

## Safeguarding & Child Protection Policy

### 1. Purpose & Aims

- 1.1 The purpose of Ashington Learning Partnership's (ALP) Safeguarding & Child Protection Policy is to ensure every pupil in our organisation is safe and protected from harm. This means we will always work to:
- Protect pupils at our schools from maltreatment;
  - Prevent impairment of our pupils' health or development;
  - Ensure that pupils at our schools grow up in circumstances consistent with the provision of safe and effective care;
  - Undertake that role so as to enable pupils at our schools to have the best outcomes.
- 1.2 This policy applies to all pupils, staff, parents, governors, volunteers and visitors.
- 1.3 This policy is intended to give clear direction to all stakeholders about expected behaviour and our legal responsibility to safeguard and promote the welfare of all our pupils.
- 1.4 The ALP fully recognises the contribution it can make to protect pupils from harm and supporting and promoting the welfare of all pupils. The key elements of our policy are prevention, protection and support.
- 1.5 We recognise that our safeguarding responsibilities are clearly linked to our responsibilities for ensuring that appropriate safeguarding responses are in place for pupils who are absent from school or who go missing from education, particularly on repeat occasions. The Attendance Lead will regularly liaise with the Designated Safeguarding Lead (DSL) to discuss all persistently absent pupils and those who go missing to identify the risk of abuse and neglect including sexual abuse or exploitation and to ensure that appropriate safeguarding responses have been put in place to reduce the risk of future harm.
- 1.6 We have considered a range of factors to help us identify and focus on the key issues for our school and community. We have reviewed our referrals, reason and considered local context and local issues as well as discussed as a leadership team and with the Governing Body what our key priorities are.

### 2. Our Ethos

- 2.1 A child's welfare is of paramount importance. The ALP will establish and maintain an ethos where pupils feel secure, are encouraged to talk, are listened to and are safe. Pupils at our schools will be able to talk freely to any member of staff in our schools if they are worried or concerned about something.

- 2.2 Everyone who comes into contact with pupils and their families has a role to play in safeguarding children. We recognise that staff in our schools play a particularly important role as they are in a position to identify concerns early and provide help for pupils to prevent concerns from escalating. **All staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.** When concerned about the welfare of a child, staff members must always act in the **best interests** of the child.
- 2.3 All staff and regular visitors will, through training and induction, know how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information. We will not make promises to any child and we will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose.
- 2.4 Throughout our curriculum we will provide activities and opportunities for pupils to develop the skills they need to identify risks and stay safe. This will also be extended to include material that will encourage our pupils to develop essential life skills.
- 2.5 At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2018) (WTTSC 2018) and Local Safeguarding Partners' Procedures.

### 3. Roles and Responsibilities

- 3.1 It is the responsibility of *every* member of staff, volunteer and regular visitor to our school to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the pupils in this organisation. This includes the responsibility to provide a safe environment in which pupils can learn.
- 3.2 The Governing Body will ensure that:
  - The safeguarding policy is in place and is reviewed regularly, is available publicly via our schools websites and has been written in line with Local Authority guidance and the requirements of the Safeguarding Partners' (formally LSCB) policies and procedures);
  - The school contributes to inter-agency working in line with WTTSC 2018;
  - A senior member of staff from the leadership team is designated to take the lead responsibility for safeguarding and child protection and that there are Deputy DSLs who are appropriately trained to deal with any issues in the absence of the DSL. There will always be cover for this role;
  - All staff receive a safeguarding induction and are provided with a copy of this policy and the staff code of conduct;
  - All staff undertake appropriate child protection training that is updated regularly, at least annually;
  - Procedures are in place for dealing with allegations against members of staff and volunteers in line with statutory guidance;

- Safer recruitment practices are followed in accordance with the requirements of ['Keeping Children Safe in Education'](#) DfE (2019) (KCSIE 2019);
  - They remedy without delay any weakness in regard to safeguarding arrangements that are brought to their attention;
  - They receive an annual safeguarding report that will record the training that has taken place, the number of staff attending and any outstanding training requirements for the school. It will also record all safeguarding activity and will inform the Governing Body how the school meets its statutory requirements. The Governing Body will also undertake a range of 'safeguarding visits' over the year to monitor compliance within the safeguarding agenda.
- 3.3 The Executive Principal is responsible for:
- Identifying senior members of staff from the leadership team to be DSLs;
  - Identifying alternative members of staff to act as the DSL in his/her absence to ensure there is always cover for the role;
  - Ensuring that the policies and procedures adopted by the Governing Body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff;
  - Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistle-blowing procedures;
  - Liaise with the Local Authority Designated Officer (LADO) in the event of an allegation of abuse being made against a member of staff.
- 3.4 The DSLs are senior members of staff, from the leadership team who take lead responsibility for safeguarding and child protection within their schools. The DSLs will carry out their role in accordance with the responsibilities outlined in Annex B of KCSIE 2019.
- 3.5 The DSLs will provide advice and support to other staff on child welfare and child protection matters. Any concern for a child's safety or welfare will be recorded in writing (or on CPOMS, our electronic recording and monitoring system) and given to a DSL.
- 3.6 During term time the DSLs and/or a deputy will always be available (during school hours) for staff in the schools to discuss any safeguarding concerns. If in *exceptional* circumstances, a DSL is not available on the school site in person, we will ensure that they are available via telephone or our electronic recording and monitoring system or other relevant media.
- 3.7 We will ensure attendance at child protection conferences and core group meetings. Through appropriate training, knowledge and experience our DSLs will liaise with Children's Services and other agencies where necessary, and make referrals of suspected abuse to Children's Services, take part in strategy discussions and other interagency meetings and contribute to the assessment of pupils.
- 3.8 The DSLs will maintain written records and child protection files ensuring that they are kept confidential and stored securely.

