will inform parents and carers of any such allegations or outcomes of specific investigations. School staff, as well as external agencies, are available for students who have been a victim of peer on peer abuse. **or**
- Communication barriers and difficulties in overcoming these barriers.
- Oversight of a vulnerables list
- First day calling
- Home visits where appropriate

GANGS AND YOUTH VIOLENCE

Children and young people involved with, or on the edges of, gangs might be victims of violence or they might be pressured into doing things like stealing or carrying drugs or weapons. They might be abused, exploited or put into dangerous situations.

For lots of young people, being part of a gang makes them feel part of a family so they might not want to leave. Even if they do, leaving or attempting to leave can be a really scary idea. They might be frightened about what will happen to them, their friends or their family if they leave.

There aren't any definite signs that show a child has joined a gang and it's unlikely that they'll tell you. Things parents can look out for include:

- Spending time with people you don't know and aren't sure about
- Going missing from home or school
- Getting into trouble at school
- Having new clothes or other items that you think they can't afford
- Getting involved with crimes including robbery, violence, drug dealing and sexual exploitation
- Having unexplained injuries
- Losing interest in their existing hobbies
- Becoming secretive
- Not telling you where they have been or why they have returned late

DRUG ABUSE

Personal appearance

- Messy, shoes lack of caring for appearance
- Poor hygiene
- Red, flushed cheeks or face
- Track marks on arms or legs (or long sleeves in warm to hide marks)
- Burns or soot on fingers or lips (from "joints" or "roaches" burning down)
- Personal habits or actions
- Clenching teeth
- Smell of smoke or other unusual smells on breath or on clothes
- Chewing gum or mints to cover up breath
- Heavy use of over-the-counter preparations to reduce eye reddening, nasal irritation or bad breath
- Frequently breaks curfew
- Cash flow problems
- Reckless driving, car accidents or unexplained dents in the car
- Avoiding eye contact
- Locked doors
- Going out every night
- Secretive phone calls
- "Munchies" or sudden appetite

'HONOUR BASED' VIOLENCE

Mainly, but not exclusively against women, so called 'honour based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, assault, imprisonment and murder and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the DSL. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

There are a range of potential indicators that a child may be at risk of HBV. Guidance on

the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of [the Multi agency statutory guidance on FGM](#) (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the [Multi-agency guidelines: Handling case of forced marriage](#).

FABRICATED OR INDUCED ILLNESS

- symptoms only appear when the parent or carer is present
- the only person claiming to notice symptoms is the parent or carer
- the affected child has an inexplicably poor response to medication or other treatment
- if a particular health problem is resolved, the parent or carer suddenly begins reporting a new set of symptoms
- the child's history of symptoms does not result in expected medical outcomes – for example, a child who has supposedly lost a lot of blood but doesn't become unwell
- the parent or carer has a history of frequently changing GPs or visiting different hospitals for treatment, particularly if their views about the child's treatment are challenged by medical staff
- the child's daily activities are being limited far beyond what you would usually expect as a result of having a certain condition – for example, they never go to school or have to wear leg braces even though they can walk properly

Other identified warning signs include:

- the parent or carer having good medical knowledge or a medical background
- although the parent or carer is very attentive to the child and stays with them constantly in hospital, they do not seem too worried about the child's health – or overly worried in relation to the health professional in charge of their child's care
- the parent or carer trying to maintain a close and friendly relationship with medical staff, but quickly becoming abusive or argumentative if their own views on what is wrong with the child are challenged
- one parent (usually, but not always, the father) having little or no involvement in the care of the child

- the parent or carer encouraging medical staff to perform often painful tests and procedures on the child (tests that most parents would only agree to if they were persuaded that it was absolutely necessary)

CHILD TRAFFICKING

The recruitment, transfer, harbouring or receipt of a child for the purpose of exploitation shall be considered 'trafficking in human beings'.

Signs that a child has been trafficked may not be obvious but you might notice unusual behaviour or event. These include a child who:

- is unable or reluctant to give details of accommodation or personal details
- might not be registered with a school or a GP practice
- has no documents or falsified documents
- has no access to their parents or guardians
- is seen in inappropriate places such as brothels or factories
- possesses unaccounted for money or goods

GENDER BASED VIOLENCE / VIOLENCE AGAINST WOMEN & GIRLS (VAWG)

Violence against women and girls (VAWG) are serious crimes. Protecting women and girls from violence and supporting victims and survivors remains a priority. (See VAWG strategy published 2016)

FAITH ABUSE

This reinforces the importance to protect children from harm because of their faith or belief.

