

Shirley Warren Primary and Nursery School Safeguarding Policy and Procedure



October 2018

Schools and Education Guidance for writing Safeguarding Policy

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Key documentation used to develop this guidance include:

- **Keeping Children Safe in Education (September 2018)**
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/707761/Keeping_Children_Safe_in_Education_-_September_2018.pdf
- **Working Together (2018)**
[Working Together to Safeguard Children](#)
- **Staffing and Employment advice for schools (February 2017)**
<https://www.gov.uk/government/publications/staffing-and-employment-advice-for-schools>

- **Safe working practice for the protection of Children and Staff in education settings (2015)**
<http://www.saferrecruitmentconsortium.org/GSWP%20Oct%202015.pdf>
- **In addition to the above other documents are present throughout the guidance documents for reading when developing policy for specific aspects of safeguarding.**

Schools and Education Example Safeguarding Policy			
Version	3	Approved by	WGB approved Oct 2018
Date last amended	August 2018 by SCC	Approval date	October 2018
		Review date	October 2019

[Shirley Warren Primary & Nursery School Safeguarding Policy](#)

Purpose

1. This is a framework policy and procedure and should be seen as a starting point for development to fit your schools individual context. You **will** need to add specific procedures that are relevant to your own school. Keeping Children Safe in Education (2018) indicates that a child protection policy is reviewed at least annually, this needs to ensure it fully relates to other relevant policies such as a wider safeguarding policy as there will be linked/overlapping processes and procedures. Any additional guidance or legislation that is published after July 2018 will need to be reflected in your documents directly by the school. Annual update for safeguarding policy is recommended following any self-evaluation or analysis following any incident.
2. The headings have been taken from safeguarding issues, KCSiE 2018 and Ofsted Inspecting safeguarding guidance. You may want to add more areas if they are relevant to your school setting. Prior to being adopted each section must be reviewed to determine if it is appropriate for your setting. The 2018 KCSiE guidance highlights the importance of the frontline staff being involved in developing the school's policy. As part of the review process, we strongly recommend that those who are working with your children, in your community have a say in the development of your policy. If more or less information is required it is the responsibility of the school leaders and governors to make those amendments.
3. Links to national and local guidance are included, taken from KCSiE 2018, or other websites are correct as of the date of writing, these should be reviewed by the school on a regular basis.
4. Any links to separate policies that the school has should be considered and made by the school. Throughout this document any yellow highlighted sections require action or confirmation by the school. Pink highlights indicate new guidance.

5. All staff must read and indicate they understand at least Part 1 of KCSiE 2018 – they must be clear that if there is anything they do not understand they must state this and receive additional training/information so that they understand their safeguarding responsibilities.

Scope

6. The policy relates to all staff, volunteers and governors of Shirley Warren Primary & Nursery School, and provides them with the framework they need in order to keep children safe and secure in our school and to inform parents and guardians how we will safeguard their children whilst they are in our care.

Definitions/Glossary

- Should and Must are used throughout KCSiE 2018 – must is used when a person is legally required to do something, should is used advice set out should be followed unless there is a good reason not to.
- **Safeguarding** is defined in KCSiE 2018 as “protecting children from maltreatment; preventing impairment of children’s health and development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes”. Our safeguarding practice applies to every child.
- The term **Staff** applies to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity. This also includes parents and governors.
- **Child** refers to all young people who have not yet reached their 18th birthday. On the whole, this will apply to pupils of our school; however the policy will extend to visiting children and students from other establishments.
- **Parent** refers to birth parents and other adults in a parenting role for example adoptive parents, guardians, step parents and foster carers.

- **Abuse**: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.
- **Physical abuse**: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- **Emotional abuse**: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability as well as overprotection and limitation of exploration

and learning, or preventing the child from 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, although it may occur alone.

- **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see paragraph 50).
- **Neglect:** 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, for example, 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.
- **The Trigger Trio:** The term 'Trigger Trio' has been used to describe the issues of domestic violence, mental ill-health and substance misuse which have been identified as common features of families where harm to women and children has occurred. They are viewed as indicators of increased risk of harm to children and young people. In a review of Serious Cases Reviews undertaken by Ofsted in 2011, they found that in nearly 75% of these cases two or more of the issues were present.

Policy statement

This policy should be read in conjunction with the school's Child Protection Policy, SCC policy for retention and transfer of child protection and child welfare records, August 2018 and other policies including Appropriate Usage Policy, Code of Conduct policy.

7. **Safeguarding** is taken to mean "All agencies working with children, young people and their families take all reasonable measures to ensure that the risk of harm to children's welfare are minimised" and "where there are concerns about children and young people's welfare, all agencies take all appropriate actions to address those concerns, working to agreed local policies and procedures in full partnership with other agencies".
8. Our Aims are to:
 - To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident to approach adults if they are in difficulties.
 - To plan an effective PSHE curriculum that encompasses age and developmentally appropriate content enabling pupils to build skills and confidence to help them to manage the challenges of growing up in today's society including knowing how to keep themselves and others safe and where to get help from if they, or others need it.
 - Ensure that where required, action is taken in line with the best interests of the child, having taken into account the child's wishes (KCSiE 2018 p23)
 - To raise the awareness of all leaders, teaching and non-teaching staff and volunteers of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse. This responsibility does not rest solely with Designated Safeguarding Leads.
 - To develop a structured procedure within the school that will be followed by all members of the school community in cases of suspected abuse.
 - To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support plans for those children through timely Early Help referral, contact and working with external partners and children's social care team.

- To refer to early help services so children, and their wider families can be supported by professionals before referral to children's social care services is required.
<http://southamptonlscb.co.uk/prevention-and-early-help-services/>
 - To ensure that all adults within our school who have access to children have been checked as to their suitability. This includes appropriate raising of awareness for out of hours community users of our facilities and checks and training for governors in line with school policy.
9. The protection of children is of the highest priority for our school. Children have a right to feel secure and cannot learn effectively unless they do so. All children regardless of age, gender, ethnicity, ability, sexuality, religion, culture, language and beliefs have a right to be protected from harm. All staff have a key role in prevention of harm and an equal responsibility to act on any suspicion or disclosure that may indicate a child is at risk of harm in accordance with the guidance. We acknowledge that working in partnership with other agencies protects children and reduces risk and so we will engage in partnership working throughout the child protection process to safeguard children. Whilst the school will work openly with parents as far as possible, the school reserves the right to contact Southampton's Multi-agency Safeguarding Hub (in line with current safeguarding procedures) and Local Safeguarding Children's Board Child and Family Early Intervention Model and Threshold Document or the Police, without notifying parents if this is in the child's best interests taking into account the child's wishes as set out in KCSiE 2018.
10. Safeguarding processes are intended to put in place measures that minimise harm to children. There may be situations where gaps or deficiencies in the policies and processes we have in place will be highlighted. In these situations urgent review will be carried out by the DSL and governors in order to identify learning and inform the policy, practice and culture of the school. This review may involve the Local Authority or other agencies.
11. Some areas, such as Health and Safety, are a specialist area of safeguarding and a separate lead for this area is in place in the school and there is a named governor/committee with responsibility for health and safety.
- Shirley Warren Primary & Nursery School /Alice Hodges (H&S – resources committee and WGB)
12. All pupils in our school are able to talk to any member of staff to share concerns or talk about situations which are giving them worries. The staff will listen to the pupil, take their worries seriously and share the information with the safeguarding lead.
13. In addition, we provide pupils with information of who they can talk to outside of school both within the community and with local or national organisations who can provide support or help appropriate to their age and development.
14. As a school, we review this policy at least annually so as to be in-line with the child protection policy annual review as well as in line with DfE, LSCB, SCC and any other relevant guidance and update mid-review where key changes are made to national safeguarding policy or procedure.
- Policies are scheduled for ratification at WGB according a prescriptive time table.

Date Approved by Governing Body:

Date to be reviewed:

The child's wishes

Where there is a safeguarding concern, governing bodies, proprietors and school or college leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place for children to express their views and give feedback. Ultimately, all systems and processes should operate with the **best** interests of the child at their heart. (KCSiE 2018, p23)

At Shirley Warren Primary & Nursery School, the system to ensure the child's wishes are taken into account include:

Children's views are sought in age appropriate way for Child Protection Conference reports.

Safeguarding issues

Health and Safety

<https://www.gov.uk/government/publications/health-and-safety-advice-for-schools>

1. The site, the equipment and the activities carried out as part of the curriculum are all required to comply with the Health and Safety at Work act 1974 and regulations made under the Act.
2. All risks are required to be assessed and recorded plans of how to manage the risk are in place. The plans should always take a common sense and proportionate approach to allow activities to be safe rather than preventing them from taking place. The school has a Health and Safety policy which details the actions that we take in more detail [link to schools own policy].

Site Security

www.gov.uk/government/publications/school-security

3. We aim to provide a secure site, but recognise that the site is only as secure as the people who use it. Therefore all people on the site have to adhere to the rules which govern it. These are:

- All gates are shut except at the start and end of the school day
- Doors are kept closed and entry is permitted via buzz system to prevent intrusion
- Visitors and volunteers enter at the reception and must sign in.
- Visitors and volunteers are identified by showing school staff their identification.
- Children are only allowed home during the school day with adults/carers with parental responsibility or permission being given.
- All children leaving or returning during the school day have to sign out and in.
- Empty classrooms have windows closed.

First Aid

www.gov.uk/government/publications/first-aid-in-schools

4. There is a separate First Aid policy which can be found at (insert link to schools own policy).

Physical Intervention (use of reasonable force)

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools-2013>.

The link to use of reasonable force for special schools is to be published and updated when KCSiE 2018 becomes statutory from 3rd September, special schools should be alert to the publication and any amendments required.

5. As a school we have a separate policy outlining how we will use physical intervention. This can be found at [Behaviour policy - link].

Taking and the use and storage of images

<https://ico.org.uk/for-the-public/schools/photos>

6. As a school we will seek consent from the parent of a pupil and from teachers and other adults before taking and publishing photographs or videos that contain images that are sufficiently detailed to identify the individual in school publications, printed media or on electronic publications. We will not seek consent for photos where you would not be able to identify the individual. School needs to ensure it is compliant with GDPR regarding processing of images.
7. We will seek consent for the period the pupil remains registered with us and, unless we have specific written permission we will remove photographs after a child (or teacher) appearing in them leaves the school or if consent is withdrawn.
8. Photographs will only be taken on school owned equipment and stored on the school network. No images of pupils will be taken or stored on privately owned equipment by staff members.