- 3.9 The DSLs are responsible for ensuring that all staff members and volunteers are aware of our policy and the procedure they need to follow. They will ensure that all staff, volunteers and regular visitors have received appropriate child protection information during induction.

#### 4. Training & Induction

- 4.1 When new staff join our school they will be informed of the safeguarding arrangements in place. They will be given a copy of our school's safeguarding policy along with the Staff Code of Conduct, Part One of KCSIE 2019; and informed who our DSLs and Deputy DSLs are. All staff are expected to read these key documents and fully **understand** their responsibility. They will also be provided with details of the school's recording procedures (see Appendix 6). A quick reference guide is stored with every ID badge and safeguarding notices are at reception and around schools.
- 4.2 Every new member of staff or volunteer will receive safeguarding training during their induction period within the first half term of joining the school. This programme will include information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record and the remit of the role of the DSL. The training will also include information about whistle-blowing in respect of concerns about another adult's behaviour and suitability to work with pupils.
- 4.3 In addition to the safeguarding induction, we will ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part 1 of KCSIE 2019; In order to achieve this, we will ensure that:
- all members of staff will undertake appropriate safeguarding training on an annual basis;
  - we will evaluate the impact of this training;
  - all staff members receive regular safeguarding and child protection updates (for example, via email, weekly briefings, scenarios of the week, staff meetings), regularly as required, or at least annually, to provide them with the relevant skills and knowledge to safeguard pupils effectively.
- 4.4 All regular visitors, temporary staff and volunteers to our school will be given a set of our safeguarding procedures; they will be informed of whom our DSLs and alternative staff members are and what the recording and reporting system is (see Appendix 4).
- 4.5 The DSLs, the deputies and any other senior member of staff who may be in a position of making referrals or attending child protection conferences or core groups will attend appropriate training. In addition to formal training, the DSL will ensure that they update their knowledge and skills at regular intervals, but at least annually, to keep up with any developments relevant to their role.
- 4.6 Our Governing Body will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the pupils at our school.

4.7 We actively encourage all of our staff to keep up to date with the most recent local and national safeguarding advice and guidance, Annex A of KCSIE 2019 provides links to guidance on specific safeguarding issues such as Child Sexual Exploitation and Female Genital Mutilation. In addition, throughout the school year we will brief staff on key issues identified within KCSIE 2019.

4.8 Specific Safeguarding Issues:

All staff should have an awareness of safeguarding issues, some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put pupils in danger.

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender-based violence/sexual assaults and sexting. Staff should be clear as to the ALP's policy and procedures with regards to peer on peer abuse.

School staff should access government guidance as required on the issues listed below via GOV.UK and other government websites:

- children missing education
- child missing from home or care
- child sexual exploitation (CSE)
- bullying including cyberbullying
- domestic abuse
- drugs
- fabricated or induced illness (FII)
- faith based abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- hate
- mental health
- missing children and adults
- private fostering
- preventing radicalisation
- sexting
- relationship abuse
- sexual violence & harassment between pupils in schools and colleges
- trafficking & modern slavery

**5. Procedures for Managing Concerns (Working Together to Safeguard Children 2018)**

All staff follow the schools procedures which are consistent with WTTSC 2018 and KCSIE 2019.

It is **not** the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly, all concerns regarding

the welfare of pupils will be recorded and discussed with the DSL or deputy prior to any discussion with parents.

Identifying children and young people who may be suffering significant harm:

Teachers and other adults in school are to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

Staff must immediately report:

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play;
- any explanation given which appears inconsistent or suspicious;
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play);
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment;
- any concerns that a child is presenting signs or symptoms of abuse or neglect;
- any significant changes in a child's presentation, including non-attendance;
- any hint or disclosure of abuse from any person;
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present).

Staff are also encouraged to actively consider pupils who might present as vulnerable.

Responding to disclosure:

Disclosures or information may be received from pupils, parents or other members of the public. The ALP recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity.

Such information cannot remain confidential and staff will immediately communicate what they have been told to the DSL.

