



## ST DUNSTAN'S, CHEAM, C of E PRIMARY SCHOOL

### Policy Subject: CHILD PROTECTION POLICY & PROCEDURES

**Date: October 2020**

**Review Date: October 2021** – or when new updates are given

### Vision Statement

**'St Dunstan's – a thriving Christian school, guided by the Good Shepherd, founded on faith, inspiring the best in everyone.'**

For all members of our school family we celebrate:

- excellent achievement and progress in all that we do
- learning for life in all its fullness
- Christian values alive within our school
- being at the heart of our community

### ***CHILD PROTECTION POLICY AND PROCEDURES 2020-2021***

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## Section 1: Introduction

### SECTION 1: INTRODUCTION

We are committed to safeguarding children and young people and we expect everyone who works in our schools to share this commitment. All adults in our schools take all welfare concerns seriously and encourage children and young people to talk to us about anything that is worrying them.

Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.

No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. Contextual safeguarding (safeguarding incidents outside the school) must also be considered when looking at individual cases. All assessments should include this wider picture.

All staff must have read and understood:

- Part 1 of Keeping Children Safe in Education (2020)
- Schools Code of Conduct
- Behaviour Policy
- Appendix/Addendums relating to any school closures e.g. Covid 19.

All staff must also be aware of:

- The safeguarding response to children who go missing from education; and
- The role of the designated lead (including the identity of the designated leads and any deputies)

School leaders and staff that work directly with children must have also read – Annex A of Keeping Children Safe in Education (2020).

***"THE WELFARE OF THE CHILD IS PARAMOUNT"***

The safety and welfare of our pupils is of the utmost importance, ensuring that they are protected from maltreatment, impairment of their mental and physical health or development and that they are growing up in circumstances consistent with the provision of safe and effective care in order to achieve the best outcomes. We have created a culture of vigilance where pupils' welfare is actively promoted. Pupils are listened to and feel safe. We maintain an 'it could happen here' attitude.

We know children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the people caring for them. We aim to have schools which are welcoming, safe and stimulating and where children are able to enjoy learning and grow in confidence. All necessary steps are taken to keep children safe and well.

Because of the day-to-day contact with children, our staff are trained to identify when a pupil may be at risk of harm and abuse and they report their concerns immediately. We have a duty to safeguard and promote the welfare of our pupils under the Education Act 2002 and Children Act 1989/2004 through identifying any child welfare concerns and taking action to address them in partnership with families and other agencies where appropriate.

Children are taught about safeguarding, including sensitive issues and online safety, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum. We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet. All children are taught to recognise when they are at risk and how to get help when they need it.

We are committed to ensuring that our pupils are taught a curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Relevant issues for schools will be taught through Relationships Education (for all primary pupils) and Sex Education (for all pupils in state-funded schools) which is compulsory from September 2020. Schools have flexibility to decide how they discharge their duties effectively within the first year of compulsory teaching and are encouraged to take a phased approach (if needed) when introducing these subjects.

Please refer to the statutory guidance for more information:

## Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, 2019)

### Public Health England: Rise Above

#### SECTION 2: PURPOSE AND AIMS

The elements in this policy and our procedures related to this aim to:

- Ensure safe recruitment practice in checking the suitability of all our staff and volunteers to work with children including the completion of risk assessments;
- Ensure staff are appropriately trained;
- Raise awareness of safeguarding/child protection issues amongst all staff, supply, agency and volunteers and of what to do if they have concerns. This includes raising awareness of any current issues such as: self-harm, children and the court system, children missing from education, children with family members in prison, child criminal exploitation, child sexual exploitation, county lines, domestic abuse, homelessness, so-called 'honour-based' abuse (including FGM and forced marriage), preventing radicalisation, peer on peer abuse, and sexual violence and sexual harassment between children in schools, including upskirting (see Keeping Children Safe in Education, 2020);
- Ensure that volunteers are appropriately supervised;
- Ensure that our procedures and expectations for identifying and reporting/recording cases, or suspected cases, of abuse to relevant agencies are robust;
- Ensure that our links with relevant agencies are effective and that we co-operate and work in a partnership regarding child protection matters, including attendance at case conferences and core group meetings;
- Ensure that our school environment is safe and is one in which children feel secure and are encouraged to talk freely about anything that concerns them;
- Ensure that children know there are adults in the school who they can approach if they are worried about anything;
- Ensure that the curriculum and other provision, including opportunities in the Health and Wellbeing/PSHE curriculum, develop and equip our pupils with the skills needed to feel safe and adopt safe practices to help them recognise risks and stay safe from abuse;
- Ensure that we support pupils who have been abused or may be at risk of harm in accordance with any agreed child protection plan;
- Ensure that we respond appropriately to any concern or allegation about a member of staff or volunteer;
- Ensure that staff follow accepted "safe practice" principles when working with pupils;
- Ensure that pupils are protected from all forms of harm.

If there are Child Protection concerns, the **London Child Protection Procedures** (*London Safeguarding Children Board, 5<sup>th</sup> edition, 2017*) must be followed. This can be found at [www.londoncp.co.uk](http://www.londoncp.co.uk). The Local Safeguarding Children Partnership (LSCP) has adopted these procedures.

In addition to our overarching Safeguarding and Child Protection Policy and Procedures, the following policies should also be considered:

Induction, SEN, Pupil Premium, Equality, Health and Safety, Safer Recruitment, Attendance, Behaviour, Anti-bullying, E-Safety, Positive handling, Drug and Alcohol, Medical, Healthy Relationships, Data Protection, Whistleblowing, Educational Visits and E-Safety (including the use of mobile devices).

### SECTION 3: LINKS TO OTHER GUIDANCE

**Although this list is not exhaustive, this policy and procedure also accords with:**

- Schools Code of Conduct
- Safeguarding Children and Safer Recruitment in Education (DFE April 2011)
- Guidance for Safer Working Practice for Adults who work with Children and Young People in Education (May 2019) (Updated in April 2020 to account for online learning during Covid-19)
- Working Together to Safeguard Children (July 2018)
- Keeping Children Safe in Education (September 2020)
- Ofsted Education Inspection Framework (September 2019)
- Inspecting Safeguarding in Early Years, Education and Skills settings (September 2019)
- Advice for Schools on the Prevent Duty (DfE July 2015 – Updated April 2019)
- Disqualification under the Child Care Act 2006 (August 2018)
- Information sharing – Advice for practitioners providing safeguarding services to children, young people, parents and carers. (DfE July 2018)
- What to do if you think a child is being abused (DfE March 2015)
- Section 26 of the Counter Terrorism and Security Act (2015)
- Section 5B of the Female Genital Mutilation Act (2003) Section 74 of the Serious Crime Act 2015
- Female Genital Mutilation: Resource Pack (Feb, 2020)
- Regulated activity in relation to children (2012)
- Prohibition Checks (November 2016)
- Children Missing Education: Statutory Guidance for Local Authorities (September 2016)
- Sexting in Schools and Colleges, responding to incidents, and safeguarding young people (2016)
- Child Sexual Exploitation – Definition, Guide and Annexes (DfE February 2017)
- Searching, screening and confiscation (DfE January 2018)
- Sexual violence and sexual harassment between children in schools and colleges (DfE May 2018)
- The designated teacher for looked-after and previously looked-after children (DfE February 2018)
- Promoting the education of looked-after and previously looked-after children (DfE February 2018)
- Criminal Exploitation of children and vulnerable adults: County Lines guidance (Home Office, Feb 2020)
- General Data Protection Regulations (GDPR) (May 2018) and the latest Data Protection Act (2018)
- Data Protection Toolkit for Schools (Sept 2018)

- Mental Health and Behaviour in Schools (DfE November 2018)
- Safeguarding children and protecting professionals in early years settings: online safety guidance for practitioners (UK Council for Internet Safety, February 2019)
- Safeguarding children and protecting professionals in early years settings: online safety considerations for managers (UK Council for Internet Safety, February 2019)
- Governance Handbook (March, 2019)
- Teaching online safety in school' DfE June 2019
- Education for a Connected World (June 2020)
- Reducing the need for restraint and restrictive intervention (June, 2019)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, 2019)
- Public Health England: Rise Above
- Positive environments where children can flourish (2018)
- Safeguarding in schools, colleges and other providers (DfE, May 2020)
- Safeguarding and remote education (DfE, May 2020)
- When to call the police – Guidance for Colleges and Schools (NSPCC)

#### SECTION 4: SAFER RECRUITMENT

The safe recruitment of staff in schools is the first step to safeguarding and promoting the welfare of the children in education.