Transporting pupils

[Home-to-school travel and transport - GOV.UK](#)

http://www.southampton.gov.uk/Images/home-school-transport-policy_tcm63-393077.pdf

9. The school will give consideration to the transport needs of our pupils including in an emergency situation and out of hours. Safeguarding the needs of our pupils when travelling in school owned / private hire minibus or coaches / taxis with staff or parents as drivers in cars.
10. On occasions parents and volunteers support with the task of transporting children to visits and off-site activities arranged by the school. (This is in addition to any informal arrangements made

directly between parents for after school clubs etc.). In managing these arrangements the school will put in place measures to ensure the safety and welfare of young people carried in parents' and volunteers' cars. This is based on guidance from the local authority and follows similar procedures for school staff using their cars on school business. These arrangements are:

(See Annex 1)

11. Where parents'/volunteers/staff cars are used on school activities the school will notify parents/ volunteers/ staff of their responsibilities for the safety of pupils, to maintain suitable insurance cover and to ensure their vehicle is roadworthy. A record will be kept in school of insurance, evidence of roadworthiness and clarity of responsibilities.

Off site visits/ provision including overnight stay

www.hampshireoutdoors.com

<https://oeapng.info/evc/>

https://evolve.edufocus.co.uk/evco10/evchome_public.asp?domain= the evolve site is used for preparing and recording all our offsite visits.

12. The school has the following arrangements in place to safeguard children who participate in, are affected by, extended services or activities taking place offsite within and outside of the normal school day. These are (list):
13. The following arrangements are in place for those pupils on offsite work based learning and any alternative provision. These are (list):

Homestay visits/ overnight visits/ visits using host families guidance found in KCSiE 2018 is followed as can be seen in our policy and processes – (add link or info)

OR

[Our process for Offsite visits is set out below/ policy and procedures are found at this link](#)

A particular strand of health and safety is looking at risks when undertaking off site visits. Some activities, especially those happening away from the school and residential visits, can involve higher levels of risk. If these are annual or infrequent activities, a review of an existing assessment may be all that is needed. If it is a new activity, a visit involving adventure activities, residential, overseas or an 'Open Country' visit, a specific assessment of significant risks must be carried out. The school has an educational visits coordinator (EVCC Name) who liaises with the county outdoor education adviser and helps colleagues in school to manage risks and support with off site visits and provides training in the management of groups during off site visits, as well as First Aid in an outdoor context. The EVC ought to be appointed to the role and receive training for the role. It is recommended that any EVC completes suitable training for the role or refresher training every five years. The EVC will also provide in house training within school for those who run regular off site visits as well as staff new to off site visits.

Where a visit includes at least one overnight stay in UK the school will have risk assessed the accommodation, and where it is with a family carried out an enhanced DBS check with barred list for adults responsible in the household, and consider and record if any persons over 16 in the house will also have these checks carried out. If no/expenses only are being paid a volunteer check can be applied for.

If the stay is outside of the UK these checks cannot be carried out. Parents should be made aware of this and children given clear information about who to contact at any time if they need to report something or feel uncomfortable. The school may consider contacting the relevant embassy to confirm what checks could be carried out. **(Annex E KCSiE 2018)**

Behaviour and Safety

14. The school has a behaviour policy in place that meets the relevant requirements (add link) (behaviour policy should include <https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>) this policy forms part of all staff induction.
15. We have a staff code of conduct (add link) that is a part of all staff induction.
16. The school has the following arrangements in place to safeguard children who participate in, are affected by, extended services or activities taking place within and outside of the normal school day, on or offsite. These are : Registers for all activities, clubs and trips. Risk assessments for all appropriate events, appropriate ratio of adults to pupils, first aid trained staff, medical needs detailed to all adults, all supporting adults trained annually in safeguarding. DSL available.
17. The following arrangements are in place for those pupils on work based learning and any alternative provision. These are (list): Primary age pupils not participating in work based learning.
18. We have sought assurances in writing and dated from users of the premises in line with SCC and Association of Chief Police Officers regarding speakers, that can be applied to groups (<http://www.hampshirepreventboard.org.uk/wp-content/uploads/2016/05/Prevent-Extremist-Speaker-Guidance.pdf>) that they have appropriate policies and procedures in place related to safeguarding of children are aware of preventing extremism and how to report concerns to the multi-agency safeguarding hub (MASH).
19. In school, systems for monitoring systems and volunteers can be found in our school visitor and onsite security procedures (add link:) These also will include lockdown/scatter procedures that can be implemented in an emergency in addition to fire evacuation procedures.
20. Procedures for pupils to know how and where to seek support in school can be found at around the school on posters and discussed with children regularly
21. As a school we encourage staff to act upon patterns of absence for pupils, especially the most vulnerable by discussing their observations with staff e.g. Attendance Officer or DSL if an unexplained absence of a vulnerable pupil.

Curriculum

22. Details of our school curriculum for all subjects can be found on our school website. This information includes details of regular PSHE learning planned to support pupils in age appropriate safeguarding issues as well as how we teach on-line / e-safety and the content of this. We welcome discussion with parents regarding the content of the curriculum to support our safeguarding aims and also ensure that where appropriate pupils are able to input and determine the effectiveness of such provision.
23. We recognise that the curriculum may need revision in line with the changes to relationships education to come into force in 2020.

https://consult.education.gov.uk/pshe/relationships-education-rse-health-education/supporting_documents/Draft%20Regulations%201.0%20for%20HAC.pdf

Missing, Exploited and Trafficked Children (MET)

MET action plan

2018 <http://southamptonlscb.co.uk/wp-content/uploads/2018/05/MET-Plan-final-Apr-2016-updated-May-18-1.pdf>

24. Within the local area, the acronym MET is used to identify all children who are missing; believed to be at risk of or being sexually exploited; or who are at risk of or are being trafficked. Given the close links between all of these issues, there has been a considered response to join all three issues so that cross over of risk is not missed.

25. At our school the procedures for MET are:

(add detail)

Children Missing Education

Local guidance, which is updated every Summer, can be found in Young Southampton.

CME guidance <http://www.youngsouthampton.org/images/2017-cme-guidance-for-schools.pdf>

CME procedures <http://www.youngsouthampton.org/images/cme-procedure-final-2017.pdf>

“Children Missing Education, statutory guidance for local authorities” September 2016

<https://www.gov.uk/government/publications/school-attendance>

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/395138/Children_missing_education_Statutory_guidance_for_local_authorities.pdf

26. Patterns of children missing education can be an indicator of either abuse or safeguarding risks. A relatively short length of time a child is missing does not reduce risk of harm to that child, and all absence or non-attendance should be considered with other known factors or concerns.
27. DSLs and staff should consider:
 - Missing lessons:
 - Are there patterns in the lessons that are being missed? Is this more than avoidance of a subject or a teacher? Does the child remain on the school site or are they absent from the site?
 - Is the child being sexually exploited during this time?
 - Are they late because of a caring responsibility?
 - Have they been directly or indirectly affected by substance misuse?
 - Are other pupils routinely missing the same lessons, and does this raise other risks or concerns?

- Is the lesson being missed one that would cause bruising or injuries to become visible?
- Single missing days:
 - Is there a pattern in the day missed? Is it before or after the weekend suggesting the child is away from the area? Are there specific lessons or members of staff on these days?
 - Is the parent informing the school of the absence on the day?
 - Are missing days reported back to parents to confirm their awareness?
 - Is the child being sexually exploited during this day?
 - Do the parents appear to be aware?
 - Are the pupil's peers making comments or suggestions as to where the pupil is at?
- Continuous missing days:
 - Has the school been able to make contact with the parent? Is medical evidence being provided? Are siblings attending school (either our or local schools)?
 - Did we have any concerns about radicalisation, FGM, forced marriage, honour based violence, sexual exploitation?
 - Have we had any concerns about physical or sexual abuse?

28. The school will view absence as both a safeguarding issue as well as an educational outcomes issue. The school may take steps that could result in legal action for attendance, or a referral to children's social care, or both.

Child Missing from Home or Care

<https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care>

http://4lscb.proceduresonline.com/southampton/p_ch_miss_care_home_ed.html

29. Children who run away from home or from care, provide a clear behavioural indication that they are either unhappy or do not feel safe in the place that they are living. Research shows that children run away from conflict or problems at home or school, neglect or abuse, or because children are being groomed by predatory individuals who seek to exploit them. Many run away on numerous occasions.
30. The association of chief police officers has provided the following definitions and guidance:
- *“Missing person is: ‘Anyone whose whereabouts cannot be established and where the circumstances are out of character or the context suggests the person may be the subject of crime or at risk of harm to themselves or another.’*
 - *An absent person is: ‘A person not at a place where they are expected or required to be.’*
 - *All cases classified as ‘missing’ by the police will receive an active police response – such as deployment of police officers to locate a child. Cases where the child was classified as ‘absent’ will be recorded by the police and risk assessed regularly but no active response will be deployed.*
 - *The absent case will be resolved when a young person returns or new information comes to light suggesting that he/she is at risk. In the latter instance, the case is upgraded to ‘missing’.*

31. Within any case of children who are missing both push and pull factors will need to be considered. Push factors include:

- Conflict with parents/carers
- Feeling powerless
- Being bullied/abused
- Being unhappy/not being listened to
- The Toxic Trio

32. Pull factors include:

- Wanting to be with family/friends
- Drugs, money and any exchangeable item
- Peer pressure
- For those who have been trafficked into the United Kingdom as unaccompanied asylum seeking children there will be pressure to make contact with their trafficker

33. As a school we will inform all parents of children who are absent (unless the parent has informed us). If the parent is also unaware of the location of their child, and the definition of missing is met, we will advise the parent/carer to report this matter to the police, if the parent has not already done so. We will also advise the parent of our duty to ensure that the matter is reported to the police. If there is any concern the parent has not, and will not, report the child missing, we will notify the Police by telephoning 101 or 999 in a case of emergency.