Principles:

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the DSL in order that s/he can make an informed decision of what to do next.

Staff should:

- listen to and take seriously any disclosure or information that a child may be at risk of harm;
- try to ensure that the person disclosing does not have to speak to another member of school staff;
- clarify the information;
- try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?';
- try not to show signs of shock, horror or surprise;

- not express feelings or judgments regarding any person alleged to have harmed the child;
- explain sensitively to the person that they have a responsibility to refer the information to the senior designated person;
- reassure and support the person as far as possible;
- explain that only those who 'need to know' will be told;
- explain what will happen next and that the person will be involved as appropriate; complete a cause for concern form (Appendix 15).

- 5.1 The ALP adheres to child protection procedures that have been agreed locally through the Local Safeguarding Partners. Where we identify children and families in need of support, we will carry out our responsibilities in accordance with local threshold guidance.
- 5.2 Every member of staff including volunteers working with pupils at our school are advised to maintain an attitude of '***it could happen here***' or '***think the unthinkable***' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to take action as outlined in this policy.
- 5.3 All staff are encouraged to report any concerns that they have however insignificant they may feel it is. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns in accordance with this policy to allow the DSLs to build up a picture and access support for the child at the earliest opportunity. A reliance on memory without accurate and contemporaneous records of concern could lead to a failure to protect.
- 5.4 It is *not* the responsibility of school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy.
- 5.5 The DSL should be used as a first point of contact for concerns and queries regarding any safeguarding concern in our school. Any member of staff or visitor to the school who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL or, if unavailable, to the alternative designated person. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.
- 5.6 All concerns about a child or young person should be reported without delay and recorded in writing using the agreed procedures (CPOMS or by completing a cause for concern form (see Appendix 15).
- 5.7 Following receipt of any information that raises concern, the DSL will consider what action to take and seek advice from Children's Services as required. All information and actions taken, including the reasons for any decisions made, will be fully documented.
- 5.8 All referrals will be made in line with Local Children's Services procedures.

- 5.9 If, at any point, there is a risk of immediate serious harm to a child a referral should be made to Children's Services immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for reconsideration by raising concerns again with the DSL and/or the Head of School/ Executive Principal. Concerns should always lead to help for the child at some point.
- 5.10 Staff should always follow the reporting procedures outlined in this policy at Appendix in the first instance. However, they may also share information directly with Children's Services, or the police if:
- the situation is an emergency and the DSL and Deputy DSL and the Head of School/Executive Principal are all unavailable;
  - they are convinced that a direct report is the only way to ensure the pupil's safety.
- 5.11 Any member of staff, who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy, should raise their concerns with the Head of School/Executive Principal or the Chair of Governors. If any member of staff does not feel the situation has been addressed appropriately at this point then they should contact Children's Services directly with their concerns.
- 5.12 We recognise that pupils are also vulnerable to physical, sexual and emotional abuse by their peers or siblings. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Abuse perpetrated by children can be just as harmful as that perpetrated by an adult, so it is important to remember the impact on the victim of the abuse as well as to focus on the support for the child or young person exhibiting the harmful behaviour. Such abuse will always be taken as seriously as abuse perpetrated by an adult and the same safeguarding procedures will apply in respect of any child who is suffering or likely to suffer significant harm; staff must never tolerate or dismiss concerns relating to peer on peer abuse.
- 5.13 We recognise that pupils with special educational needs (SEN) and disabilities can face additional safeguarding challenges and these are discussed in staff training. These additional barriers can include:
- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
  - pupils with SEN and disabilities can be disproportionately impacted by things like bullying - without outwardly showing any signs; and
  - communication barriers and difficulties in overcoming these barriers.
- 5.14 At the ALP we recognise that our staff are well placed to identify concerns and take action to prevent pupils from becoming victims of Female Genital Mutilation (FGM) and other forms of so-called 'honour-based' violence (HBV) and provide guidance on these issues through our safeguarding training. If staff have a concern regarding a child that might be at risk of HBV they should inform the DSL who will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

- 5.15 Where FGM has taken place, there has been a mandatory reporting duty placed on teachers since 31<sup>st</sup> October 2015. Section 5B of the FGM Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. We will provide guidance and support to our teachers on this requirement. Further information on when and how to make a report can be found in the following Home Office guidance: '[Mandatory Reporting of FGMutilation - procedural information](#)' (October 2015) (see Appendix 6).
- 5.16 We recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society.

At the Ashington Learning Partnership, we will ensure that:

- Through training, staff, volunteers and governors have an understanding of what radicalisation and extremism is, why we need to be vigilant in school and how to respond when concerns arise;
- There are systems in place for keeping pupils safe from extremist material when accessing the internet in our school by using effective filtering and usage policies;
- The DSL has received Prevent training and will act as the point of contact within our school for any concerns relating to radicalisation and extremism;
- The DSL will make referrals in accordance with Local Channel procedures and will represent our school at Channel meetings as required.
- Through our curriculum, we will promote the spiritual, moral, social and cultural development of pupils.