In our recruitment and selection of staff and volunteers we will at all times adhere to the government guidance contained within “*Working Together to Safeguard Children*” (July 2018) and ‘*Keeping Children Safe in Education* (DfE 2020).

In particular we will ensure that:

- For good practice, our interview panel includes at least one member who has completed safer recruitment training,
- that we always follow up gaps in previous employment,
- that we always require specific references from employers for the last 5 years
- that for all posts, paid and voluntary, the appropriate Disclosure and Barring Service (DBS) information has been received.
- In addition to obtaining the DBS certificate, anyone who is employed to teach will undergo an additional check to ensure that they are not prohibited from teaching.

As a school, we are aware of and take notice of ‘Disqualification by Association’ guidance (July 2018).

The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018, Part 2 Childcare (Disqualification) Regulations 2018, section 9, states that such a disqualification applies only to ‘work in domestic premises’.

A change in law means that Disqualification by Association will only apply on domestic premises. However, Disqualification under the Childcare Act 2006, still applies to staff themselves.

For staff who work in childcare provision or who are directly concerned with the management of such provision, the school needs to ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare (disqualification) Regulations.

All staff have a DBS check as they could come into contact with children at any time. We find out about any staff disqualification from their DBS check and from the Children's Barred List e.g. relevant offences.

We keep a single central record of all staff with the date and outcome of their DBS check so at all times staff, students and parents can be assured that this has been done.

What is not known from a DBS check is whether a person has a child placed under a care order, whether they have had a childcare registration cancelled or refused for any reason other than non-payment of fees or whether there have been any relevant overseas convictions.

All staff will have to complete an annual self-declaration stating that they are not disqualified under the Childcare Act 2006 as amended in 2018. This information will be recorded alongside the Single Central Register.

It must be noted that 'relationships and associations' that staff have in school and outside (including online), may have an implication for the safeguarding of children in the school. Where this is the case, the member of staff must speak to the school.

If you do have something to declare or your circumstances change, please seek advice from the Head teacher.

## **SECTION 5: CONTRACTORS AND OUTSIDE AGENCIES**

We expect all contractors providing services within the school whose staff have access to school premises to comply with this policy and the attached procedure, as well as the staff code of conduct. The contractor or individual must agree to this in writing.

In particular, we require any contractor or organisation delivering a service on behalf of the school or using our premises to provide evidence they adhere to the above requirements in terms of recruitment, selection, training and supervision of their staff and any volunteers, in particular DBS information.

Contractors engaging in regulated activity will require an enhanced DBS certificate (including barred list information). For all other contractors who are not engaging in regulated activity, but whose work provides them with an opportunity for regular contact with children, an enhanced DBS check will be required (not including barred list information).

Under no circumstances will a contractor in respect of whom no checks have been obtained be allowed to work unsupervised or engage in regulated activity.

If a contractor working at a school is self-employed, the school will consider obtaining the DBS check, as self-employed people are not able to make an application directly to the DBS on their own account.

The identity of contractors and their staff will be checked on arrival at the school.

This policy and procedure will also apply to any organisation using school facilities. They must agree to this in writing.

## **SECTION 6: SITE SECURITY**

All people on the site have to adhere to the guidelines within this policy. Laxity can cause potential safeguarding issues to arise. Therefore:

- Gates should be locked at playtimes and lunchtimes.
- All Exit Doors should be closed to prevent intrusion (apart from during Covid-19 restrictions if open in order to provide ventilation)
- Visitors must only enter through the main entrance and after signing in at the office. They should be given a visitors' badge on entry. (sticker during Covid-19 restrictions).
- Children will only be allowed home with adults with parental responsibility or confirmed permission.
- Children should never be allowed to leave school alone during school hours, and if collected by an adult, signed out.
- Should a child leave the school premises without permission then staff have been informed never to chase after a child, but rather to report immediately to the Headteacher, SLT and school office. Then parents and police will be informed of the circumstances.

## **SECTION 7: DATA PROTECTION – INFORMATION AND RECORDS**

The Data Protection Act 2018 and GDPR do not prevent or limit the sharing of information for the purposes of keeping children safe. This includes allowing practitioners to share information without consent.

All staff must maintain records and obtain and share information (with parents, carers, other professionals working with the child, police, social services and Ofsted as appropriate) to ensure safe and efficient management of the school, and to help ensure the needs of all children are met. All staff must enable a regular two-way flow of information between parents and school.

Confidential information and records about children are held securely and only accessible and available to those who have a right or professional need to see them. The Head teacher is aware of responsibilities under the latest Data Protection Act in England, including those imposed under the General Data Protection Regulation (GDPR) passed by the European Union. As a school we believe that protecting the data we hold about our



children is a fundamental part of our safeguarding process and treats this information with as much importance as protecting the child themselves.

All staff understand the need to protect the privacy of the children in their care as well as the legal requirements that exist to ensure that information relating to the child is handled in a way to ensure confidentiality. Parents and carers are given access to all records about their child provided that no relevant exemptions (information which could cause harm to the child or any other individual) apply to their disclosure under the DPA.

The GDPR imposes more stringent requirements on entities that deal with people's personal data. In school, this applies to all personally identifiable information held on staff, children and parents. We are fully committed to ensuring that it upholds the new rights granted to a person under the GDPR. Parents and carers should be aware that there are legal requirements that supersede data protection regulations. The school is required to share data with certain agencies under legal obligations.

## SECTION 8: DEFINITION OF SAFEGUARDING AND CHILD PROTECTION

**Safeguarding:** is about every child

In relation to children and young people, safeguarding and promoting their welfare is defined in Keeping Children Safe in Education (2020) as:

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

**Child Protection:** relates to any child or young person (i.e. under 18 years of age) who has suffered from, or may be at risk of abuse: physical, emotional, sexual, neglect.

### **Section 9: The four main forms of abuse**

**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. They may be abused by an adult or adults or 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.

**Please note:**

A Mongolian blue spot is a type of birthmark that is present at birth or appears soon afterwards, either single or multiple in number.

It is flat, blue-grey in colour and can vary from a very dark blue to a lighter grey. The colour is usually the same over the whole birthmark, with no lighter or darker areas as is sometimes seen in brown birthmarks. Mongolian blue spots are can vary in size, but most are a few centimetres across.

They can appear anywhere on the body but are most common at the base of the spine, the buttocks or on the lower back.

**If in doubt speak to the Designated Safeguarding Lead.**

**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 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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

**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 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.

<b>SECTION 10: SPECIFIC SAFEGUARDING ISSUES</b>
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Safeguarding action may be needed to protect children and learners from specific safeguarding issues such as:

- Abuse: Neglect, physical, sexual and emotional
- Disguised compliance
- Children missing in Education (CME)
- Children who are home schooled ('Hidden Children')
- Radicalisation / extremism
- So-called 'Honour Based' Abuse
- Breast Ironing
- Mental health concerns including self-harm (**See: Appendix B for definitions**)
- Bullying including on-line (cyber) bullying and prejudice-based bullying
- Racism, disability, homophobic or transphobic abuse
- Gender based violence/violence against women and girls
- Domestic Abuse
- Poor parenting
- Child sexual exploitation (CSE)
- Child Criminal exploitation (CCE)
- The impact of new technologies on sexual behaviour
- Substance misuse
- Female Genital Mutilation (FGM)
- Forced marriage
- Fabricated or induced illness
- Faith abuse
- Private fostering
- Sexting (Youth Produced Sexual Imagery)
- Peer on peer abuse/harms
- Teenage relationship abuse
- Serious Violent Crime (including gang violence and knife crime)
- Sexual violence (**See: Appendix C for definitions**)
- Sexual harassment (**See: Appendix C for definitions**)
- Children with family members in prison
- Children and the court system
- Homelessness
- Adverse Childhood Experiences (ACEs)
- Trauma and Attachment issues
- Upskirting
- Knife Crime
- County Lines

**See: Appendix A for further safeguarding definitions**

## SECTION 11: EARLY HELP

Every family can go through difficult or challenging times at some point during their lives. If you are aware of a family that is experiencing problems, they may require support to help them to deal with difficult situations and make things better. Early Help services and support should be offered as soon as a problem or difficulty starts. This is to stop things from getting worse, and to make sure that the family gets the help that they need. The Early Help Assessment Tool (EHAT) is used to find out about the family so that we can understand the difficulties that they may be experiencing. The EHAT is used when a family would like support to help them with a difficulty; when a professional working with a family recognises that they may require extra support; when a family have lots of professionals working with them and services and information needs to be organised to help make things clearer for them; where the needs of the family are unknown or unmet. The EHAT is entirely consent based and the family can decide at any point that they no longer wish to engage with the process. An EHAT is confidential except where there is a risk of serious harm to a child or young person.