Child Sexual Exploitation (CSE)

[Child sexual exploitation: definition and guide for practitioners - GOV.UK](http://staffinfo.southampton.gov.uk/Images/CSE-Concern-Process-Flowchart_tcm67-397285.pdf)
[http://staffinfo.southampton.gov.uk/Images/CSE-Concern-Process-Flowchart_tcm67-397285.pdf](http://staffinfo.southampton.gov.uk/Images/CSE-Practitioner-Guidance_tcm67-397286.pdf)
http://staffinfo.southampton.gov.uk/Images/CSE-Practitioner-Guidance_tcm67-397286.pdf
<https://ceop.police.uk/>
http://www.barnardos.org.uk/what_we_do/our_projects/sexual_exploitation.htm
<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/child-sexual-exploitation/>

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

35. Like all forms of child sexual abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person’s immediate knowledge (through others copying videos or images they have created and posting on social media, for example);

- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

36. Child sexual exploitation is a complex form of abuse and it can be difficult for those working with children to identify and assess. The indicators for child sexual exploitation can sometimes be mistaken for 'normal adolescent behaviours'. It requires knowledge, skills, professional curiosity and an assessment which analyses the risk factors and personal circumstances of individual children to ensure that the signs and symptoms are interpreted correctly and appropriate support is given. Even where a young person is old enough to legally consent to sexual activity, the law states that consent is only valid where they make a choice and have the freedom and capacity to make that choice. If a child feels they have no other meaningful choice, are under the influence of harmful substances or fearful of what might happen if they don't comply (all of which are common features in cases of child sexual exploitation) consent cannot legally be given whatever the age of the child.
37. Indicators a child may be at risk of CSE include:
- Leaving home/care without explanation and persistently going missing or returning late;
 - Exclusion or unexplained absences from school, college or work;
 - Associating with other young people being sexually exploited
 - Relationships with controlling or significantly older individuals or groups;
 - Acquisition of money, clothes, mobile phones etc without plausible explanation;
 - Drug and/or alcohol use – may return home or present at school under influence
 - Increasing secretiveness around behaviours;
 - Self-harm or significant changes in emotional well-being
 - Excessive receipt of texts/phone calls;
 - Multiple callers (unknown adults or peers);
 - Concerning use of internet or other social media;
 - Inappropriate sexualised behaviour for age/sexually transmitted infections;
 - Evidence of/suspicious of physical or sexual assault;
 - Frequenting areas known for sex work.
38. CSE can happen to a child of any age, gender, ability or social status. Often the victim of CSE is not aware that they are being exploited and do not see themselves as a victim.
39. As a school we educate all staff in the signs and indicators of sexual exploitation. We use advice from the multi-agency safeguarding hub, the sexual exploitation risk assessment form ([SERAF](#)) and [associated guidance](#) to identify pupils who are at risk and the DSL will share this information as appropriate with children's social care.
40. We recognise that we may have information or intelligence that could be used to both protect children and prevent risk. Any relevant information that we have will be shared on the community partnership information (CPI) form and through contact with the multi-agency safeguarding hub.

Trafficked Children

Practice to safeguard children who may have been trafficked

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/177033/DFE-00084-2011.pdf

[Safeguarding unaccompanied asylum seeking and refugee children - GOV.UK](https://www.barnardos.org.uk/what_we_do/our_work/trafficked_children.htm)

https://www.barnardos.org.uk/what_we_do/our_work/trafficked_children.htm

41. Human trafficking is defined by the UNHCR in respect of children as a process that is a combination of:
 - Movement (including within the UK);
 - For the purpose of exploitation
 - Any child transported for exploitative reasons is considered to be a trafficking victim.

42. For any child where exploitation is suspected or known, and there are indicators of movement which is facilitated, arranged or controlled by individuals who may be exploiting or intending to exploit them, trafficking should be considered.

43. External (or international) trafficking describes trafficking which occurs from one country to another. Internationally trafficked children may first come to the attention of the local authority as Unaccompanied Children.

44. Internal trafficking is the term used to describe trafficking which occurs within the borders of a country. This can be within a neighbourhood, city, county, country etc.

45. There are a number of indicators which suggest that a child may have been trafficked into the UK, and may still be controlled by the traffickers or receiving adults. These are as follows:
 - Shows signs of physical or sexual abuse, and/or has contracted a sexually transmitted infection or has an unwanted pregnancy;
 - Has a history with missing links and unexplained moves;
 - Is required to earn a minimum amount of money every day; deprived of earnings by another person; or claims to owe money to another person (debt bondage)
 - Works in various locations;
 - Has limited freedom of movement;
 - Appears to be missing for periods;
 - Is known to beg for money;
 - Is being cared for by adult/s who are not their parents and the quality of the relationship between the child and their adult carers is not good;
 - Performs excessive housework chores and/or rarely leaves the residence.
 - Is one among a number of unrelated children found at one address;
 - Has not been registered with or attended a GP practice;
 - Is excessively worried about being deported

46. Children or young people may be trafficked from town to town or city within the UK, having been groomed and coerced into sexual or criminal exploitation. There are a number of indicators associated with child exploitation that are displayed by young people in this situation (detailed in the child sexual exploitation section). Other signs which may indicate trafficking risks:
 - Talking about or rumours about new places the child has or they are planning to visit (without plausible explanation)

- Talking about travel routes or modes of transport, or evidence of travel tickets / receipts
- Travelling / found out of area without plausible explanation
- Links with controlling or significantly older individuals or groups from other areas (without plausible explanation)

47. Where there are reasonable grounds to suspect a child to be the victim of trafficking, child protection procedures must be initiated by reporting to the DSL, who will contact the multi-agency safeguarding hub following procedure.

48. The above behaviours themselves do not indicate that a child is being trafficked, but should be considered as indicators that this may be the case. If staff believe that a child is being trafficked, this will be reported to the designated safeguarding lead for referral to be considered to children's social care.

Child criminal exploitation: county lines

We recognise that criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity- drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism⁹⁸ should be considered. Like other forms of abuse and exploitation, county lines exploitation:

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

Any person in our school who has concerns that may include criminal exploitation of a child should report their concern to the DSL without delay. The DSL will contact the multi-agency safeguarding hub for advice.

Gangs and Youth Violence including across county lines

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf

http://4lscb.proceduresonline.com/southampton/p_ch_affected_gang_act.html

49. The vast majority of young people will not be affected by serious violence or gangs. However, where these problems do occur, even at low levels there will almost certainly be a significant impact.

50. As a school we have a duty and a responsibility to protect our pupils. It is also well established that success in learning is one of the most powerful indicators in the prevention of youth crime. Dealing with violence also helps attainment. While pupils generally see educational establishments as safe places, even low levels of youth violence can have a disproportionate impact on any education.
51. Primary schools are also increasingly recognised as places where early warning signs that younger children may be at risk of getting involved in gangs can be spotted. Crucial preventive work can be done within school to prevent negative behaviour from escalating and becoming entrenched.
52. As a school we will:
 - develop skills and knowledge to resolve conflict as part of the curriculum;
 - challenge aggressive behaviour in ways that prevent the recurrence of such behaviour;
 - understand risks for specific groups, including those that are gender-based, and target interventions;
 - safeguard, and specifically organise child protection, when needed;
 - make referrals to appropriate external agencies;
 - carefully manage individual transitions between educational establishments, especially into Pupil Referral Units (PRUs) or alternative provision; and
 - work with local partners to prevent anti-social behaviour or crime.

Multi-agency Public Protection Arrangements

Where the school is made aware of a parent or person who will visit the school who has a conviction that is subject to MAPPA the school will proactively seek a confidential discussion with the individual or agencies to ensure that any necessary adjustments can be put into place with immediate effect so as to ensure safety of all.

Preventing Radicalisation and Extremism

www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty
<http://southamptonlscb.co.uk/key-documents/prevent-guidance/>
<http://www.hampshire.police.uk/internet/advice-and-information/safe4me/Safe4me+Prevent>

53. The person to contact in our school regarding Prevent is: Alison Mann
54. The prevent duty requires that all staff are aware of the signs that a child maybe vulnerable to radicalisation. The risks will need to be considered for political; environmental; animal rights; or faith based extremism that may lead to a child becoming radicalised. All staff have received Prevent WRAP training/undertaken e-learning/received awareness training on (September 2016), or have undertaken this as part of induction in order that they can identify the signs of children being radicalised. This is recorded as a part of the schools monitoring of the reading and understanding of policies and attendance at training.
55. As part of the preventative process resilience to radicalisation will be built through the regular promotion of fundamental British values through the curriculum.

56. Any child who is considered vulnerable to radicalisation will be referred by the DSL to Southampton children's social care front door, where the concerns will be considered within the MASH Prevent process. If the police Prevent officer considers the information to be indicating a level of risk a "channel panel" will be convened and the school will attend and support this process (See Appendix 3, p42)
57. We also ensure and record that any hirer has appropriate awareness of safeguarding issues and how to contact the Multi-agency safeguarding hub or Police with any concerns, including regarding radicalisation and extremist views or material. There is a record of this awareness.

Gender based violence / Violence against women and girls

<https://www.gov.uk/government/policies/violence-against-women-and-girls>

58. The government have a strategy looking at specific issues that women and girls face. Within the context of this safeguarding policy the following sections are how we respond to violence against girls. Female genital mutilation, forced marriage, so-called honour based violence and teenage relationship abuse all fall under this strategy.

Sexual violence and sexual harassment between pupil in schools and colleges

[Sexual violence and sexual harassment between children in schools and colleges - GOV.UK/](#)

59. In our school all adults are expected to make it clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up. This will be through the examples staff set as role models to our pupils as well as through PSHE and application of the behaviour policy and code of conduct.
60. Adults are expected to:
- not tolerate or dismiss sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys";
 - challenge behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting up skirts.
 - understand that all of the above can be driven by wider societal factors beyond the school and college, such as everyday sexist stereotypes and everyday sexist language. This is why a whole school/college approach (especially preventative education) as described in Part 3 of recent government advice (hyperlink above) is important.
 - recognise that pupils with SEN are three times more likely to be abused and ensure they have awareness of pupil behaviours that may be inappropriate towards pupils with SEN
 - recognise that allegations of sexual violence or sexual harassment are likely to be complex and will require difficult professional decisions to be made. The DSL must be notified without delay and decisions made on a case-by-case basis. As with other disclosures the person disclosing must be able to disclose the information in a supportive environment with clear record of factual information made as soon after the disclosure as possible. The same procedures should be followed as set out in the child protection policy.
61. Where information includes an online element staff including the DSL must be aware of the searching, screening and confiscation advice for schools and UKCCIS sexting advice for schools and college. A risk assessment must be made following the disclosure by the DSL on a case-by-case basis this may need to be amended once other agencies become involved

62. The DSL will report to children's social care through MASH, and this will be in conjunction with the police. Parents/carers will be informed unless there is a compelling reason not to, such as safety of the child. The police will advise what information can or should be shared.
63. There may need to be a temporary revision of education arrangements including class moves, arrangements for arriving and leaving school and at break times to ensure that both pupils are supported in continuing their education whilst any investigation is carried out.