## **6. Records and Information Sharing**

- 6.1 If staff are concerned about the welfare or safety of any child at our schools they will record their concern on the agreed reporting form (Appendix 15). They should ensure that the form is signed and dated. Any concerns should be passed to the DSL without delay.
- 6.2 Any information recorded will be kept in a separate named file, in a secure cabinet or on CPOMs and not with the child's academic file. These files will be the responsibility of the DSL. Child protection information will only be shared within school on the basis of 'need to know in the child's interests' and on the understanding that it remains strictly confidential.
- 6.3 Child protection information will only be kept in the file and this file will be kept up to date. Records of concern, copies of referrals, invitations to child protection conferences, core groups and reports will be stored here. All our safeguarding files will include; a chronology, contents front cover and will record significant events in the child's life.

- 6.4 When a child leaves our school, the DSL will make contact with the DSL at the new school and will ensure that the child protection file is forwarded to the receiving school in an appropriately agreed manner. We will retain evidence to demonstrate we have acted accordingly when dealing with safeguarding matters and how the file has been transferred; this may be in the form of electronic records via CPOMS audit features or a written confirmation of receipt from the receiving school and/or evidence of recorded delivery. Where a parent elects to remove their child from the school roll to home educate, the school will make arrangements to pass any safeguarding concerns to the Local Authority.

The DSL will ensure that record keeping is maintained in line with GDPR.

## **7. Working with Parents & Carers**

- 7.1 The ALP is committed to working in partnership with parents/carers to safeguard and promote the welfare of pupils and to support them to understand our statutory responsibilities in this area.
- 7.2 When new pupils join our schools, parents and carers will be informed about this policy. A copy will be provided to parents on request and is available on the schools' websites.
- 7.3 We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to safeguard a child from harm.
- 7.4 We will seek to share with parents any concerns we may have about their child *unless* to do so may place a child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the school has about a child will not prevent the DSL making a referral to Children's Services in circumstances where it is appropriate to do so.
- 7.5 In order to keep pupils safe and provide appropriate care for them, the school requires parents to provide accurate and up to date information regarding:
- Full names and contact details of all adults with whom the child normally lives;
  - Full names and contact details of all persons with parental responsibility (if different from above);
  - Emergency contact details (if different from above);
  - Full details of any other adult authorised by the parent to collect the child from school (if different from the above).

The Schools will retain this information on the pupil file and will only share information about pupils with adults who have parental responsibility for a pupil or where a parent has given permission and the school has been supplied with the adult's full details in writing.

## **8. Child Protection Conferences**

- 8.1 Children's Services will convene a Child Protection conference once a child protection enquiry under Section 47 of the Children Act 1989 has been undertaken and the child is judged to be at continuing risk of significant harm. A review conference will take place once a child has been made the subject of a Child Protection Plan in order to monitor the safety of the child and the required reduction in risk.
- 8.2 Staff members may be asked to attend a child protection conference or core group meetings on behalf of the schools in respect of individual pupils. Usually the person representing the school at these meetings will be the Head of School, DSL or Deputy DSL. In any event, the person attending will need to have as much relevant up to date information about the child as possible; any member of staff may be required to contribute to this process.
- 8.3 All reports for child protection conferences will be prepared in advance using the guidance and template report. The information contained in the report will be shared with parents before the conference as appropriate and will include information relating to the child's physical, emotional and intellectual development and the child's presentation at school. In order to complete such reports, all relevant information will be sought from staff working with the child in school.
- 8.4 Clearly child protection conferences can be upsetting for parents. We recognise that we are likely to have more contact with parents than other professionals involved. We will work in an open and honest way with any parent whose child has been referred to Children's Services or whose child is subject to a Child Protection Plan. Our responsibility is to promote the protection and welfare of all pupils and our aim is to achieve this in partnership with our parents.

## **9. Safer Recruitment**

- 9.1 We will ensure that the Head of School/Executive Principal/Business Manager and at least one member of the Governing Body have completed appropriate safer recruitment training. At all times the Executive Principal will ensure that safer recruitment practices are followed in accordance with the requirements of KCSIE 2019.
- 9.2 At the ALP we will use the recruitment and selection process to deter and reject unsuitable candidates. We require evidence of original academic certificates. We do not accept testimonials or CVs and will take up references prior to interview. We will question the contents of application forms if we are unclear about them, we will undertake Disclosure and Barring Service checks and use any other means of ensuring we are recruiting and selecting the most suitable people to work with our pupils. A safer recruitment policy is in place.
- 9.3 We will maintain a Single Central Register of all safer recruitment checks carried out in line with statutory requirements.