Early Help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

Any child may benefit from early help, but all staff should be particularly alert to the potential need for early help for a child who:

- Is disabled and has specific additional needs
- Has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- Is a young carer
- Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- Is frequently missing/goes missing from care or from home
- Is at risk of modern slavery, trafficking or exploitation
- Is at risk of being radicalised or exploited
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- Is misusing drugs or alcohol themselves
- Has returned home to their family from care
- Is a privately fostered child

## SECTION 12: MENTAL HEALTH

We aim to promote positive mental health and wellbeing for our whole school community; pupils, staff, parents and careers, and recognise how important mental health and emotional wellbeing is. We recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement. Through a whole-school approach, we actively seek to promote emotional health and wellbeing by helping pupils to understand their feelings and the feelings of others.

Our role in school is to help our pupils to succeed and reach their potential by supporting them to be resilient and mentally healthy. We also have a role to ensure that pupils learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues and where they can go if they need help and support.

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

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood.

Schools have an important role to play in supporting the mental health and wellbeing of their pupils.

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Governing bodies and proprietors should ensure they have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

Schools can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies.

**If you have a concern regarding the Mental Health of a child, contact your Designated Safeguarding Lead and SENCO immediately to enable the required support to be put in place as soon as possible.**

**See: Appendix B for further definitions**

### SECTION 13: CHILDREN MISSING IN EDUCATION (CME)

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about others safeguarding issues, including the criminal exploitation of children.

We monitor attendance carefully and address poor or irregular attendance without delay. We will always follow up with parents/carers when pupils are not at school. This means we have at least two up to date contacts numbers for parents/carers. Parents should remember to update the school as soon as possible if the numbers change.

In response to the guidance in Keeping Children Safe in Education (2020) the school has:

1. Staff who understand what to do when children do not attend regularly
2. Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).
3. Staff who know the signs and triggers for travelling to conflict zones as well as an awareness of breast-ironing and honour-based abuse (including FGM and forced marriage).
4. Procedures to inform the local authority when we plan to take pupils off-roll when they:
  - a. leave school to be home educated
  - b. move away from the school's location
  - c. remain medically unfit beyond compulsory school age
  - d. are in custody for four months or more (and will not return to school afterwards); or
  - e. are permanently excluded

We will ensure that pupils who are expected to attend the school but fail to take up the place will be referred to the local authority.

When children are added to the admissions register, the school must record the expected start date of the pupil. If the young person does not arrive on the start date, the school should contact the local authority at the earliest opportunity. For admissions to the school, apart from at the "start of the school's youngest year", schools are required to notify the local authority "within five days when a pupil's name is added to the admission register and provide all the information held within the admission register about the pupil". When a pupil leaves the school, the admission register must also record:

- the name of the pupil's new school; and
- the expected start date at the new school

The school must inform the local authority and supply the following information:

- the full name of the pupil;
- the full name and address of any parent with whom the pupil lives;
- at least two contact telephone numbers for the child;
- if applicable, the full name and address of the parent with whom the pupil is going to live, and the date the pupil is expected to start living there;
- the name of pupil's destination school and the pupil's expected start date there, if applicable; and
- the grounds under which the pupil's name is to be deleted from the admission register.

If this information is not provided by the parent or carer, then a Child Missing in Education (CME) form is completed and sent to the local authority.

<b>SECTION 14: ATTENDANCE</b>
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See: [Attendance Policy](#)

<b>SECTION 15: LOOKED AFER CHILDREN (LAC)</b>
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The designated lead staff and governors are also responsible for Looked after Children. All looked after children have a Personal Education Plan (PEP), which is part of the child's care plan. This is reviewed termly. Advice and support are available through the virtual school and virtual head teacher.

<b>SECTION 16: PREVIOUSLY LOOKED AFTER CHILDREN (POST-LAC)</b>
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The designated lead staff and governors are also responsible for Previously Looked-After Children.

A previously looked-after child is one who is no longer looked after in England and Wales because s/he is the subject of an adoption, special guardianship or child arrangements order which includes arrangements relating to with whom the child is to live, or when the child is to live with any person, or has been adopted from 'state care' outside England and Wales; and a child is in 'state care' outside England and Wales if s/he is in the care of or accommodated by a public authority, a religious organisation or any other organisation the sole or main purpose of which is to benefit society.

Post-LAC support arrangements are distinct to those for LAC and are responsive to the needs of the child and family using the appropriate school support systems which will include PPG but not the PEP process.

We aim to help raise previously looked-after children's parents' and guardians' awareness of the PP+ and other support for previously looked-after-children – this includes encouraging parents of eligible previously looked-after-children to tell the school if their child is eligible to attract PP+ funding; and play a key part in decisions on how the PP+ is used to support previously looked after children.

As a school we recognise that not all Post-LAC are underachieving, while some may be underachieving and not eligible for funding. We plan to use our funding creatively to support any individual in which any area of under-performance is evident.

[Refer to Pupil Premium Policy for further information.](#)

## SECTION 17: INTERNET FILTERING AND MONITORING

Access to the internet in school is carefully monitored. This is made clear to all users through written statements where access is available, including on information displaying guest wireless access.

Our Internet provider is:

Internet access is filtered in three groups:

- **Staff**
- **Students**
- **Staff authenticated**

Internet systems are filtered and monitored via LGFL web filtering

## SECTION 18: ONLINE SAFETY

Children are specifically taught about safe use of the internet. Our policy is not to block everything and only allow children access to certain sites – they need to be taught what is acceptable and what is unacceptable, and what to do when they feel ‘uncomfortable’.

When children use the school's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems. However, **some** pupils are able to access the internet on their own devices using their own data plan. To minimise inappropriate use, pupils are supervised and guided carefully when engaged in learning activities involving online technology. Online safety education is embedded within the curriculum and pupils are taught how to use online technology safely and responsibly.

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

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

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

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

As schools increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate online material, including when they are online at home. Appropriate filters and appropriate monitoring systems should be in place. Where



children are being asked to learn online at home, the Department for Education has provided advice to support schools and colleges to do so safely.

**Please refer to: Safeguarding in schools, colleges and other providers (DfE, May 2020)**

**Safeguarding and remote education (DfE, May 2020)**

## SECTION 19: MOBILE PHONE AND CAMERA SAFETY

### [REFER TO MOBILE PHONE AGREEMENT](#)

## SECTION 20: CHILDREN WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES

Children and young people with special educational needs and disabilities can face additional safeguarding challenges because:

- there may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs;
- difficulties may arise in overcoming communication barriers;
- there may be a higher risk of peer group isolation

In our school we identify pupils who might need more support to be kept safe or to keep themselves safe. We do this in the following ways:

- Children will have a familiar adult to support with communication through simple language.
- Extra pastoral support is considered for children with SEN and disabilities.
- Use of visual aids and sign language to support understanding where required.
- Use of a familiar Speech and Language therapist to ensure that questioning and answers are put in a manner accessible to the child.
- Children are carefully monitored and observed to provide a full picture of their behaviour and mannerism so that any changes are noted, and a comparison can be made.
- The use of body maps, visuals and sign language are used to allow children to communicate their needs or concerns.
- The use of social stories is regularly used to support appropriate and inappropriate behaviour – such as bullying and keeping safe.
- Intervention groups teach children how to communicate and explain appropriate and inappropriate behaviour.

When required to use reasonable force in order to calm a situation, 'reasonable' means 'using no more force than is needed'. Individual plans for vulnerable children will be drawn up to reduce the use of force.