So-called Honour Based Violence

<http://www.hampshire.police.uk/internet/advice-and-information/abuse-against-the-person/honour-based-violence>

64. So-called "honour-based" violence encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or community, including FGM, forced marriage and practices such as breast ironing. It often can include a wider network of family or community pressure and can include multiple perpetrators. For example, honour based violence might be committed against people who:
 - a. become involved with a boyfriend or girlfriend from a different culture or religion
 - b. want to get out of an arranged marriage
 - c. want to get out of a forced marriage
 - d. wear clothes or take part in activities that might not be considered traditional within a particular culture
 - e. convert to a different faith from the family

Any concerns held must be reported to the DSL without delay. The DSL will contact the multi-agency safeguarding hub for advice and follow up with a written referral and may contact the police. If the so-called honor based violence includes reported FGM, teachers must be mindful of their statutory duty to report, as well as inform DSL.

65. Women and girls are the most common victims of honour based violence however it can also affect men and boys. Crimes of 'honour' do not always include violence. Crimes committed in the name of 'honour' might include:
 - a. domestic abuse
 - b. threats of violence
 - c. sexual or psychological abuse
 - d. forced marriage
 - e. being held against your will or taken somewhere you don't want to go
 - f. assault

66. If staff believe that a pupil is at risk from honour based violence the DSL will follow the usual safeguarding referral process, however, if it is clear that a crime has been committed or the pupil is at immediate risk the police will be contacted in the first place. It is important that if honour based violence is known or suspected that communities and family members are NOT spoken to prior to referral to the police or social care as this could increase risk to the child.

Female Genital Mutilation (FGM)

www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedure-information

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

67. FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons. It has no

health benefits and harms girls and women in many ways. It involves removing and damaging healthy and normal female genital tissue, and hence interferes with the natural function of girls' and women's bodies.

68. The age at which girls undergo FGM varies enormously according to the community. **The procedure may be carried out when the girl is new-born, during childhood or adolescence, just before marriage or during the first pregnancy.** However, the majority of cases of FGM are thought to take place between the ages of 5 and 8 and therefore girls within that age bracket are at a higher risk.
69. FGM is illegal in the UK. On the 31 October 2015, it became **mandatory for teachers** to report known cases of FGM directly to the police. In these situations, the DSL and/or head must be informed that the member of teaching staff has called the police to report information that they believe indicates that FGM has happened. Advice can be sought from the DSL if required. If the information is gained by a non-teacher they must report to the DSL without delay.
70. **At no time will staff examine pupils to confirm FGM concerns.**
71. For cases where it is believed that a girl may be vulnerable to FGM or there is a concern that she may be about to be genitally mutilated the staff will inform the DSL who will report it as with any other child protection concern. If the female is 18 or over teachers should follow local safeguarding procedures and contact the DSL, who in turn will contact MASH.

Forced Marriage

www.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf

72. In the case of children: *'a forced marriage is a marriage in which one or both spouses cannot consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure.'*
73. The school acknowledges that forced marriage is different to arranged marriage. In developing countries 11% of girls are married before the age of 15. One in 3 victims of forced marriage in the U.K. are under 18.
74. It is important that all members of staff recognise the presenting symptoms, how to respond if there are concerns and where to turn for advice. Advice and help can be obtained nationally through the Forced Marriage Unit and locally through the local police safeguarding team or children's social care.
75. Policies and practices in this school reflect the fact that while all members of staff, including teachers, have important responsibilities with regard to pupils who may be at risk of forced marriage, teachers and school leaders should not undertake roles in this regard that are most appropriately discharged by other children's services professionals such as police officers or social workers.

Characteristics that may indicate forced marriage

76. While individual cases of forced marriage, and attempted forced marriage, are often very particular, they are likely to share a number of common and important characteristics, including:
- an extended absence from school/college, including truancy;
 - a drop in performance or sudden signs of low motivation;
 - excessive parental restriction and control of movements;
 - a history of siblings leaving education to marry early;
 - poor performance, parental control of income and students being allowed only limited career choices;
 - evidence of self-harm, treatment for depression, attempted suicide, social isolation, eating disorders or substance abuse; and/or
 - evidence of family disputes/conflict, domestic violence/abuse or running away from home.
77. On their own, these characteristics may not indicate forced marriage. However, it is important to be satisfied that where these behaviours occur, they are not linked to forced marriage. It is also important to avoid making assumptions about an individual pupil's circumstances or act on the basis of stereotyping. For example, an extended holiday may be taken for entirely legitimate reasons and may not necessarily represent a pretext for forced marriage.

Teenage Relationship Abuse

<https://www.gov.uk/government/publications/this-is-abuse-summary-report>

<http://www.hampshire.police.uk/internet/advice-and-information/safe4me/healthy-relationships>

<https://www.gov.uk/government/publications/statutory-guidance-framework-controlling-or-coercive-behaviour-in-an-intimate-or-family-relationship>

78. Research has shown that teenagers didn't understand what constituted abusive behaviours such as controlling behaviours, which could escalate to physical abuse, e.g. checking someone's phone, telling them what to wear, who they can/can't see or speak to and that this abuse was prevalent within teen relationships. Further research showed that teenagers didn't understand what consent meant within their relationships. They often held the common misconception that rape could only be committed by a stranger down a dark alley and didn't understand that it could happen within their own relationships. This led to these abusive behaviours feeling 'normal' and therefore left unchallenged as they were not recognised as being abusive.
79. In response to this the school will provide education to prevent teenagers from becoming victims and perpetrators of abusive relationships by encouraging them to rethink their views of violence, abuse and controlling behaviours, and understand what consent means within their relationships. Relationships education will be included in all year groups at our school and will be differentiated so as to be developmentally appropriate for pupils.

Domestic Abuse

<https://www.gov.uk/guidance/domestic-violence-and-abuse#domestic-abuse-and-young-people>

https://www.nspcc.org.uk/what-you-can-do/events/-abuse/research-and-resources/research/findings/understandingthelinks_wda48278.html

80. Domestic abuse is 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:

- a. Psychological
- b. Physical
- c. Sexual
- d. Financial
- e. Emotional

81. 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.
82. 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.
83. Research indicates that living within a home where domestic abuse takes place is harmful to children and can have a serious impact on their behaviour, wellbeing and understanding of what a normal relationship is.
84. Children witnessing domestic abuse is recognised as 'significant harm' in law. These children may become aggressive; display anti-social behaviours; suffer from depression or anxiety; or fail to reach their educational potential. Indicators that a child is living within a relationship with domestic abuse include:
 - a. withdrawn
 - b. suddenly behaves differently
 - c. anxious
 - d. clingy
 - e. depressed
 - f. aggressive
 - g. problems sleeping
 - h. eating disorders
 - i. wets the bed
 - j. soils clothes
 - k. takes risks
 - l. misses school
 - m. changes in eating habits
 - n. obsessive behaviour
 - o. nightmares
 - p. drugs
 - q. alcohol
 - r. self-harm
 - s. thoughts about suicide
85. These behaviours themselves do not indicate that a child is living with domestic abuse, but should be considered as indicators that this may be the case. If staff believe that a child is living with domestic abuse, this will be reported to the designated safeguarding lead for referral to be considered to children's social care.

Bullying

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

<http://www3.hants.gov.uk/childrens-services/childrenandyoungpeople/bullying.htm>

86. The school works to a separate bullying policy that can be found at [insert link to schools own policy]

Prejudice based abuse

87. Prejudice based abuse or hate crime is any criminal offence which is perceived by the victim or any other person to be motivated by a hostility or prejudice based on a person's real or perceived:

- Disability
- Race
- Religion
- Gender identity
- Sexual orientation

88. Although this sort of crime is collectively known as 'Hate Crime' the offender doesn't have to go as far as being motivated by 'hate', they only have to exhibit 'hostility'. This can be evidenced by:

- threatened or actual physical assault
- derogatory name calling, insults, for example racist jokes or homophobic language
- hate graffiti (e.g. on school furniture, walls or books)
- provocative behaviour e.g. wearing of badges or symbols belonging to known right wing, or extremist organisations
- distributing literature that may be offensive in relation to a protected characteristic
- verbal abuse
- inciting hatred or bullying against pupils who share a protected characteristic
- prejudiced or hostile comments in the course of discussions within lessons
- teasing in relation to any protected characteristic e.g. sexuality, language, religion or cultural background
- refusal to co-operate with others because of their protected characteristic, whether real or perceived
- expressions of prejudice calculated to offend or influence the behaviour of others
- attempts to recruit other pupils to organisations and groups that sanction violence, terrorism or hatred.

89. As a school we will respond by:

- clearly identifying prejudice based incidents and hate crimes and monitor the frequency and nature of them within the school
- taking preventative action to reduce the likelihood of such incidents occurring
- recognising the wider implications of such incidents for the school and local community
- providing regular reports of these incidents to the Governing Body
- ensuring that staff are familiar with formal procedures for recording and dealing with prejudice based incidents and hate crimes
- dealing with perpetrators of prejudice based abuse effectively
- supporting victims of prejudice based incidents and hate crimes

Faith Abuse

<https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>

http://www.proceduresonline.com/4lscb/southampton/p_faith_belief.html?zoom_highlight=faith+a_buse

90. The number of known cases of child abuse linked to accusations of “possession” or “witchcraft” is small, but children involved can suffer damage to their physical and mental health, their capacity to learn, their ability to form relationships and to their self-esteem. Such abuse generally occurs when a carer views a child as being “different”, attributes this difference to the child being “possessed” or involved in “witchcraft” and attempts to exorcise him or her.
91. A child could be viewed as “different” for a variety of reasons such as, disobedience; independence; bed-wetting; nightmares; illness; or disability. There is often a weak bond of attachment between the carer and the child. There are various social reasons that make a child more vulnerable to an accusation of “possession” or “witchcraft”. These include family stress and/or a change in the family structure. The attempt to “exorcise” may involve severe beating, burning, starvation, cutting or stabbing and isolation, and usually occurs in the household where the child lives.
92. If the school become aware of a child who is being abused in this context, the DSL will follow the normal referral route in to children’s social care.