## **10. Safer Working Practice**

- 10.1 All adults who come into contact with our pupils have a duty of care to safeguard and promote their welfare. There is a legal duty placed upon us to ensure that all adults who work with or on behalf of our pupils are competent and safe to do so.
- 10.2 All staff will be provided with a copy of this and other relevant documents at induction. They will be expected to adhere to the ALP's Code of Conduct and policy for positive handling. There will be occasion when some form of physical contact is inevitable, for example if a child has an accident or is hurt or is in a situation of danger to themselves or others around them.
- 10.3 Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with pupils. This advice can be found in 'Guidance for Safer Working Practices for Adults who Work with Children and Young People in Education Settings' (October 2015). All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action.

## **11. Managing Allegations Against Staff & Volunteers**

- 11.1 Our aim is to provide a safe and supportive environment which secures the wellbeing and very best outcomes for the pupils in our schools. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.
- 11.2 Allegations sometimes arise from a differing understanding of the same event, but when they occur they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children.
- 11.3 We will take all possible steps to safeguard our pupils and to ensure that the adults in our school are safe to work with children. We will always ensure that the procedures outlined in the *local procedures* and Part 4 of KCSIE 2019 are adhered to and will seek appropriate advice from the Local Authority Designated Officer (LADO). The LADO can be contacted to request a consultation or to make a referral.
- 11.4 If an allegation is made or information is received about any adult who works in our setting which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Executive Principal immediately. This includes concerns relating to agency and supply staff and volunteers. Should an allegation be made against the Executive Principal, this will be reported to the Chair of Governors. In the event that neither the Head of School/Executive Principal nor Chair of Governors is contactable on that day, the information must be passed to and dealt with by either the most senior member of staff or the Vice Chair of Governors.
- 11.5 Executive Principal or Chair of Governors will seek advice from the LADO within one working day. No member of staff or the Governing Body will undertake further investigations before receiving advice from the LADO.

- 11.6 Any member of staff or volunteer who does not feel confident to raise their concerns with the Head of School/Executive Principal or Chair of Governors should contact the LADO directly. Further national guidance can be found at: [Advice on whistleblowing](#). The [NSPCC whistleblowing helpline](#) is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00am to 8:00pm, Monday to Friday or via e-mail: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).
- 11.7 The ALP has a legal duty to refer to the Disclosure and Barring Service anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO.

## 12. Relevant Policies

12.1 To underpin the values and ethos of our school and our intent to ensure that pupils at our school are appropriately safeguarded the following policies are also included under our safeguarding umbrella.

- Staff Code of Conduct
- Anti-Bullying
- Behaviour
- Safer Recruitment
- Whistle-blowing
- Positive Handling
- Dealing With Allegations of Abuse
- Equality
- Attendance
- E-Safety
- Use of Images
- Security
- Health and Safety Including Site Security
- Meeting the Needs of Pupils with Medical Conditions
- Intimate Care
- First Aid
- Educational Visits
- Prevent & Tackling Extremism

## 13. Statutory Framework

This policy has been devised in accordance with the following legislation and guidance:

- *'Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children'*, DfE (2018);
- *'Keeping Children Safe in Education'*, DfE (2018);
- Local Safeguarding procedures; available at the NSCB website.

- Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings (October 2015);
- 'What to do if you're worried a child is being abused', DfE (March 2015);
- 'Information Sharing: Advice for practitioners', DfE (July 2018);
- 'The Prevent Duty: Departmental advice for schools and childcare providers', DfE (2015);
- 'Mandatory Reporting of Female Genital Mutilation – procedural information', Home Office (October 2015).

<b>Created</b> <input type="radio"/> <b>Reviewed</b> <input checked="" type="radio"/>	
<b>Signed:</b>	<b>Name: Nikki Lumley</b>
<b>Role: Business Manager</b>	<b>Date: Feb 2020</b>
<b>Adopted</b>	
<b>Signed:</b>	<b>Name: Gemma Craik</b>
<b>Role: Chair of FRC</b>	<b>Date: Feb 2020</b>

**Changes Jan 2020: Removed references to KCSIE 2018, now 2019**

## Appendices:

- 1 Roles & Responsibilities & CP Poster
- 2 Definitions
- 3 Suspect Child At Risk - Action to Take
- 4 Safeguarding Induction Sheet (for new supply staff and regular visitors or volunteers)
- 5 Example Cause for Concern Sheet
- 6 CPOMS Information
- 7 Key Safeguarding Contacts
- 8 Specific Safeguarding Issues
  - Vulnerability
  - Child Sexual Exploitation
  - Child Criminal Exploitation
  - Belief & Faith Related Abuse
    - FGM
    - Honour Based Violence (HBV)
    - Forced Marriage
  - Radicalisation
  - Private Fostering
  - Children Missing In Education
  - Peer on Peer Abuse
  - Sexually Harmful Behaviour
    - Sexual & Violent Harassment
    - Sexting
  - Trafficking & Modern Slavery
  - Domestic Abuse
  - Homelessness

**Roles & Responsibilities**

<b>Role</b>	<b>Name</b>	<b>Contact Details</b>
Designated Safeguarding Lead (DSL)	Central - Samantha Agan Bothal - Leanne Johnson	07377 549 348 – 01670 810570 07487 510 591 – 01670 812324
Deputy DSLs	Central - Catharine Harle Bothal - Alan Kemp	01670 813111 01670 812360
Executive Principal	Andrew Roberts	via 01670 812360
Head of School	Louise Hall	via 01670 812360
Named Safeguarding Governor	Ian Harbottle	via 01670 812360
Chair of Governors	Laura Davison	Via 01670 812360
Attendance Lead	Ha-Leigh Robinson	01670 813111
LADO	Adam Hall	01670 623979
Business Manager	Nikki Lumley	via 01670 812360

### Definitions

A **child** is anyone who has not yet reached his/her 18<sup>th</sup> birthday.