## SECTION 21: RECOGNITION / SIGNS OF ABUSE

The first indication of concern about a pupil's welfare is not necessarily the presence of a serious injury. Many other signs, could be an indication of abuse, these may include:

- unexplained bruising, marks or signs of possible physical abuse or neglect on a pupil's body;
- deterioration in children's general well-being, mental health or mood swings;
- remarks made by the pupil, another pupil, a parent or another adult;
- observations of the pupil 's behaviour;
- unexplained/significant changes in the pupil 's behaviour or personality;
- evidence of disturbance or explicit detail about abuse or possible abuse in a pupil 's play, drawing or writing;
- evidence of neglect, failure to thrive or exposure to unnecessary risks;
- regularly missing school or not taking part in education
- going missing for periods of time or coming home late
- misuse of information technology (e.g. Youth Produced Sexual Imagery - sexting, inappropriate comments on Social Media, texting, cyberbullying and online grooming);
- inappropriate behaviour displayed by other members of staff, or any other person working with the children, for example, inappropriate sexual comments, excessive 1:1 attention beyond the requirements of their usual role, or inappropriate sharing of image.
- information about the parent(s) / carer(s) of the child/young person or their home background.
- appearing with unexplained gifts or new possessions, associating with other young people involved in CSE or CCE, having older boyfriends or girlfriends, suffering from sexually transmitted infections
- drug and alcohol misuse
- displaying inappropriate sexualised behaviour

## SECTION 22: ROLE OF THE DESIGNATED SAFEGUARDING LEAD

(See Appendix D for Designated Staff Details)

Safeguarding is a standing item on all governing board meetings. The designated teacher and designated governor meet termly.

The Designated Safeguarding Lead has a responsibility for Safeguarding and Child Protection – their key role is:

- be alert to the specific needs of children in need, those with special educational needs and young carers;
- encourage a culture of listening to children and taking account of their wishes and feelings;
- ensure support arrangements are in place for LAC and Post-LAC children;

- liaise with the nominated governor, the Children’s First Contact Service (CFCS), the local authority Education and Children and Family Services, Police and other agencies on individual child protection cases;
- manage referrals from school staff or any others from outside the school;
- act as the contact person within the school, providing advice and support and ensuring that all staff (including temporary, supply staff and volunteers and members of the governing body) are aware of their role;
- be responsible for co-ordinating action within the school on child protection issues;
- discuss individual cases with staff on a “need to know basis” to protect children’s right to confidentiality;
- oversee the planning of any curricular or other provision in relation to safeguarding matters;
- with any other relevant staff (e.g. class teacher or year head), represent the school at child protection meetings and be a member of a “Core Group” if required;
- ensure staff are familiar with this Policy and Procedure, ‘Keeping children in education’ (DfE 2020) and ‘What to do if you are worried a child is being abused’ (DfE 2015;) and know where to find ‘Information Sharing – advice for practitioners providing safeguarding services to children, young people, parents and carers.’ (DfE July 2018); plus, any other relevant guidance.
- raise awareness about child protection amongst staff and parents on an ongoing basis;
- together with the head teacher and local authority safeguarding children training officer, arrange child protection training
- ensure all training undertaken is recorded alongside the schools’ Single Central Record (SCR).
- ensure that they (the Designated Safeguarding Lead and their deputies) receive update training at least every 2 years, and in addition to formal training their knowledge and skills should be refreshed at regular intervals, at least annually; and this is recorded alongside the SCR.
- notify teachers of any relevant changes in arrangements for collection of their pupils (this may also be done by office staff);
- contribute to inter-agency working, including providing a coordinated offer of early help when additional needs of children are identified;
- ensure that there is an up to date Child Protection policy in place and a staff behaviour policy (see Staff Code of Conduct);
- put in place appropriate safeguarding responses to children who go missing from education settings, particularly on repeated occasions.
- ensure that child protection information is transferred to the pupil’s new school.
- If a child’s situation does not appear to be improving, should press for reconsideration and challenge those who appear to not act.
- Help to promote educational outcomes by sharing the information about welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing or have experienced, with teachers and school leadership staff.

If the DSL is not available, staff should speak to a member of the SLT/take advice from local children’s social care and/or contact a member of the Education Safeguarding Team.

## SECTION 23: THE ROLE OF INDIVIDUAL STAFF

All Staff must:

- Discuss any issues – particularly concerning children’s developments or well-being;
- Be alert to the possibility that any pupil, regardless of race, religion, culture, class or family background, could be the victim of abuse or neglect, exploitation, FGM and Radicalisation/Extremism and must be familiar with all of these procedures as set out in KCSIE September 2020.
- Follow the procedures for reporting concerns.
- Read and understand part 1 of Keeping Children Safe in Education (2020). ‘Mechanisms’ are in place to assist staff to understand and discharge their role and responsibilities.
- Only release children into the care of individuals who have been notified to the school and must ensure that children do not leave the premises unsupervised unless we have permission from their parents.
- Take all reasonable steps to prevent unauthorised persons entering the premises and must follow agreed procedures for checking identity of visitors.
- Understand the risks posed by adults or young people who use the internet to bully, groom or abuse children.
- Challenge senior leaders over any safeguarding concerns.
- Ensure that the Health and Well-being/PSHE curriculum is taught in full in order to give children information and strategies to help them keep themselves safe, and to teach them how to seek help if needed.
- Must attend regular safeguarding and child protection updates, as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- Must have an awareness of the vulnerable children within their class (including LAC and Post-LAC)

Members of staff should not investigate child protection/safeguarding concerns but gather information to support the disclosure/referral process. An investigation is carried out by the DSL, Children’s Social Services and or the Police. However, if a pupil says something, it is vital to listen carefully, so you can record and report it accurately and pass onto the Designated Safeguarding Lead as soon as possible.

If staff need personal help or support to manage their own feelings, this can be provided in the form of supervision via the Education Safeguarding Team/Educational Psychology Team.

## SECTION 24: TRAINING

Induction training is mandatory and must also include:

- the Safeguarding and Child Protection policy and procedures;
- the Behaviour Policy;
- the Staff Code of Conduct;
- the safeguarding response to children who go missing from education; and

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

All staff will receive regular safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. All staff also receive training in data protection matters to ensure that they are kept up to date with their duties and obligations to protect information about the children in the school.

Safer Recruitment training is available to all relevant staff and governors who are involved in the recruitment process.

A record is kept of staff training – type of training and dates which is recorded alongside the single central register (SCR)

## SECTION 25: CONFIDENTIALITY OF RECORDS

Our pupils and their parents/carers have the right to expect that all staff will deal sensitively and sympathetically with their situation. It is important that information is only available to those who need to know it. Parents/carers and where appropriate pupils should be told their right to confidentiality may be breached if information comes to light suggesting possible harm to a child. Safeguarding/Child Protection issues relating to individual cases **must not** be subject to open discussion in the staff room or elsewhere in the school.

All personally identifiable information will be kept securely, following the school's obligations under the latest Data Protection Act in England and the General Data Protection Regulations (GDPR) set down by the European Union.

Members of staff should also remember not to promise to pupils to keep "secrets" (see *procedure below*).

## SECTION 26: WORKING WITH CHILDREN

We recognise that children, who are abused, neglected, or who witness either of these things, may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will support pupils and enable them to feel safe through:

- the content of the curriculum;
- the school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued;
- the school behaviour policy which is aimed at supporting vulnerable pupils in the school - the school will ensure the pupil knows that some behaviour is

unacceptable, but they are valued and not blamed for any abuse which has occurred;

- liaison with other agencies that support the pupil such as social services, the child and adolescent mental health service, the borough school attendance service and the educational psychology service; and
- ensuring that, where a pupil with a child protection plan leaves the school, their information is transferred to any new school immediately and that the social worker is informed.

<p><b>SECTION 27: ALLEGATIONS INVOLVING SCHOOL STAFF/SUPPLY/AGENCY/VOLUNTEERS</b></p>
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We recognise the possibility that adults working in the school may harm children. Staff and governors are committed to taking allegations seriously – whistleblowing (reporting concerns about an adult in schools' behaviour) will immediately be investigated.

Any concerns about the conduct of other adults in the school should be taken to the head teacher without delay (or where that is not possible, to the Designated Safeguarding Lead); any concerns about the head teacher should go to the Chair of Governors who can be contacted by phone number or email – available at the school office.

An allegation is any information which indicates that a member of staff/supply/agency/volunteer may have:

- behaved in a way that has, or may have harmed a child
- possibly committed a criminal offence against/related to a child
- behaved towards a child or children in a way which indicates s/he would pose a risk of harm if they work regularly or closely with children
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

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

Transferable risks must also be considered here. That is any incident outside of school which did not involve children but could have an impact on their suitability to work with children. For example, an incident of domestic abuse.