Hate Crime

93. These are incidents or offences which are motivated by hostility, prejudice or hatred towards someone's actual or perceived:
 - colour of skin, race, ethnicity, nationality and/or national origin
 - disability
 - sexual orientation
 - faith, religion or belief
 - gender or gender identity
 - age

Mate Crime and Peer on peer abuse

<http://arcuk.org.uk/safetynet/examples-of-mate-crime/>

<http://arcuk.org.uk/safetynet/files/2012/08/Friend-or-Fake-Booklet.pdf>

94. Mate crime is a rapidly increasing problem across the country and is defined as:
“the exploitation, abuse or theft from any vulnerable person by those they consider to be their friends. Those that commit such abuse or theft are often referred to as ‘fake friends’.” Mate crime is most prevalent when the victim suffers with a mental disability and is especially common when that disability is Autism or Asperger’s. Please see the links below for some useful guidance on how to spot, and how to deal with mate crime (Hampshire Constabulary is not responsible for the content of external sites)

Internet / e-safety/ on-line safety

<http://www.saferinternet.org.uk/professionals-online-safety-helpline>

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

<http://www.saferinternet.org.uk/>

95. Technological hardware and software is developing continuously with an increase in functionality of devices that people use. The majority of children use online tools to communicate with others locally, nationally and internationally. Access to the Internet and other tools that technology provides is an invaluable way of finding, sharing and communicating

information. While technology itself is not harmful, it can be used by others to make children vulnerable and to abuse them.

96. With the current speed of on-line change, some parents and carers have only a limited understanding of online risks and issues. Parents may underestimate how often their children come across potentially harmful and inappropriate material on the internet and may be unsure about how to respond. Some of the risks could be:
- unwanted contact
 - grooming
 - online bullying including sexting
 - digital footprint
97. The school will therefore seek to provide information and awareness to both pupils and their parents through:
- Acceptable use agreements for children, teachers, parents/carers and governors
 - Curriculum activities involving raising awareness around staying safe online
 - Information included in letters, newsletters, web site, VLE
 - Parents evenings / sessions
 - High profile events / campaigns e.g. Safer Internet Day
 - Building awareness around information that is held on relevant web sites and or publications
 - Ensuring the safeguards in place for the school electronic systems are effective and monitored for any threats to safety

Social media

<http://southamptonlscb.co.uk/professionals/policies-and-guidance/>

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

<https://360safe.org.uk/>

<http://www.childnet.com/search-results/?keywords=social%20networking>

<http://www.kidsmart.org.uk/socialnetworking/>

[https://www.lqfl.net/SearchResults.aspx?find=social media](https://www.lqfl.net/SearchResults.aspx?find=social%20media)

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- unwanted contact
 - grooming
 - online bullying including sexting
 - digital footprint
 - information accessed beyond a child's ability to comprehend or understand
99. The school will therefore seek to provide information and awareness to both pupils and their parents through:
- Acceptable use agreements for children, teachers, parents/carers and governors
 - Curriculum activities involving raising awareness around staying safe online
 - Information included in letters, newsletters, web site, VLE
 - Parents evenings / sessions
 - High profile events / campaigns e.g. Safer Internet Day
 - Building awareness around information that is held on relevant web sites and or publications
 - Social media policy for pupils, parents and staff

- Building awareness around information that is held on relevant web sites and or publications
- Ensuring the safeguards in place for the school electronic systems are effective and monitored for any threats to safety

Cyberbullying

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf

<http://www.hampshire.police.uk/internet/asset/f0db2eea-0e3c-4fb4-b98c-e3fa681b860P/primary-social-networking-cyber-bullying>

100. Central to the School's anti-bullying policy should be the principle that '*bullying is always unacceptable*' and that '*all pupils have a right not to be bullied*'.

101. The school should also recognise that it must take note of bullying perpetrated outside school which spills over into the school and so we will respond to any cyber-bullying we become aware of carried out by pupils when they are away from the site.

102. Cyber-bullying is defined as "an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend himself/herself."

103. By cyber-bullying, we mean bullying by electronic media:

- Bullying by texts or messages or calls on mobile phones
- The use of mobile phone cameras to cause distress, fear or humiliation
- Posting threatening, abusive, defamatory or humiliating material on websites, to include blogs, personal websites, social networking sites
- Using e-mail to message others
- Hijacking/cloning e-mail accounts
- Making threatening, abusive, defamatory or humiliating remarks in on-line forums

104. Cyber-bullying may be at a level where it is criminal in character. It is unlawful to disseminate defamatory information in any media including internet sites. Section 127 of the Communications Act 2003 makes it an offence to send, by public means of a public electronic communications network, a message or other matter that is grossly offensive or one of an indecent, obscene or menacing character. The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.

105. If we become aware of any incidents of cyberbullying, we will need to consider each case individually as to any criminal act that may have been committed. The school will pass on information to the police if it feels that it is appropriate or are required to do so.

Sexting

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

<http://www.hampshire.police.uk/internet/advice-and-information/safe4me/Safe4me+%27Sexting%27>

Z

<https://www.ceop.police.uk/Media-Centre/Press-releases/2009/What-does-sexting-mean/>

106. 'Sexting' often refers to the sharing of naked or 'nude' pictures or video through mobile phones and the internet. It also includes underwear shots, sexual poses and explicit text messaging.

107. While sexting often takes place in a consensual relationship between two young people, the use of sexted images in revenge following a relationship breakdown is becoming more commonplace. Sexting can also be used as a form of sexual exploitation and take place between strangers.

108. As the average age of first smartphone or camera enabled tablet is 6 years old, sexting is an issue that requires awareness raising across all ages.

109. The school will use age appropriate educational material to raise awareness, to promote safety and deal with pressure. Parents should be aware that they can come to the school for advice.

Gaming

<http://www.saferinternet.org.uk/advice-centre/teachers-and-professionals>

<http://www.childnet.com/search-results/?keywords=gaming>

<http://www.kidsmart.org.uk/games/>

<http://www.lgfl.net/esafety/Pages/Primary-resource-matrix.aspx>

110. Online gaming is an activity that the majority of children and many adults get involved in. The school will raise awareness:

- By talking to parents and carers about the games their children play and help them identify whether they are appropriate.
- By support parents in identifying the most effective way of safeguarding their children by using parental controls and child safety mode.
- By talking to parents about setting boundaries and time limits when games are played.
- By highlighting relevant resources.

Online reputation

<http://www.childnet.com/resources/online-reputation-checklist>

<http://www.saferinternet.org.uk/advice-centre/teachers-and-professionals/professional-reputation>

<http://www.kidsmart.org.uk/digitalfootprints/>

111. Online reputation is the opinion others get of a person when they encounter them online. It is formed by posts, photos that have been uploaded and comments made by others on people's profiles. It is important that children and staff are aware that anything that is posted could influence their future professional reputation. The majority of organizations and work establishments now check digital footprint before considering applications for positions or places on courses.

Grooming

<http://www.saferinternet.org.uk/search/node/grooming>

<http://www.childnet.com/search-results/?keywords=grooming>

<http://www.internetmatters.org/issues/online-grooming/>

112. Online grooming is the process by which one person with an inappropriate sexual interest in children will approach a child online, with the intention of developing a relationship with that child, to be able to meet them in person and intentionally cause harm.

113. The school will build awareness amongst children and parents about ensuring that the child:
- only has friends online that they know in real life
 - is aware that if they communicate with somebody that they have met online, that relationship should stay online

114. That parents should:

- recognise the signs of grooming
- have regular conversations with their children about online activity and how to stay safe online

115. The school will raise awareness by:

- Running sessions for parents
- Include awareness around grooming as part of their curriculum
- Identifying with both parents and children how they can be safeguarded against grooming

Substance misuse including alcohol and drugs

http://4lscb.proceduresonline.com/southampton/p_ch_par_misuse_subs.html

<https://www.gov.uk/government/publications/drugs-advice-for-schools>

<http://www3.hants.gov.uk/education/hias/drug-and-alcohol/resources-for-schools.htm>

116. Substance misuse applies to the misuse of alcohol as well as 'problem drug use', defined by the Advisory Council on the Misuse of Drugs as drug use which has: 'serious negative consequences of a physical, psychological, social and interpersonal, financial or legal nature for users and those around them.

117. The school will use the linked guidance referenced below.

[If you do not have a separate policy for drug and substance misuse the linked guidance above provides a framework for what could be considered. While the prevalence of drug and substance misuse decreases with the lower key stages, early years settings have had under 5s bring in both packets of Class A drugs and drug based paraphernalia from home. The policy needs to consider both deliberate and accidental possession and use of drugs and other substances.

The Psychoactive Substances Act 2016-. Please ensure that your policy reflects this new act which covers 'legal highs'.

Parental substance misuse

118. Parental substance misuse of drugs or alcohol becomes relevant to child protection when substance misuse and personal circumstances indicate that their parenting capacity is likely to be seriously impaired or that undue caring responsibilities are likely to be falling on a child in the family.

119. For children the impact of parental substance misuse can include:

- a. Inadequate food, heat and clothing for children (family finances used to fund adult's dependency)
- b. Lack of engagement or interest from parents in their development, education or wellbeing

- c. Behavioural difficulties- inappropriate display of sexual and/or aggressive behaviour
- d. Bullying (including due to poor physical appearance)
- e. Isolation – finding it hard to socialise, make friends or invite them home
- f. Tiredness or lack of concentration
- g. Child talking of or bringing into school drugs or related paraphernalia
- h. Injuries /accidents (due to inadequate adult supervision)
- i. Taking on a caring role
- j. Continued poor academic performance including difficulties completing homework on time
- k. Poor attendance or late arrival

120. These behaviours themselves do not indicate that a child’s parent is misusing substances, but should be considered as indicators that this may be the case. If staff believe that a child is living with parental substance misuse, this will be reported to the designated safeguarding lead for referral to be considered for children’s social care.