(See National Action Plan against child abuse linked to faith or belief)

DEALING WITH A DISCLOSURE OF ABUSE

When a child tells me about abuse s/he has suffered, what must I remember?

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.

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

Immediately afterwards

You must not deal with this yourself. Clear indications or disclosure of abuse must be reported to Children's Social Care without delay, by the Designated Senior Lead.

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

ALLEGATIONS ABOUT A MEMBER OF STAFF, GOVERNOR OR VOLUNTEER

1. Inappropriate behaviour by staff/volunteers could take the following forms:

Physical

For example the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling.

Emotional

For example intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability or sexuality.

Sexual

For example sexualised behaviour towards pupils, sexual harassment, sexual assault and rape.

Neglect

For example failing to act to protect a child or children, failing to seek medical attention or failure to carry out an appropriate risk assessment.

2. If a child makes an allegation about a member of staff, governor, visitor or volunteer the Headteacher should be informed immediately. The Headteacher should carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Headteacher should not carry out the investigation him/herself or interview pupils.

3. The Headteacher must exercise, and be accountable for, their professional judgement on the action to be taken, as follows –

- If the actions of the member of staff, and the consequences of the actions, raise credible child protection concerns the Headteacher / Principal will notify the Northamptonshire Designated Officer (Tel: 0300 126 1000). The Designated Officer will advise about action to be taken and may initiate internal referrals within Children's Social Care to address the needs of children likely to have been affected;
- If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the pupil(s), these should be addressed through the school's own internal procedures;
- If the Headteacher / Principal decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on the child protection file.

4. **Where an allegation has been made against the Headteacher, then the Chair of the Governing Body takes on the role of liaising with the Designated Officer in determining the appropriate way forward.**

ALLEGATIONS AGAINST OTHER PUPILS

DfE guidance Keeping Children Safe in Education (2016) says that ‘governing bodies should ensure that there are procedures in place to handle allegations against other children’. The guidance also states the importance of minimising the risks of peer-on-peer abuse. In most instances, the conduct of students towards each other will be covered by the school’s behaviour policy. Some allegations may be of such a serious nature that they may raise safeguarding concerns. These allegations are most likely to include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is also likely that incidents dealt with under this policy will involve older students and their behaviour towards younger students or those who are vulnerable.

The safeguarding implications of sexual activity between young peopleⁱ

The intervention of child protection agencies in situations involving sexual activity between children can require difficult professional judgments. Some situations are statutorily clear – for example, a child under the age of 13 cannot consent to sexual activity. But it will not necessarily be appropriate to initiate safeguarding procedures where sexual activity involving children and young people below the age of legal consent (16 years) comes to notice. In our society generally the age at which children become sexually active has steadily dropped. It is important to distinguish between consensual sexual activity between children of a similar age (where at least one is below the age of consent), and sexual activity involving a power imbalance, or some form of coercion or exploitation. It may also be difficult to be sure that what has or has been alleged to have taken place definitely does have a sexual component.

As usual, important decisions should be made on a case by case basis, on the basis of an assessment of the children’s best interests. Referral under safeguarding arrangements may be necessary, guided by an assessment of the extent to which a child is suffering, or is likely to suffer, significant harm. Key specific considerations will include:

- The age, maturity and understanding of the children;
- Any disability or special needs of the children;
- Their social and family circumstance;
- Any evidence in the behaviour or presentation of the children that might suggest they have been harmed;
- Any evidence of pressure to engage in sexual activity;
- Any indication of sexual exploitation.

There are also contextual factors. Gender, sexuality, race and levels of sexual knowledge can all be used to exert power. A sexual predator may sometimes be a woman or girl and the victim a boy

Policy:-

At [school name] we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school’s behaviour policy.

Prevention

As a school we will minimise the risk of allegations against other pupils by:-

- ❖ Providing a developmentally appropriate PSHE syllabus which develops students understanding of acceptable behaviour and keeping themselves safe
- ❖ Having systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued
- ❖ Delivering targeted work on assertiveness and keeping safe to those pupils identified as being at risk
- ❖ Developing robust risk assessments & providing targeted work for pupils identified as being a potential risk to other pupils.