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

Actions to be taken include making an immediate written record of the allegation using the informant's words - including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be signed, dated and immediately passed on to the Head teacher/Head of School.

If the concerns are about the Head teacher, then the Chair of Governors should be contacted.

The Head teacher Chair of Governors will always consult the Local Authority Designated Officer (LADO) for support, advice and guidance.

Following consultation, the Head teacher Chair of Governors, in agreement with the LADO will decide on appropriate action:

- immediate referral to the LADO
- consideration of disciplinary proceedings
- consideration of a senior strategy meeting

It is important to bear in mind that although the concern may relate to an individual child, other children may also be at risk. The procedures in "Safeguarding Children and Safer Recruitment in Education" (DfE, 2006 – Updated 2011), Working Together to Safeguard Children (July 2018) and Guidance for local authorities, head teachers, school staff, governing bodies and proprietors of independent schools" (DfE 2011) will be followed in such cases;

When appropriate (*see guidance above*), consideration will be given to referral of a member of staff to the DBS for consideration of the case.

If a member of staff believes a reported allegation or concern is not being dealt with appropriately, they should report the matter to the Local Authority Designated Officer (LADO) to give support and direction on how to proceed.

Whilst the school is not the employer of supply or agency staff, they should ensure allegations are dealt with properly. The school will usually take the lead in any investigation because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts or liaise with the LADO.

## **SECTION 28: ALLEGATIONS AGAINST OTHER CHILDREN**

- If an allegation of abuse is made against other children by children then this must be reported immediately, in accordance with this policy.
- This will then be reported to the Children's First Contact Service (CFCS) by a designated person or deputy designated person.
- Abuse or concerns about a risk of abuse or harm by other children/young people is subject to the same safeguarding procedures as in respect of children or young people being abused by an adult;
- Professionals responding should be alert to the risk a child/young person may pose to children/young people other than any 'current' victim; and
- Children or young people who harm others are likely to have considerable needs themselves (e.g. they may have been subjected to abuse, witnessed domestic violence or committed criminal offences).
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## SECTION 29: WHISTLEBLOWING

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and know that such concerns will be taken seriously by the Senior Leadership Team.

Where there are concerns about the way that safeguarding is carried out in the school, staff should refer to the Whistle-blowing Policy.

A whistleblowing disclosure must be about something that affects the general public such as:

- a criminal offence has been committed, is being committed or is likely to be committed
- a legal obligation has been breached
- there has been a miscarriage of justice
- the health or safety of any individual has been endangered
- the environment has been damaged
- information about any of the above has been concealed.

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

The NSPCC whistleblowing helpline is available as an alternative route for staff that do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school.

Staff can call 0800 028 0285 – line is available from 8:00am to 8:00pm, Monday to Friday or email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

## SECTION 30: 'HOME-STAYS' IN UK

Whilst we do not arrange home-stays, should we do so, we would obtain an enhanced DBS for everyone in the home over 18 years old. **(Please refer to KCSIE, 2020 for further information)**

## SECTION 31: ALTERNATIVE PROVISION

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

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



<b>SECTION 32: CHILD PROTECTION PROCEDURES</b>
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### **When a child discloses, or you are aware there is a safeguarding issue**

#### **DO NOT DELAY**

- Tell the Designated Safeguarding Lead as soon as you can – it may be necessary to interrupt a lesson to do this – do not leave notes in the Designated Safeguarding Lead's pigeon hole/tray or on their desk as they may not get back to check their post until the end of the day once the pupil has gone home.
- Early referral gives more time to offer help to the pupil and family before the situation becomes more serious;
- When the matter is already severe or serious, early referral gives more time for others to protect the pupil;
- The Designated Safeguarding Lead may consult the Children's First Contact Service (CFCS).

#### **MAKE WRITTEN NOTES**

- At the earliest opportunity make a written record of your concerns, using a child concern form, (these can then be added to the online reporting system once we have procured one). Record facts accurately and do not express opinion - these notes will help to ensure accuracy in recalling events later - notes should be legible, signed and dated/time.
- Do not take photographs of any physical injuries, record on a body map. Do not use audio to record disclosures.
- Any original notes must be given to the Designated Safeguarding Lead as soon as possible and kept, even if you are using an online reporting system.

### **Concern from something the child says**

**Listen** - do not ask questions or interrogate. Consider interpreting services if English is a second language.

**Remain calm** - if you are shocked, upset or angry the pupil will sense this, and this could stop them from saying more.

**Reassure** - the pupil has done nothing wrong - tell them it is alright to talk.

**Do not promise to keep it secret** - tell the pupil you cannot keep the matter secret and will need to take advice from someone who can help.

### **Referral Process**

Any member of staff can make a referral to the Children's First Contact Service (CFCS) or the Police, but they should always consult the Designated Safeguarding Lead wherever possible.

The designated staff may contact the Children's First Contact Service (CFCS) to make a referral or take advice or contact the child's social worker (if allocated.)

If staff are concerned that the child or family involved have been exposed to radicalisation or extremist behaviour, then when making a referral, they will request a referral to the national PREVENT strategy (Counterterrorism and Security Act 2015).

**(Additional information is also available in the London Child Protection Procedures).**

### **Remember:**

- if in doubt, consult;
- do not ignore concerns, even if these are vague;
- the first responsibility of staff is to the pupil;
- if you need help or support to manage your own feelings, this can usually be provided.

### **Contact with the family**

Contact with the family **should always** be discussed with the Designated Safeguarding Lead, who may consult the Children's First Contact Service (CFCS) or the Education Safeguarding Team.

In cases where a minor physical injury causes concern, then the school's policy for dealing with accidents should be followed. If the explanation suggests a non-accidental cause for the injury (or a failure to protect the pupil from harm), advice must be taken immediately from the Children's First Contact Service (CFCS).

In cases of possible neglect or emotional abuse, the concern may have built up over a period of time. There may have been discussion previously between school staff and the family about sources of help, but if concerns persist, the Designated Safeguarding Lead will need to refer to the Children's First Contact Service and will normally advise the family of this unless specifically told otherwise.

**In cases where there are suspicions of sexual abuse, the Designated Safeguarding Lead will seek immediate advice from the Children's First Contact Service before discussing this with the family.**

### **Recording**

- Where there are concerns about a pupil, our electronic files have an appropriate flag to indicate concern;
- all records relating to child welfare concerns will be kept on the pupil's child protection file and the file will be kept secure - a chronology of concern will be kept by the designated teacher;
- written records of any concerns about pupils are kept, even where there is no need to refer the matter immediately;
- information from records will only be accessed on a "need to know" basis; access is strictly controlled by the designated teacher.
- key staff will need to know when a pupil is subject to a Child Protection Plan, so they can monitor the pupil's welfare;
- records relating to the pupil's welfare will remain on the pupil's file as long as the pupil is a pupil at the school;

- when the pupil leaves the school, the new school will be informed that the school's records contain information about child protection concerns even where these are no longer current. Records should be sent to the new school in a way that is lawful in terms of data protection requirements.
- records will be kept until the child is 18 years old by primary schools (and 25 years old for secondary schools).

## Working with other agencies

- All school staff have a legal duty to assist local authority Children 's Social Care or the Police when they are making enquiries about the welfare of pupils;
- Information about a pupil must therefore be shared on a "need to know" basis with other agencies;
- when telephone requests for information are received, **always** maintain security by checking the telephone number listing for the caller and calling back to a switchboard number **before** giving information or confirming the pupil is on the school roll;
- always advise the designated teacher about such requests for information;
- Requests for attendance at meetings about individual pupils (e.g. child protection conferences) should be notified to the designated teacher, who will arrange preparation of a report and attendance at the meeting;
- reports should contain information about the child's:
  - academic progress
  - attendance
  - behaviour
  - relationships with children and adults
  - family
  - any other relevant matter;
- reports should be objective, distinguishing between fact, observation, allegation and opinion;
- unless you specify otherwise, reports will normally be made available to the pupil's family.