Substance misuse including alcohol and drugs - children

<https://nolimitshelp.org.uk/get-help/drugs-and-alcohol/>

<https://www.gov.uk/government/publications/drugs-advice-for-schools>

121. The school recognises that young people need good quality education about lawful and unlawful substances. We will ensure that students are given accurate information, understand the consequences of misuse, and are taught the skills to avoid becoming involved with drugs and other substances through the curriculum and individual needs.

122. For the purposes of School Policy, the term ‘Drug’ is used to include:

- a. Illegal substances
- b. Substances which are legal but can be misused (link to schools drug policy, managing medicines policy, managing drug incidents)

Pupils with medical conditions (in school) including emergency evacuation.

www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3

123. As a school we will make sure that sufficient staff are trained to support any pupil with a medical condition. All relevant staff will be made aware of the condition to support the child and be aware of medical needs and risks to the child.

124. An individual healthcare plan will be put in place to support the child and their medical needs.

Pupils with medical conditions (out of school)

<http://www.youngsouthampton.org/working-with-children/schools-guidance/health-and-safety/manual/managing-medicines-in-schools.aspx>

125. There will be occasions when children are temporarily unable to attend our school on a full time basis because of their medical needs. These children and young people are likely to be:

- children and young people suffering from long-term illnesses

- children and young people with long-term post-operative or post-injury recovery periods
- children and young people with long-term mental health problems (emotionally vulnerable)

126. Where it is clear that an absence will be for more than 15 continuous school days the Education Welfare Service will be contacted to discuss how to best support with the pupil's education.

Intimate care

http://www.proceduresonline.com/4lscb/southampton/p_intimate_disabilities.html?zoom_highlight=intimate+care+personal+care

127. The Intimate Care Policy and Guidelines Regarding Children have been developed to safeguard children and staff.

128. They apply to everyone involved in the intimate care of children. Disabled children can be especially vulnerable. Staff involved with their intimate care need to be sensitive to their individual needs and follow any agreed care plan.

129. Intimate care may be defined as any activity required to meet the personal care needs of each individual child. Parents have a responsibility to advise staff of the Intimate care needs of their child, and staff have a responsibility to work in partnership with children and parents. This advice should be recorded, as should whenever staff have had to carry out those activities.

130. Intimate care can include:

- Feeding
- Oral care
- Washing
- Dressing/undressing
- Toileting
- Menstrual Care
- Photographs
- Treatments such as enemas, suppositories, enteral feeds
- Catheter and stoma care
- Supervision of a child involved in intimate self-care

Fabricated or induced illness

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277314/Safeguarding_Children_in_whom_illness_is_fabricated_or_induced.pdf

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/508847/Mental_Health_and_Behaviour_-_advice_for_Schools_160316.pdf

<http://www.youngminds.org.uk/>

<https://www.gov.uk/government/publications/the-mental-health-strategy-for-england>

131. There are three main ways that a carer could fabricate or induce illness in a child. These are not mutually exclusive and include:
- fabrication of signs and symptoms. This may include fabrication of past medical history;
 - fabrication of signs and symptoms and falsification of hospital charts and records, and specimens of bodily fluids. This may also include falsification of letters and documents;
 - induction of illness by a variety of means.
132. If we are concerned that a child may be suffering from fabricated or induced illness we will follow the established procedures of the Hampshire Safeguarding Children Board.

Mental Health

<https://www.gov.uk/government/publications/the-mental-health-strategy-for-england>

<https://www.time-to-change.org.uk/about-us>

133. The term "mental ill health" is used to cover a wide range of conditions, from eating disorders, mild depression and anxiety to psychotic illnesses such as schizophrenia or bipolar disorder. Parental mental illness does not necessarily have an adverse impact on a child's developmental needs, but it is essential to always assess its implications for each child in the family. It is essential that the diagnosis of a parent/carer's mental health is not seen as defining the level of risk. Similarly, the absence of a diagnosis does not equate to there being little or no risk.
134. For children the impact of parental mental health can include:
- The parent / carer's needs or illnesses taking precedence over the child's needs
 - Child's physical and emotional needs neglected
 - A child acting as a young carer for a parent or a sibling
 - Child having restricted social and recreational activities
 - Child finds it difficult to concentrate- impacting on educational achievement
 - A child missing school regularly as (s)he is being kept home as a companion for a parent / carer
 - Adopt paranoid or suspicious behaviour as they believe their parent's delusions.
 - Witnessing self-harming behaviour and suicide attempts (including attempts that involve the child)
 - Obsessional compulsive behaviours involving the child
135. Form tutors and class teachers see their pupils day in, day out. They know them well and are well placed to spot changes in behaviour that might indicate an emerging problem with the mental health and emotional wellbeing of pupils.
136. The balance between the risk and protective factors are most likely to be disrupted when difficult events happen in pupils' lives. These include:
- **loss or separation** – resulting from death, parental separation, divorce, hospitalisation, loss of friendships (especially in adolescence), family conflict or breakdown that results in the child having to live elsewhere, being taken into care or adopted;
 - **life changes** – such as the birth of a sibling, moving house or changing schools or during transition from primary to secondary school, or secondary school to sixth form; and
 - **traumatic events** such as abuse, domestic violence, bullying, violence, accidents, injuries or natural disaster.

- 137. If staff become aware of any of the above indicators, or others that suggest a child is suffering due to parental mental health, the information will be shared with the DSL to consider a referral to children's social care.
- 138. When concerns are identified, school staff will provide opportunities for the child to talk or receive support within the school environment. Parents will be informed of the concerns and a shared way to support the child will be discussed.
- 139. Where the needs require additional professional support referrals will be made to the appropriate team or service with the parent's agreement (or child's if they are competent as per Fraser guidelines).

Children Looked After

- 140. All staff have a responsibility to keep all children safe. Staff need to be aware of the child's care arrangements including the levels of authority delegated to the carer by the authority looking after him or her. The Designated Safeguarding Lead will have all details of the child's social worker, the name of the Virtual School Head Teacher in the authority that looks after the child.
- 141. The Designated Teacher in our school has received training to undertake their role. The role is clearly set out in their job description and they have appointed into role. The designated teacher will ensure that they liaise with the relevant Virtual School and ensure that a personal education plan (PEP) is in place and regularly reviewed. Appropriate staff will have the information they need in relation to a child's looked after legal status and contact arrangements in place for the child.

The Designated Teacher for our school is: (Becky Dinnage)

The name of the Virtual School Head Teacher in Southampton is Maria Anderson.

Contact details: maria.anderson@southampton.gov.uk

Private fostering

- 142. http://www.proceduresonline.com/4lscb/southampton/p_ch_living_away.html?zoom_highlight=private+fostering
- 143. Private fostering is an arrangement by a child's parents for their child (under 16 or 18 if disabled) to be cared for by another adult who is not closely related and is not a legal guardian with parental responsibility for 28 days or more.
- 144. It is not private fostering if the carer is a close relative to the child such as grandparent, brother, sister, uncle or aunt.
- 145. The law requires that the carer/s and parents must notify the children's services department of any private fostering arrangement. If the school becomes aware that a pupil is being privately fostered we will inform the children's services department and inform both the parents and carers that we have done so.

Parenting

- 146. All parents will struggle with the behaviour of their child(ren) at some point. This does not make them poor parents or generate safeguarding concerns. Rather it makes them human and provides them with opportunities to learn and develop new skills and approaches to deal with their child(ren).

147. Some children have medical conditions and/or needs e.g. Tourette's, some autistic linked conditions, ADHD; that have a direct impact on behaviour and can cause challenges for parents in dealing with behaviours. This does not highlight poor parenting either.
148. Parenting becomes a safeguarding concern when the repeated lack of supervision, boundaries, basic care or medical treatment places the child(ren) in situations of risk or harm.
149. In situations where parents struggle with tasks such as setting boundaries and providing appropriate supervision, timely interventions can make drastic changes to the wellbeing and life experiences of the child(ren) without the requirement for a social work assessment or plan being in place.
150. As a school we will support parents in understanding the parenting role and provide them with strategies to make a difference by:
 - a. providing details of community based parenting courses
 - b. linking to web based parenting resources (<http://www.familylives.org.uk/>)
 - c. referring to the school parenting worker/home school link worker (where available)
 - d. discussing the issue with the parent and supporting them in making their own plans of how to respond differently (using evidence based parenting programmes)
 - e. Considering appropriate early help services

Children and the court system

151. Children are sometime required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds ([Young witness booklet for 5 to 11 year olds - GOV.UK](#)) and 12-17 year olds ([Young witness booklet for 12 to 17 year olds - GOV.UK](#)). They explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.
152. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.
If this situation arises for a child at Shirley Warren Primary & Nursery School we will work with the relevant agencies and families to ensure that the child feels supported through the process and after through assessment on a case by case basis.

Children with family members in prison

[NICCO](#)

153. Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children. If this occurs at (insert school) we will work together with the

relevant agencies including NICCO to ensure that the child is fully supported and actions can be taken to aim to mitigate the circumstances ensuring that all communication and access to information is fully adhered to.

Domestic abuse

154. The cross-government definition of domestic violence and abuse is:

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

- psychological;
- physical;
- sexual;
- financial; and
- emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life. We will ensure that our PSHE curriculum has planned learning for pupils to enable them to recognise and build healthy relationships, and understand where they can get help from if they, or someone they know needs help or advice.

Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- NSPCC- UK domestic-abuse signs symptoms effects <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/domestic-abuse/signs-symptoms-effects/>
- Refuge what is domestic violence/effects of domestic violence on children <http://www.refuge.org.uk/get-help-now/support-for-women/what-about-my-children/>
- Safelives: young people and domestic abuse <http://www.safelives.org.uk/knowledge-hub/spotlights/spotlight-3-young-people-and-domestic-abuse>

Reporting and recording

155. Any member of staff who has concerns about the welfare of a child must share this information with the DSL. Staff will make a brief, accurate and verbatim record of the concerns including the child's own words (if a disclosure / allegation) or the evidence that has led to the concerns. This report is given to the DSL who will analyse risk and refer onwards as necessary and appropriate.
156. Referrals where urgent action is required should never be delayed in order for a full record to be written. CP records will be stored securely and away from the main pupil records.
- 157. Confidentiality**
- a. We maintain that all matters relating to child protection are to be treated as confidential and only shared as per the 'working together' guidance.
 - b. Information will only be shared with agencies who we have a statutory duty to share with or individuals within the school who 'need to know'.
 - c. All staff are aware that they cannot promise a child that they will keep a secret
 - d. Disciplinary action will be considered for any breach of confidentiality.
- 158. Reporting**
- a. Staff will notify DSL of any child on a Child Protection Plan where there is an unexplained absence, who in turn will inform the allocated Social Worker.
 - b. Staff will report to DSL any additional concerns, disclosures or observations after the initial referral, not assuming that a referral in itself will protect children.
- 159. Referral**
- a. The DSL will assess the information and consider if significant harm has happened or there is a risk that it may happen. If the evidence suggests the threshold of significant harm, or risk of significant harm has been reached; or they are not clear if the threshold is met, then the DSL will contact MASH for further advice.
 - b. Generally the DSL will inform the parents prior to making a referral however there are situations where this may not be possible or appropriate.
160. A DSL will ensure that a report is always sent to every meeting. They or another appropriately informed member of staff may also attend case conferences or other planning meetings, contributing to the assessment process alongside the report.

How to notify the Local Authority of removal from roll

161. The local authority has recently re-issued detailed operational guidance to schools on steps that must be taken prior to removal from roll to ensure that removal from roll is lawful and that steps have been taken that will highlight any safeguarding concerns. Copies are available from the Children Missing Education Officer, and on www.youngsouthampton.gov.uk.

Staff and recruitment

Safer Recruitment

<https://www.gov.uk/government/publications/staffing-and-employment-advice-for-schools>

(February 2017)

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

<http://www.saferrecruitmentconsortium.org/GSWP%20Oct%202015.pdf>

162. The school operates a safer recruitment process as part of the school's Recruitment Policy [link to schools own policy]. On all recruitment panels there is at least one member who has undertaken safer recruitment training. This training is undertaken every (3) years. This should be regularly updated.
- 163. The process checks the identity, criminal record (enhanced DBS), mental and physical capacity, right to work in the U.K., professional qualification and seeks confirmation of the applicant's experience and history through references. It must include barred list checks and prohibition checks for teachers. A Disqualification under the childcare act declaration where appropriate.**

Single Central Register

<https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills-from-september-2015#history>

164. The Single Central Register is fully compliant with current guidance as of September 2018 in line with Ofsted's guidance, "Inspecting Safeguarding in early years, education and skills" August 2016, and KCSiE 2018.

Disqualification under the Childcare Act

<https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006>

165. The Childcare Act of 2006 was put in place to prevent adults who have been cautioned or convicted of a number of specific offences from working within childcare.
166. Staff (meaning individuals employed by the school or local authority, those undertaking training in schools (both salaried and unsalaried), casual workers and volunteers) are covered by this legislation in the following circumstances:

- a. They are employed and/or provide early years childcare (this covers the age range from birth until 1 September following a child's fifth birthday, i.e. up to and including reception age). This includes education in nursery and reception classes (e.g. teachers and support staff in a reception class) and/or any supervised activity (such as breakfast clubs, lunchtime supervision and after school care provided by the school) both during and outside of school hours for children in the early years age range; and
 - b. They work in childcare provided by the school outside of school hours for children who are above reception age but who have not attained the age of 8. This includes before school settings, such as breakfast clubs, after school provision and holiday clubs. It does NOT include education or supervised activity for children above reception age during school hours including extended school hours for co-curricular learning activities, such as the school's choir or sports teams.
167. The legislation also applies to any staff directly concerned in the management of such early or later years' provision. In 2009 additional regulations were made to include those living in the same household as another person who is (or would be) disqualified under the Act.
168. As a school we require all staff who may be impacted by this piece of legislation to complete a self-declaration form and to inform the head teacher immediately if they become aware of any changes to their circumstances that would require us to be aware.
169. If a member of staff is impacted by the disqualification by association provisions we will ask them to apply for a waiver from Ofsted and put in place appropriate risk management plans while the waiver is being processed. If a waiver is not granted we will seek advice from our HR provider and/or the LADO as to how risk is most effectively managed.

Teacher Status Checks

170. This includes prohibition from teaching checks. These are carried out via the DfE secure access portal <https://sa.education.gov.uk/idp/Authn/UserPassword>. This information must be recorded and dated on the Schools Single Central Register. We check all qualified teachers that are appointed to positions in our school.

Staff Induction

171. The DSL or their deputy will provide all new staff with training to enable them to both fulfil their role and also to understand the child protection policy, the safeguarding policy, the staff behaviour policy/code of conduct, part one (and annex A) of Keeping Children Safe in Education, September 2018.
172. This induction may be covered within the annual training if this falls at the same time; otherwise it will be carried out separately during the initial starting period. A record of training undertaken as well as clarification of understanding will be kept up to date in school.

Staff Code of Conduct

173. All staff (paid and voluntary) are expected to adhere to a code of conduct in respect of their contact with pupils and their families. This can be found in the Staff Code of Conduct Policy

(insert link) and forms a part of induction process for all staff, including expectations for volunteers.

Training

174. All staff in Education should be aware of the signs and symptoms of abuse and be able to respond appropriately. Training is provided to the whole school every year with separate training to all new staff on appointment if this falls at a different point in the year. The DSL will attend initial training for their role and then refresh this specific training for DSL's every two years in addition to having regular updates.
175. Any update in national or local guidance will be shared with all staff in briefings and then captured in the next whole school training. A record will be kept and policy updated.
176. Information for visitors should be clear so as they can raise any concerns whilst in school. It should include the names of DSL/s and how to contact them. It should also set out any expectations regarding for example use of mobile phones.

Staff Responsibilities

177. Staff have a key role to play in identifying concerns early and provide help for children.

Listening and responding

- All staff receive training in how to listen and respond to children. They will allow the child to speak and only ask open questions to aid clarification.

Record keeping

- Any member of staff who has concerns about the welfare of a child must share this information with the DSL.
- Staff will make a brief, accurate and verbatim record of the concerns including the child's own words (if a disclosure / allegation) or the evidence that has led to the concerns.
- This report is given to the DSL who will analyse risk and refer onwards as necessary and appropriate, requesting advice from Children's Services if necessary.
- Referrals where urgent action is required should never be delayed in order for a full record to be written within 48 hours.
- CP records will be stored securely and away from the main pupil records.

Confidentiality

- We maintain that all matters relating to child protection are to be treated as confidential and only shared as per the 'working together' guidance.
- Information will only be shared with agencies who we have a statutory duty to share with or individuals within the school who 'need to know'.
- All staff are aware that they cannot promise a child that they will keep a secret
- Disciplinary action will be considered for any breach of confidentiality.

Reporting

- Staff will notify DSL of any child on a Child Protection Plan where there is an unexplained absence, who in turn will inform the allocated Social Worker or Child Protection Chair.

- Staff will report to DSL any additional concerns, disclosures or observations after the initial referral, not assuming that a referral in itself will protect children.
- Further information and procedures can be found in Southampton City Council Child Protection Policy (See link).

How to escalate

http://www.proceduresonline.com/4lscb/southampton/p_conflict_res.html?zoom_highlight=conflict+resolution

- At no time will professional dissent detract from ensuring that any child is safeguarded. If professionals are unable to resolve differences, this will then be addressed by the line manager in conjunction with the DSL.

Allegations against Staff

Southampton City Council's Designated Officer is: Sue Sevier

Phone: 023 8091 5535

E-mail: LADO@southampton.gov.uk

178. Shirley Warren Primary & Nursery School has clear procedures for dealing with allegations against staff. Which are clear that all allegations should be reported straight away, normally to the Head Teacher unless the allegation involves the Head Teacher. The procedures also identify the person, the Chair of governors, to whom reports should be made in the absence of the Head Teacher or in cases where they themselves are the subject of the allegation or concern. Procedures should also include contact details for the local authority designated officer (LADO) responsible for providing advice and monitoring cases.
179. Whistleblowing policy – all staff are made aware of the Whistleblowing policy and how to use it. (Add link)

Management

Leadership

180. It is the responsibility of the Designated Safeguarding Leads to maintain an overview of new developments, and they will attend the local Authority Network Meetings in order to do this) updating staff and policy as necessary. In line with KCSiE 2016 staff training must be carried out annually with updates as required, records of training and updates, will be kept identifying that staff have attended, read and understood the information shared.

Leadership and Management

- 181.** We recognise that all staff and Governors have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern. We recognise that staff anxiety around child protection can undermine good practice and so have established clear lines of accountability, training and advice to support the process and individual staff within that process.
182. In this school any individual can contact the Designated Safeguarding Lead (DSL) if they have concerns about a young person. The school have an appointed Designated Safeguarding Lead

known as the DSL who is a member of the Senior Leadership Team and has undertaken appropriate training specific to the role, as recommended by the LA/and approved by the LSCB that is renewed every two years. Our DSL will attend Network Meetings arranged by Southampton City Council on a monthly basis to update them on current issues nationally/within the Local Authority so as to provide updates as needed to staff and leaders.

DSL is *Alison Mann* and the deputy DSL is/are *Michelle Allen, Debbie Harrison, Vicki Holland, Hannah Griffiths, Laura Allen and Jess Lott*

Contact details - within school and via cpoms or by mobile phone

183. There is also a nominated Safeguarding Governor who will lead the monitoring of safeguarding and ensure the school meets its statutory duties effectively. The Chair of Governors has been identified to receive reports of allegations against the Head Teacher and act on the behalf of the Governing Body. The Chair of Governors has received training for this role.