**Harm** means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another.

**Development** means physical, intellectual, emotional, social or behavioural development.

**Health** includes physical and mental health.

**Ill-treatment** includes sexual abuse and other forms of ill-treatment which are not physical.

**Abuse and Neglect** are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them, or, more rarely, by a stranger. They may be abused by an adult or adults or another child or children.

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

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

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

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

**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.

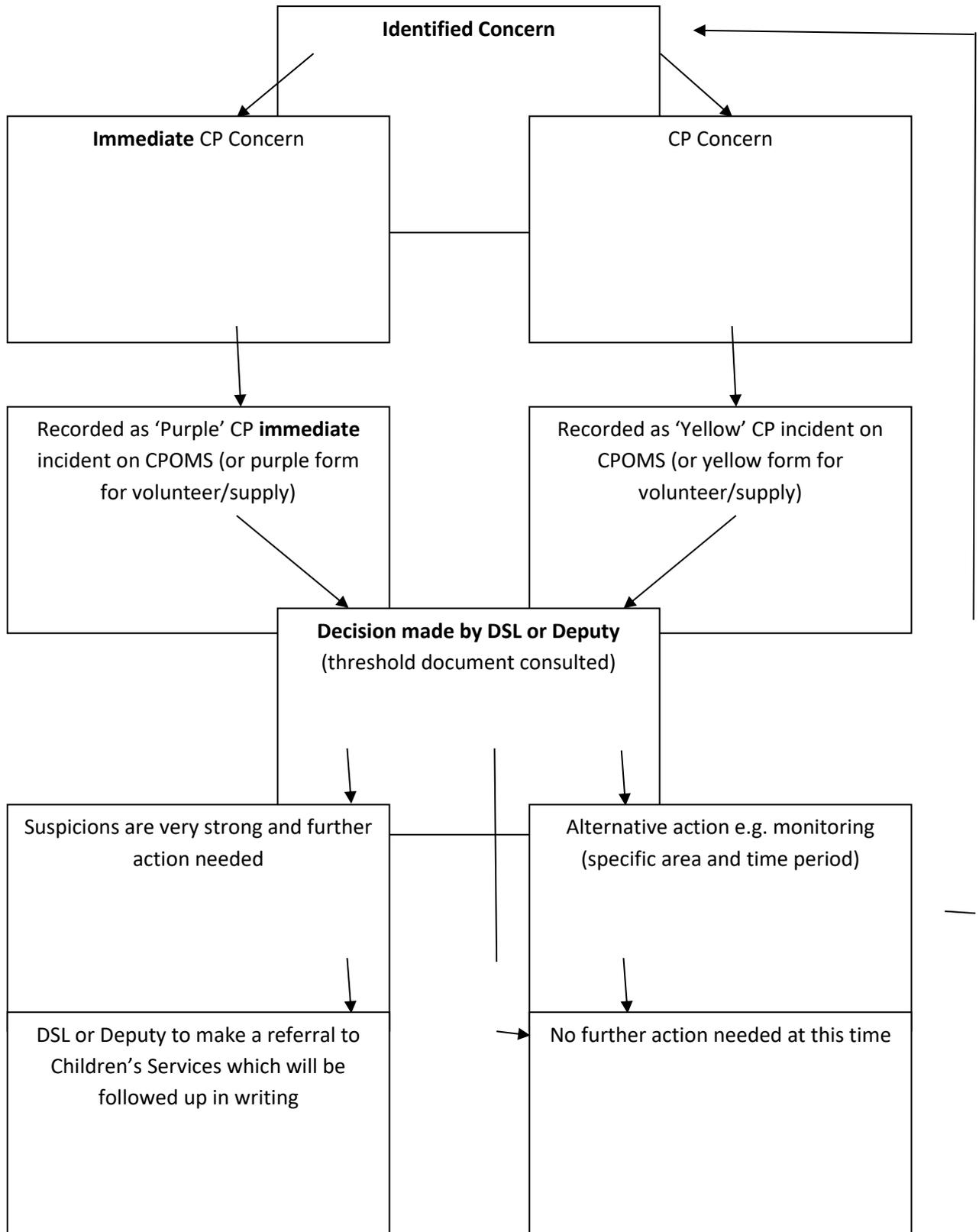
**Emotional Abuse** is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they

communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

**Suspect Child At Risk - Action to Take**

Channels of communication should be quick and clear:



### **Safeguarding Induction Sheet (for new or supply staff and regular visitors or volunteers)**

We all have a statutory duty to safeguard and promote the welfare of pupils, and at our school we take this responsibility seriously.