## Pupils subject to a Child Protection Plan

- The school will be told by the relevant local authority when a pupil is subject to a Child Protection Plan;
- the name of the key social worker must be clearly recorded on the pupil's record;
- the school will participate fully in the work of Core Groups for these pupils, to assist with the objectives of the Child Protection Plan for the pupil;
- when a pupil is subject to a Child Protection Plan, the school will report all unexplained absences even if only of a day;
- when a pupil is subject to a Child Protection Plan, the school will report all behavioural changes or other concerns to the key social worker; and
- when a pupil who is subject to a Child Protection Plan leaves the school, all the child protection information will be transferred to any new school.

## **Child's need for a social worker**

Local authorities should share the fact a child has a social worker, and the designated safeguarding lead should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and schools and colleges to safeguard and promote the welfare of children.

Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

**All staff must observe the above policy and procedure at all times. They will be reviewed annually and as required in line with changes in local (LSCP) or national guidance.**

**SECTION 33: DEFINITIONS OF SPECIFIC SAFEGUARDING ISSUES****DEFINITIONS OF SPECIFIC SAFEGUARDING ISSUES****Bullying**

Bullying may be defined as deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to defend themselves. It can take many forms, but the four main types of bullying are: physical (e.g. hitting, kicking, theft), verbal (e.g. racist or homophobic remarks, threats, name calling), social (e.g. isolating an individual from the activities, lying and spreading rumours, damaging someone's reputation and carrying out acts behind a person's back to cause humiliation) and cyber (e.g. sending abusive or hurtful texts, emails, posts, images or videos, deliberately excluding others online, spreading gossip or rumours and imitating others online or using their log-in details).

**Child Sexual Exploitation (CSE) and Criminal Exploitation (CCE)**

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors, including gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status). Of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups.

**Child Sexual Exploitation (CSE)**

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child 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. CSE does not always involve physical contact; it can also occur through the use of technology. CSE 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. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

**Child Criminal Exploitation (CCE)**

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have

been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

### **County Lines**

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas (within the UK), using dedicated mobile phone lines or other form of 'deal line'.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move (and store) drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes. Children are often recruited to move drugs and money between locations.

### **Female Genital Mutilation (FGM)**

Female Genital Mutilation (FGM) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK. FGM typically takes place between birth and around 15 years old; however, it is believed that most cases happen between the ages of 5 and 8.

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. The duty does not apply in relation to at risk or suspected cases.

### **So-called 'honour-based' abuse (including FGM and forced marriage)**

So-called honour-based abuse encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so-called honour-based violence are abuse (regardless of the motivation) and should be handled and escalated as such. Where staff are concerned that a child might be at risk of honour-based abuse, they must contact the Designated Safeguarding Lead as a matter of urgency.

### **Radicalisation and Extremism**

Radicalisation and extremism Under section of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'. Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalised, they should discuss this with the Designated Safeguarding Lead.

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

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

All staff will undertake Prevent awareness training.

### **Peer on Peer Abuse/Harms**

Staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse/harm. This is most likely to include, but not limited to:

1. bullying (including cyberbullying);
2. physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
3. sexual violence and sexual harassment;
4. upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

Abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up".

Peer on peer abuse/harm can be a one-off serious incident or an accumulation of incidents. It can involve physical, emotional or sexual abuse. Peer on peer abuse/harm involves someone who abuses a 'vulnerability' or power imbalance to harm another and have the opportunity or be in an environment where this is possible. While perpetrators of peer on peer abuse/harm pose a risk to others, they are often victims of abuse themselves.

### **Upskirting Voyeurism (Offences) Act 2019**

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12<sup>th</sup> April 2019. Upskirting typically involves taking a picture under a person's clothing (not necessarily a skirt) without their permission or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

## **Private Fostering**

The phrase 'private fostering' is often misunderstood. There is local authority fostering and fostering by private agencies. However, in law 'Private Fostering' is quite different.

From a safeguarding perspective, many private fostering arrangements are 'hidden' and, it appears, are rarely brought to the attention of local authorities, even though it is an offence not to inform them. The penalty for non-reporting is a maximum £5,000 fine, but it seems that convictions are extremely rare.

### **What is Private Fostering?**

A private fostering arrangement is one that is made privately (without the involvement of a local authority (or a private sector agency)) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (\*Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins).

The local authority should be notified of the arrangement, at least six weeks before it starts and not to do so is a criminal offence.

Once the local authority has been notified, children's services have a duty to visit and speak to the child, the parent and the foster carer; and everyone in the foster carers household. Children's services will then undertake a range of suitability checks including DBS checks on everyone in the household over the age of 16.

### **Overseas Students**

If an overseas student under the age of 16 (or under 18 if disabled) stays with a host for 28 days or more, there is a legal requirement for the host, guardianship agency, language school, agent, or other person or company involved in placing the student, to inform their local authority.

### **Breast Ironing**

Breast Ironing is practiced in some African countries, notably Cameroon. Girls aged between 9 and 15 have hot pestles, stones or other implements rubbed on their developing breasts to stop them growing further. Breast Ironing is usually carried out by mothers or other women to protect girls from men. It is believed that the reason they carry out this procedure is to reduce the risk of sexual harassment, rape, kidnap and forced marriage. Indicators that Breast Ironing has been carried out are chest pains or other discomfort, changes in behaviour and fear of undressing.

### **Disguised Compliance**

Parents who appear to cooperate to avoid professionals getting too close or asking too many questions. There is a tendency by professionals to confuse participation with cooperation. Indicators include parents that put little effort into making changes, limited



improvement despite significant input, conflicting views of child and parent, parents align with certain professionals and only engage with part of the plan. The risks of disguised compliance are that cases may drift and lack focus, significant issues may be missed, risks may increase, cases may be closed too early and the child remains at risk of harm. It is important to keep an open mind, use an investigative approach and effective questioning. As professionals we must look beyond the obvious.

## **Hidden Children**

Children who do not attend school can become hidden, which means that we are less able to help and protect them. Some of these children may experience risks within their family, such as abuse and neglect. There may also be risks outside their family, such as radicalisation or exploitation. Protecting children from these external risks is known as contextual safeguarding. Children who do not attend school may be at further risk of not achieving their educational potential. They may not be able to access formal education or employment in the future if they have not gained recognised qualifications. They will also not benefit from the role that schools play in developing children's skills to participate fully and constructively in society.

### **So which children are we talking about?**

1. Children not attending school nor on a school roll, including children who have been excluded both on a permanent or an informal basis and for whom no suitable alternative provision is arranged.
2. Children who fall under the heading 'educated at home', but may not be receiving effective, efficient and suitable education or any education. This includes some children who may not be known to their local authority (LA) or any agencies.
3. Children attending unregistered schools, sometimes under the guise of being electively home educated.
4. Children in alternative provision that is of insufficient quality or is not provided for the required hours.
5. Children without a school place in LAs in which the protocols are not working well enough for hard-to-place children.

## **Children and the court system**

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. This may have an impact on them in a number of different ways and they may need emotional support.

## **Children with family members in prison**

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. This may have an impact on them in a number of different ways and they may need emotional support.

## Domestic Abuse

The cross-government definition of Domestic 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:

1. Psychological
2. Physical
3. Sexual
4. Financial; and
5. Emotional

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home-life.

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

1. NSPCC-UK domestic-abuse Signs Symptoms Effects
2. Safelives: young people and domestic abuse
3. Transform Sutton - 020 8092 7569 / [transformsutton@cranstoun.org.uk](mailto:transformsutton@cranstoun.org.uk)

### National Domestic Abuse Helpline:

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

### Operation Encompass:

Operation Encompass operates in the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will

inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs. Police forces not signed up to operation encompass will have their own arrangements in place.

### **Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live.

### **Fabricated or Induced Illness**

Fabricated or induced illness (FII) is a rare form of child abuse. It occurs when a parent or carer, usually the child's biological mother, exaggerates or deliberately causes symptoms of illness in the child.

### **Adverse Childhood Experiences (ACEs)**

1 in 3 diagnosed mental health conditions in adulthood are directly related to adverse childhood experiences. ACEs can include maltreatment, violence and coercion, adjustment, prejudice, family adversity, inhumane treatment, adult responsibilities and bereavement and survivorship. If you have witnessed or experienced any of the following before the age of 18 you have suffered an adverse childhood experience: domestic violence, sexual abuse, alcohol abuse, physical abuse, parental separation, drug abuse, verbal abuse, mental ill-health or imprisonment.

### **Protective factors:**

1. Positive and supportive family
2. Safe relationships with peers
3. Access to a supportive community
4. Ability to regulate emotions
5. Acquisition of problem-solving skills
6. Compassionate, professional response
7. Early intervention from services

## 8. Trauma-informed systems

When talking to someone who has suffered an ACE, don't ask, what is wrong with you?  
But, what has happened to you?