The Chair of Governors is: Alice Hodges

The Vice-chair is: tbc

The safeguarding governor is: Alice Hodges

All can be contacted through the school, or through details on the school website (provide link)

Governance

Key personnel

- The Designated Safeguarding Lead for the school is: Alison Mann

The Deputy Safeguarding Leads is/are: ***Michelle Allen, Debbie Harrison, Vicki Holland, Hannah Griffiths, Laura Allen and Jess Lott***

●

- The Designated Teacher for Looked After Children is: Becky Dinnage
- The Person to contact for Prevent is: Alison Mann
- The Safeguarding Governor/s is/are: Alice Hodges
- Southampton Virtual School Head teacher is Maria Anderson_: 02380 833060
- The Local Authority Designated Officer is Sue Sevier: 02380 915535
- Southampton City Council's Strategic Lead Officer for Safeguarding in Education is: Hilary Brooks, Director for Children and Families

Appendix 1: Transporting of Pupils by Parents

Draft letter:

Dear Parent / Volunteer

On occasions parents and volunteers are kind enough to help with the task of transporting children to visits and off-site activities arranged by the school. (This is in addition to any informal arrangements made directly between parents for after school clubs etc.) The school is very grateful for this help. In managing these arrangements the school would like to put in place sensible measures to ensure the safety and welfare of young people carried in parents and volunteers cars. This is based on guidance from the local authority and follows similar procedures for school staff using their cars on school business.

Where parents/volunteers cars are used on school activities the Head should notify parents/volunteers of their responsibilities for the safety of pupils, to maintain suitable insurance cover and to ensure their vehicle is roadworthy.

The Head or Party Leader will need to consider the suitability of parents or volunteers to carry young people in their car and whether vetting is necessary. It is advisable that parents or volunteers are not put in a position where they are alone with a young person.

All parents are therefore asked to complete and return the attached form to the school before they offer to use their car to help with transporting pupils.

This form will only need to be completed once for each driver. However, please inform the school if your circumstances change and you can no longer comply with these arrangements.

Many thanks, once again, to all parents and volunteers who have been able to help with the provision of transport. Naturally our primary concern is the safety and welfare of pupils. However, we also want to maintain a wide range of opportunities for young people to participate in off-site activities and visits.

Signed

Head Teacher

DECLARATION FORM

Safeguarding statement

At this school, we strongly recognise the need for vigilant awareness of safeguarding issues. It is important that all staff have appropriate training and induction so that they understand their roles and responsibilities and are confident about carrying them out. Staff, pupils, parents and governors should feel secure that they could raise any issues or concerns about the safety or welfare of children and know that they will be listened to and taken seriously. This will be achieved by maintaining an ethos of safeguarding and promoting the welfare of children and young people and protecting staff. This is supported by clear behaviour, anti-bullying and child protection policies, appropriate induction and training, briefing and discussion of relevant issues and relevant learning in line with current legislation and guidelines.

The school may require parents or volunteers who have regular unsupervised access to young people to be checked through arrangements with the Disclosure and Barring Service.

All drivers must:

- Hold a valid driving licence for the type of vehicle being driven
- Be fit to drive
- Have no medical condition which affects their ability to drive
- Have a valid MOT for any vehicle older than 3 years old
- Ensure that any vehicle is roadworthy, including brakes, lights, tyres, bodywork, wipers, mirrors etc.
- Ensure that any vehicle used has current road tax
- Ensure that they adhere to the appropriate speed limit
- Ensure that all seat belts are working and worn by everybody in the vehicle

Insurance:

- Maintain valid insurance, as a minimum, for third part liability
- Check with their insurance company and inform them that the driver occasionally conveys children on school activities. (This is unlikely to affect the cost of your insurance premium.)

Safety:

- Be familiar with, and drive in accordance with, the Highway Code at all times
- Drive safely and observe the speed limit
- Before driving not to consume alcohol or drugs which may impair driving
- Ensure that all passengers wear seat belts as appropriate
- Use child proof locks on rear doors where necessary
- Child seats such as booster seats are to be used at all times according to the height and age of each child in the vehicle

I have read and understood the above requirements and agree to comply with them.

I agree to inform the school if circumstances change and I can no longer comply with these arrangements.

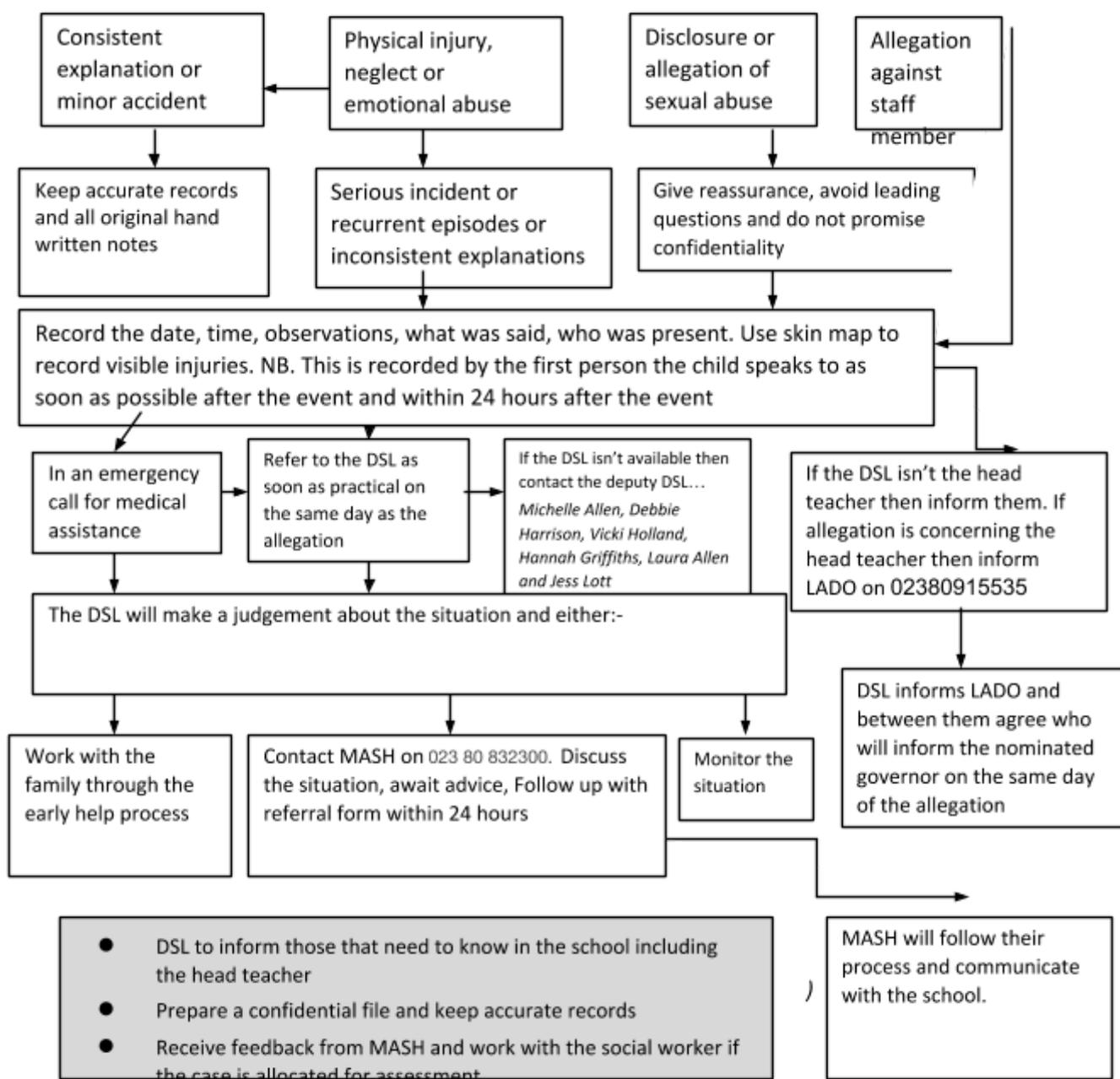
Signature:

Date:

Name (Please print)

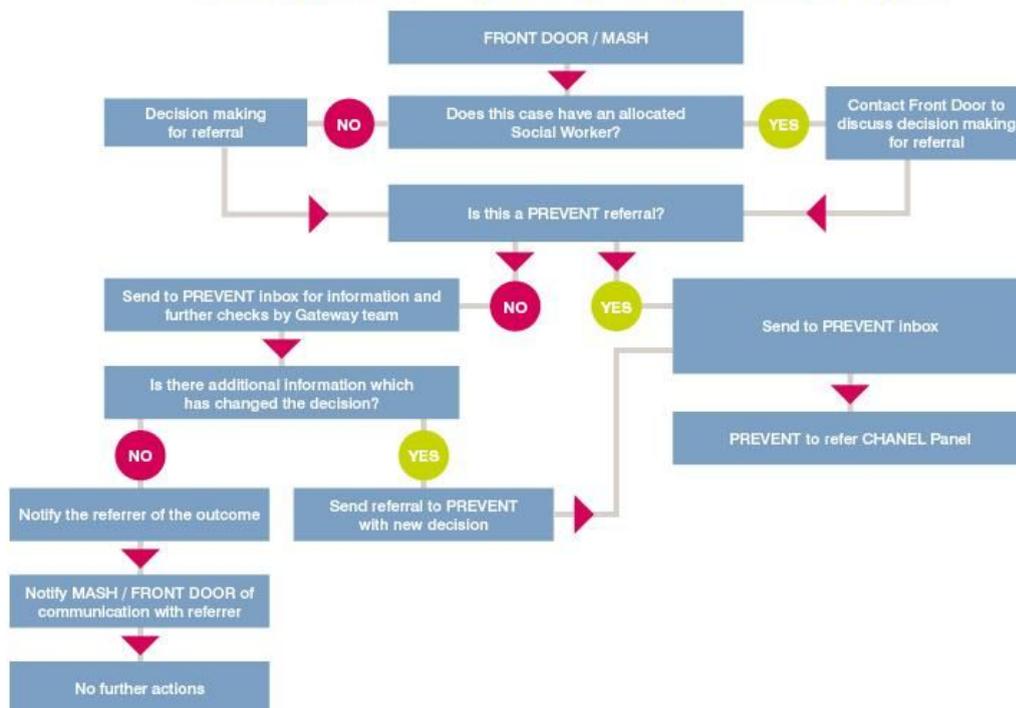
Number of seats in vehicle:

Appendix 2 Flowchart for child protection procedures



Appendix 3

PREVENT Flow Chart for Children's Services



Appendix 4 Flowchart KCSiE 2018 p 13

What to do if there are concerns about a child