If you have any concerns about a child or young person in our school, you must share this information immediately with our DSL or one of the alternative post holders.

Do not think that your worry is insignificant if it is about hygiene, appearance or behaviour – log on CPOMS as Yellow CP concern, we would rather know about something that appears small than miss a worrying situation.

If you think the matter is very serious and may be related to child protection, for example, physical, emotional, sexual abuse or neglect, you must immediately inform, in person or by phone, one of the designated professionals detailed below and follow this up recording as Purple immediate CP concern on CPOMS. **Staff should refer to CPOMS instructions for the school procedures. All supply staff, volunteers and visitors should obtain a copy of our safeguarding form and complete. This will be in your induction pack or can be obtained from the school office staff.** Please ensure you complete all sections as described. **Further guidance on completion and school procedures is provided in our Child Protection – quick guide.**

If you are unable to locate one of the designated professionals, ask a member of the school office staff to find them and to ask them to speak with you immediately about a confidential and urgent matter.

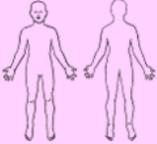
Any allegations concerning a member of staff or a volunteer should be reported immediately to the Head of School/Executive Principal. If an allegation is made about the Head of School/Executive Principal you should pass this information to the Chair of the Governing Body. Alternatively, you can contact the Local Authority Designated Officer or ring 01670 623979. NSPCC whistleblowing helpline is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 – line is available from 8am to 8pm, Monday to Friday or via e-mail at [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

**The people you should talk to are shown at Appendix 1.**

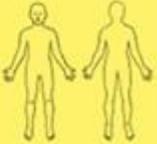


## Example Cause for Concern Sheet

**Bothal Primary School**  
**"Immediate" Child Protection Report**

Child's Name:		D.O.B.:		Age:		Class:	
Parent's Name:				Tel. No.:			
Address:							
Nature of Concern:	Child Protection			E-safety			
Date of Incident:							
Details of Incident (report facts as you observe them including injuries/behaviour):							
							
Witnesses:							
Reporting Adult Name:				Job Title:			
<b>Pass form to DSL – IMMEDIATELY</b>							
Action Taken by DSL:							
DSL Signature:				Date:			
Other Agencies Involved:							
Logged in CP files (Name):				Date:			

**Bothal Primary School**  
**Child Protection Report**

Child's Name:		D.O.B.:		Age:		Class:	
Parent's Name:				Tel. No.:			
Address:							
Nature of Concern:	Child Protection			E-safety			
Date of Incident:							
Details of Incident (report facts as you observe them including injuries/behaviour):							
							
Witnesses:							
Reporting Adult Name:				Job Title:			
<b>Pass form to DSL – this must be handed to the DSL or Deputy – do not leave in pigeon holes</b>							
Action Taken by DSL:							
DSL Signature:				Date:			
Other Agencies Involved:							
Logged in CP files by (Name):				Date:			