### **Trauma and Attachment**

A significant number of children are exposed to traumatic life events. A traumatic event is one that threatens injury, death, or the physical integrity of self or others and also causes fear, terror, or helplessness at the time it occurs. Traumatic events include sexual abuse, physical abuse, domestic violence, community and school violence, medical trauma, car accidents, acts of terrorism, war experiences, natural and human-made disasters, suicides, and other traumatic losses.

If a child has experienced trauma they are likely to develop other related behaviours.

These include:

1. the development of new fears
2. separation anxiety (particularly in young children)
3. sleep disturbance, nightmares
4. sadness
5. loss of interest in normal activities
6. reduced concentration
7. decline in schoolwork
8. anger
9. somatic complaints
10. irritability

### **Serious Violent Crime**

All staff need to know the indicators that may signal that children are at risk from, or are involved with, serious violent crime.

Indicators:

- unexplained gifts or new possessions – these can indicate that children have been approached by or involved with individuals associated with criminal networks or gangs
- increased absence from school

- change in friendships or relationships with others or groups
- significant decline in performance
- signs of self-harm or significant change in wellbeing
- signs of assault or unexplained injuries

### **Contextual Safeguarding**

Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships.

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

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside of their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation and serious youth violence.

<b>SECTION 34: MENTAL HEALTH DEFINITIONS</b>
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### **Appendix B**

**All staff** should also be aware that **mental health problems** can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

### **Anxiety**

Anxiety problems can significantly affect a child's ability to develop, to learn or to maintain and sustain friendships.

Children and young people may feel anxious for several reasons – for example because of worries about things that are happening at home or at school, or because of a traumatic event. Symptoms of anxiety include feeling fearful or panicky, breathless, tense, fidgety, sick, irritable, tearful or having difficulty sleeping. If they become persistent or exaggerated, then specialist help, and support will be required.

Clinical professionals refer to several diagnostic categories:

- generalised anxiety disorder (GAD) – a long-term condition which causes people to feel anxious about a wide range of situations and issues, rather than one specific event;
- panic disorder – a condition in which people have recurring and regular panic attacks, often for no obvious reason;
- Obsessive-Compulsive Disorder (OCD) – a mental health condition where a person has obsessive thoughts (unwanted, unpleasant thoughts, images or urges that repeatedly enter their mind, causing them anxiety) and compulsions (repetitive behaviour or mental acts that they feel they must carry out to try to prevent an obsession coming true);
- specific phobias – the excessive fear of an object or a situation, to the extent that it causes an anxious response, such as panic attack;
- Separation Anxiety Disorder (SAD) – worry about being away from home or about being far away from parents/carers, at a level that is much more than normal for the child's age;
- Social Phobia – intense fear of social or performance situations;
- Agoraphobia – a fear of being in situations where escape might be difficult, or help wouldn't be available if things go wrong.

## Depression

Feeling low or sad is a common feeling for children and adults, and a normal reaction to experiences that are stressful or upsetting. When these feelings dominate and interfere with a person's life, it can become an illness.

Depression can significantly affect a child's ability to develop, to learn or to maintain and sustain friendships.

Clinicians making a diagnosis of depression will generally use the categories major depressive disorder (MDD – where the person will show a number of depressive symptoms to the extent that they impair work, social or personal functioning) or dysthymic disorder (DD – less severe than MDD, but characterised by a daily depressed mood for at least two years).

## Hyperkinetic Disorders

(e.g. disturbance of activity and attention)

Although many children are inattentive, easily distracted or impulsive, in some children these behaviours are exaggerated and persistent, compared with other children of a similar age and stage of development. When these behaviours interfere with a child's family and social functioning and with progress at school, they become a matter for professional concern.

Attention Deficit Hyperactivity Disorder (ADHD) is a diagnosis used by clinicians. It involves three characteristic types of behaviour – inattention, hyperactivity and impulsivity. Whereas some children show signs of all three types of behaviour (this is called 'combined type' ADHD), other children diagnosed show signs only of inattention or hyperactivity/impulsiveness.

Hyperkinetic disorder is another diagnosis used by clinicians. It is a more restrictive diagnosis but is broadly like severe combined type ADHD, in that signs of inattention, hyperactivity and impulsiveness must all be present. These core symptoms must also have been present before the age of seven and must be evident in two or more settings.

## **Attachment disorders**

Attachment is the affectionate bond children have with special people in their lives that lead them to feel pleasure when they interact with them and be comforted by their nearness during times of stress. Researchers generally agree that there are four main factors that influence attachment security: opportunity to establish a close relationship with a primary caregiver; the quality of caregiving; the child's characteristics; and the family context. Secure attachment is an important protective factor for mental health later in childhood, while attachment insecurity is widely recognised as a risk factor for the development of behaviour problems.

## **Eating disorders**

The most common eating disorders are anorexia nervosa and bulimia nervosa. Eating disorders can emerge when worries about weight begin to dominate a person's life. Someone with anorexia nervosa worries persistently about being fat and eats very little. They lose a lot of weight and if female, their periods may stop. Someone with bulimia nervosa also worries persistently about weight. They alternate between eating very little, and then bingeing. They vomit or take laxatives to control their weight. Both eating disorders affect girls and boys but are more common in girls.

## **Deliberate self-harm**

Self-harm is a serious public health problem and is the reason behind many admissions to accident and emergency departments every year. Self-harm and suicidal threats by a child/young person put them at risk of significant harm and should always be taken seriously and responded to without delay.

Common examples of deliberate self-harm include 'overdosing' (self-poisoning), hitting, cutting or burning oneself, pulling hair or picking skin, or self-strangulation. The clinical definition includes attempted suicide, though some argue that self-harm only includes actions which are not intended to be fatal. It can be a coping mechanism, a way of inflicting punishment on oneself and a way of validating the self or influencing others.

Self-harming is NOT attention seeking behaviour, it is attention NEEDING behaviour.

The school will follow the Sutton Self-Harm protocol in responding to concerns about self-harm.

## **Post-traumatic stress**

If a child experiences or witnesses something deeply shocking or disturbing they may have a traumatic stress reaction. This is a normal way of dealing with shocking events and it may affect the way the child thinks, feels and behaves. If these symptoms and behaviours persist, and the child is unable to come to terms with what has happened, then clinicians may make a diagnosis of post-traumatic stress disorder (PTSD).

<b>SECTION 35: SEXUAL VIOLENCE AND SEXUAL HARASSMENT</b>
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Sexual violence and sexual harassment can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment.

Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable.

It is important to note that Children with Special Educational Needs and Disabilities can be especially vulnerable. Disabled and deaf children are three times more likely to be abused than their peers.

It is important that all victims are taken seriously and offered appropriate support.

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. Toolkits that will support the risk assessment process include: Brook: traffic light tool.

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

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

If a child has been harmed, is in immediate danger or is at risk of harm, a referral will be made to the Children's First Contact Service.

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

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

### **Support available if a crime may have been committed**

Rape, assault by penetration and sexual assaults are crimes. Where a report includes such an act, the police will be notified, often as a natural progression of making a referral



to the Children's First Contact Service (CFCS). The DSL will be aware of the local process for referrals to both the Children's First Contact Service (CFCS) and the police.

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

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

### **Support available if reports include online behaviour**

Online concerns can be especially complicated. The school recognises that there is potential for an online incident to extend further than the local community and for a victim, or the alleged perpetrator, to become marginalised and excluded both online and offline. There is also strong potential for repeat victimisation if the content continues to exist. If the incident involves sexual images or videos held online, the Internet Watch Foundation will be consulted to have the material removed.

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

### **Managing disclosures**

Victims will always be taken seriously, reassured, supported and kept safe. Victims will never be made to feel like they are causing a problem or made to feel ashamed. If a friend of a victim makes a report or a member of staff overhears a conversation, staff will act – they will never assume that someone else will deal with it. The basic principles remain the same as when a victim reports an incident; however, staff will consider why the victim has not chosen to make a report themselves and the discussion will be handled sensitively and with the help of CSCS where necessary. If staff are in any doubt, they will speak to the DSL.

Where an alleged incident took place away from the school or online but involved pupils from the school, the school's duty to safeguard pupils remains the same. All staff will be trained to handle disclosures.