Allegations against other pupils which are safeguarding issues

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that, to be considered a safeguarding allegation against a pupil, some of the following features will be found.

If the allegation:-

- Is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- Is of a serious nature, possibly including a criminal offence
- Raises risk factors for other pupils in the school
- Indicates that other pupils may have been affected by this student
- Indicates that young people outside the school may be affected by this student

Examples of safeguarding issues against a student could include:

Physical Abuse

- Violence, particularly pre-planned
- Forcing others to use drugs or alcohol

Emotional Abuse

- Blackmail or extortion
- Threats and intimidation

Sexual Abuse

- Indecent exposure, indecent touching or serious sexual assaults
- Forcing others to watch pornography or take part in sexting

Sexual Exploitation

- Encouraging other children to engage in inappropriate sexual behaviour (For example - having an older boyfriend/girlfriend, associating with unknown adults or other sexually exploited children, staying out overnight)
- Photographing or videoing other children performing indecent acts

Procedure:-

- When an allegation is made by a pupil against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead (DSL) should be informed.

- A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.
- The DSL should contact the children’s reception team (CRT) to discuss the case. The DSL will follow through the outcomes of the discussion and make a referral where appropriate.
- If the allegation indicates that a potential criminal offence has taken place, CRT will refer the case to the multi-agency agency safeguarding hub where the police will become involved.
- Parents, of both the student being complained about and the alleged victim, should be informed and kept updated on the progress of the referral.
- The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils’ files.
- It may be appropriate to exclude the pupil being complained about for a period of time according to the school’s behaviour policy and procedures.
- Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school’s usual disciplinary procedures.
- In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.
- The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

ⁱTaken from The safeguarding implications of events leading to the closure of Stanbridge Earls School – A Serious Case Review (2015)



CHILD PROTECTION INCIDENT/WELFARE CONCERN FORM

Student's name			
Student's DOB		Tutor Group	
Staff member reporting incident – name and position			
Date of incident (dd/mm/yyyy)		Time of incident	
Details of the incident Note the reasons for recording the incident. Ensure the following factual information is provided – who, what, when and where. Include names of witnesses, if relevant, and immediate actions taken. Attach a body map or other information, if appropriate.			
Reporting staff member's signature		Date	
Please pass this form to your Designated Safeguarding Lead			
The Safeguarding Lead The Safeguarding Lead should record the response to the incident or concern and outcomes.			

Response to the incident/concern

Note actions taken, including names of anyone to whom your information was passed.

Outcomes

Record outcomes of the actions taken.

Safeguarding Lead's name			
Safeguarding Lead's signature		Date	

CONTINUATION SHEET

Details of the incident

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Reporting staff member's signature		
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The Safeguarding Lead

Response to the incident/concern
Note actions taken, including names of anyone to whom your information was passed.

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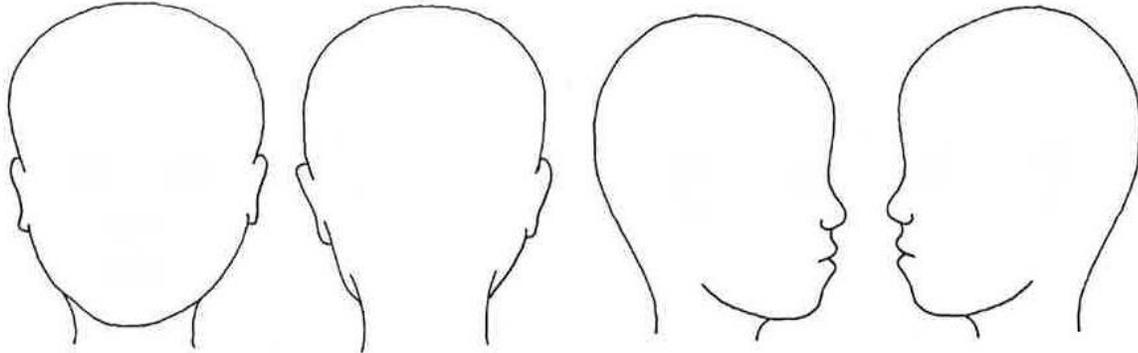
Outcomes
Record outcomes of the actions taken.

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Safeguarding Lead's signature		Date	
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BODY MAP

Student's name		Student's Date of Birth	
Date of incident (dd/mm/yyyy)		Person completing body map	



FRONT

BACK

RIGHT

LEFT