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

### **Confidentiality**

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

### **The DSL will consider the following when making confidentiality decisions:**

- Parents will be informed unless it will place the victim at greater risk.
- If a child is at risk of harm, is in immediate danger or has been harmed, a referral will be made to the Children's First Contact Service.
- Rape, assault by penetration and sexual assaults are crimes – reports containing any such crimes will be passed to the police.
- The DSL will weigh the victim's wishes against their duty to protect the victim and others. If a referral is made against the victim's wishes, it will be done so extremely carefully and the reasons for referral will be explained to the victim. Appropriate specialist support will always be offered.

### **Anonymity**

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

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

### **Risk assessment**

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

Risk assessments will consider:

- The victim.
- The alleged perpetrator.
- Other children at the school, especially any actions that are appropriate to protect them.
- Risk assessments will be recorded (either on paper or electronically) and kept under review in accordance with the school's **Data Protection Policy**.

### **Acting following a disclosure**

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

- The victim's wishes.
- The nature of the incident.
- The ages and developmental stages of the children involved.
- Any power imbalance between the children.
- Whether the incident is a one-off or part of a pattern.
- Any ongoing risks.

- Any related issues and the wider context, such as whether there are wider environmental factors in a child's life that threaten their safety and/or welfare.
- The best interests of the child.

Sexual violence and sexual harassment are always unacceptable and will not be tolerated. Immediate consideration will be given as to how to support the victim, alleged perpetrator and any other children involved.

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

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

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

### **Managing the report**

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

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

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

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

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

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

### **Managing internally**

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

### **Providing Early Help**

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

### **Referral to CSCS**

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

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

The DSL will work closely with the Children's First Contact Service (CFCS) to ensure that the school's actions do not jeopardise any investigation. Any related risk assessment will be used to inform all decisions.

If the Children's First Contact Service (CFCS) decide that a statutory investigation is not appropriate, the school will consider referring the incident again if they believe the child to be in immediate danger or at risk of harm.

If the school agrees with the decision made by the Children's First Contact Service (CFCS) they will consider the use of other support mechanisms such as early help, pastoral support and specialist support.

### **Reporting to the police**

Reports of rape, assault by penetration or sexual assault will be passed on to the police – even if the alleged perpetrator is under 10 years of age. Generally, this will be in parallel with referral to the Children's First Contact Service (CFCS). The DSL and deputies will follow the local process for referral.

Parents will be informed unless there is a compelling reason not to do so. Where parents are not informed, it is essential for the school to support the child with any decision they take, in unison with the Children's First Contact Service (CFCS) and any appropriate specialist agencies.

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

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

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

### **Bail conditions**

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

The school will work with the Children's First Contact Service (CFCS) and the police to support the victim, alleged perpetrator and other children (especially witnesses) during criminal investigations. The school will seek advice from the police to ensure they meet their safeguarding responsibilities.

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

Where bail is deemed necessary, the school will work with the Children's First Contact Service (CFCS) and the police to safeguard children – ensuring that the victim can continue in their normal routine and continue to receive a suitable education.

### **Managing delays in the criminal justice system**

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

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

### **The end of the criminal process**

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

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

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

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

## **Ongoing support for the victim**

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

- The terminology the school uses to describe the victim
- The age and developmental stage of the victim
- The needs and wishes of the victim
- Whether the victim wishes to continue in their normal routine
- The victim will not be made to feel ashamed about making a report
- What a proportionate response looks like
- Victims may not disclose the whole picture immediately and they may be more comfortable talking about the incident on a piecemeal basis; therefore, a dialogue will be kept open and the victim can choose to appoint a designated trusted adult.

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

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

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

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

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

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

## **Ongoing support for the alleged perpetrator**

When considering the support required for an alleged perpetrator, the school will consider:

- The terminology they use to describe the alleged perpetrator or perpetrator.
- The balance of safeguarding the victim and providing the alleged perpetrator with education and support.
- The reasons why the alleged perpetrator may have abused the victim – and the support necessary.
- Their age and developmental stage.
- What a proportionate response looks like.
- Whether the behaviour is a symptom of their own abuse or exposure to abusive practices and/or materials.
- When making a decision, advice will be taken from CSCS, specialist sexual violence services and the police as appropriate.

If the alleged perpetrator moves to another school (for any reason), the DSL will inform the destination school of any ongoing support needs and transfer the child protection file. The school will work with professionals as required to understand why the abuse took place and provide a high level of support to help the pupil understand and overcome the reasons for their behaviour and reduce the likelihood of them abusing again.

### **Disciplining the alleged perpetrator**

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

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

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

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

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

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

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

Where a criminal investigation into rape or assault by penetration leads to a conviction or caution, in all but the most exceptional circumstances, this will constitute a serious breach of discipline and result in the view that allowing the perpetrator to remain in the school would harm the education or welfare of the victim and potentially other pupils.

Where a criminal investigation into sexual assault leads to a conviction or caution, the school will consider suitable sanctions and permanent exclusion. If the perpetrator will remain at the school, the school will keep the victim and perpetrator in separate classes and manage potential contact on school premises and transport. The nature of the conviction or caution, alongside the wishes of the victim, will inform any discussions made. Where a report of sexual assault does not lead to a police investigation, this does not mean that the offence did not happen or that the victim has lied. Both the victim and alleged perpetrator will be affected, and appropriate support will be provided. Considerations regarding sharing classes and potential contact will be made on a case-by-case basis.

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

### **Working with parents and carers**

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

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

Schools will also meet with the parents of the alleged perpetrator to discuss arrangements that will impact their child, such as moving them out of classes with the victim. Reasons behind decisions will be explained and the support being made available will be discussed. The DSL or a deputy will attend such meetings, with agencies invited as necessary. Clear policies regarding how the school will handle reports of sexual violence and how victims and alleged perpetrators will be supported will be made available to parents.

### **Safeguarding other children**

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

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

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

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

### **What to do if you are informed that a parent is on the sex offenders register**

In this situation the Head teacher will be guided by parole conditions where relevant to keep children safe in school. This information must be treated as strictly confidential and will only be shared with the Designated Safeguarding Lead if appropriate.

**Please refer to Sexual violence and sexual harassment between children in schools and college – May 2018 for more information.**



<b>SECTION 36: DESIGNATED STAFF INFORMATION</b>
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**Name of school: St Dunstan's, Cheam, C of E Primary School**

**Designated Safeguarding Lead: Ms Julia Corby, Headteacher and Mrs Louise Porter, Deputy Headteacher**

**Deputy Safeguarding Leads: Mrs Deepika Soma, Mrs Georgia Armstrong, Mrs Joanne Ward, Mrs Pauline Bolt (admin)**

**Governor for Child Protection and Looked after Children: Mrs Nikee Cristie**

**Deputy Governor for Child Protection and Looked after Children: Mrs Naomi Carne**

<b>SECTION 37: KEY CONTACTS</b>
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## Sutton

Children's First Contact Service (CFCS) – 020 8770 6001  
[childrensfirstcontactservice@sutton.gov.uk](mailto:childrensfirstcontactservice@sutton.gov.uk)

Social Care - Out of Hours – Emergency Duty Team – 0208 770 5000 x9

Sutton Local Safeguarding Children's Partnership: 020 8770 4879  
[suttonlscp@sutton.gov.uk](mailto:suttonlscp@sutton.gov.uk)

Website: [www.suttonlscp.org.uk](http://www.suttonlscp.org.uk)

(Sutton Local Safeguarding Children Board ceased to exist when the new **Sutton Local Safeguarding Children Partnership** arrangements came into effect on 1 July 2019.

Three Statutory Partners are the Local Authority, Clinical Commissioning Group and Police. Locally, Education providers will be made the fourth Partners

The LSCP Board will be made up by the four Partners, co-opted members and relevant agencies)

Sutton LA LADO (Local Authority Designated Officer – complaints against staff) – 0208 770 4776 ([LADO@sutton.gov.uk](mailto:LADO@sutton.gov.uk))

LBS Prevent and Hate Crime Manager – 0208 649 0672

Education Safeguarding Manager – 07736 338 180

## General Contacts:

- Ofsted 0300 123 1231
- Ofsted whistle blowing line – 0300 123 3155
- Police 999
- NSPCC 0808 8005000
- NSPCC whistle blowing helpline number – 0800 028 0285
- ChildLine 0800 11 11