PURPLE: Reporting IMMEDIATE child protection & e-safety incidents

YELLOW: Reporting Child Protection & e-safety incidents

## Appendix 6

### ALP CPOMS Information

We are using CPOMS to log:		Notify:
<p><b><u>Child Protection</u></b> Purple concerns: For any disclosure that needs instant referral. Abuse: Physical, emotional, sexual, drugs.</p>	<ol style="list-style-type: none"> <li>1. You <b>must</b> speak to a DSL immediately. In the event you cannot speak to a DSL you must speak to a Deputy DSL. If you cannot speak to a Deputy, then speak to any member of the Safeguarding Team. Safeguarding Team can be identified from the posters around school and the Yellow ID covers on their lanyards.</li> <li>2. After speaking to DSL, complete as new incident on CPOMS. Flag as purple concern. <u>If you do not have access to CPOMS use purple form (available from office).</u></li> </ol>	<p>DSL BPS: Leanne Johnson: 07487 510591 DSL CPS: Sam Agan: 07487 510591 <b><u>In case of absence contact deputies:</u></b></p>
<p>Yellow Concerns: For any concerns that require monitoring, most likely around neglect.</p>	<p>Complete as new incident on CPOMS, flag as yellow concern and notify Assistant Head of School. <u>If you do not have access to CPOMS use yellow form (available from office).</u></p>	<p>DSL BPS: Leanne Johnson: 07487 510591 DSL CPS: Sam Agan: 07487 510591 <b><u>In case of absence contact deputies:</u></b></p>
<p>Incidents against the <b><u>Protected Characteristics</u></b></p>	<p>For any incidents against the protected characteristics log including as much details as possible. This is especially for incidents involving <b>race &amp; homophobia</b>. Incidents must be submitted to County on an NCC form. Please include race and gender of the perpetrator(s) and the victim. <u>If you do not have access to CPOMS use blue form (available from office).</u></p>	<p>DSL BPS: Leanne Johnson: 07487 510591 DSL CPS: Sam Agan: 07487 510591 <b><u>In case of absence contact deputies:</u></b> Incidents involving race: Louise Hall – 01670 812360</p>
<p><b><u>Behaviour</u></b></p>	<p>All behaviour will be logged on CPOMS under 'Behaviour'. Please include details of the behaviour and the lesson it was it. <u>If you do not have access to CPOMS follow behaviour plan.</u></p>	<p>DSL BPS: Leanne Johnson: 07487 510591 DSL CPS: Sam Agan: 07487 510591 <b><u>In case of absence contact deputies:</u></b></p>
<p><b><u>Parental Contact</u></b></p>	<p>Please log all conversations with parents including details of the phone calls made home to inform them a red card/flag has been given. Please include date and time.</p>	<p>Form Teacher</p>
<p><b><u>Individual Behaviour Log</u></b></p>	<p>All incidents that would have previously been added to a running records. These are mainly behaviour related and usually extreme behaviour.</p>	<p>Form Teacher</p>
<p><b><u>Violent Incidents</u></b></p>	<p>These must be completed with your line manager and added to the child's record, whether they are victim or perpetrator.</p>	<p>Business Manager: Nikki Lumley</p>
<p><b><u>Prevent Duty</u></b></p>	<p>Add as a new incident with as much detail as possible, these must be reported to the proper authorities.</p>	<p>Trust: Andy Roberts Deputy: Nikki Lumley/Louise Hall</p>
<p><b><u>Bullying</u></b></p>	<p>All accusations of bullying, whether by child or adult, must be logged under 'Behaviour' for the child who is allegedly being bullied. This will be investigated and if proved to be the case will be logged for the perpetrator(s).</p>	<p>Assistant Head of School</p>
<p><b><u>Use of Restraint</u></b></p>	<p>The correct ALP form must be completed (found in policy file on Google drive) and added as a new incident.</p>	<p>Business Manager: Nikki Lumley</p>
<p><b><u>E-Safety Incident</u></b></p>	<p>See flowcharts overleaf for reporting e-safety incidents on CPOMS and if no access to CPOMS then using relevant forms.</p>	<p>E-Safety Co-ordinator: Heather Walker Deputy: Nikki Lumley/Ross Crichton</p>

Appendix 7

Key Safeguarding Contacts

Advice Area	Contact
<p>Discussion about a CP or child welfare referral and advice on the operation of CP/ Safeguarding Procedures, how to refer and where the following link will provide a map to show the locality office boundaries  <a href="http://www.northumberland.gov.uk/NorthumberlandCountyCouncil/media/Child-Families/Safeguarding/Social-Care-Team-Boundaries-2016-w-Key.png">http://www.northumberland.gov.uk/NorthumberlandCountyCouncil/media/Child-Families/Safeguarding/Social-Care-Team-Boundaries-2016-w-Key.png</a></p>	<p><b>Children’s social care teams:</b>            Central Locality Ashington - 01670 536000            North Locality Alnwick and Berwick - 01670 629400            South East Locality Blyth &amp; Cramlington - 01670 629600            West Locality Hexham - 01434 611499            Disabled Children Team - 01670 516131            16+ Team - 01670 852225</p>
<p>Allegations against people working with children</p>	<p>Adam Hall (LADO) 01670 623979</p>
<p>Queries in relation to the NCC CP policy for schools or related guidance</p>	<p>Carol Leckie 01670 622720</p>
<p>HR advice for schools NCC</p>	<p>Wendy Stewart 01670 623126</p>
<p>HR advice (internal)</p>	<p>Nikki Lumley 01670 812360</p>
<p>Training requirements (Internal)</p>	<p>Louise Hall 01670 812360</p>
<p>Co-ordination of Training Requirements for Designated staff (CP)</p>	<p>Anne Lambert 01670 623159</p>
<p>MAPPA – Risk Management re individuals who may pose a risk to children</p>	<p>Patrick Boyle 01670 624035</p>
<p>Monitoring/Quality Assurance re operation of schools safeguarding arrangements</p>	<p>Jane Walker 01670 622734            OR Carol Leckie 01670 622720</p>
<p>Anti-terrorist Hotline            Prevent Team</p>	<p>0800789321            101            Email: <a href="mailto:specialbranch@northumbria.pnn.police.uk">specialbranch@northumbria.pnn.police.uk</a></p>
<p>NSPCC Whistleblowing</p>	<p>Helpline: 0800 028 0285</p>

## Specific Safeguarding Issues

### Vulnerability

Alongside the specific safeguarding issues listed below staff should consider pupils who may be particularly vulnerable to abuse and may require early help. Factors that can increase vulnerabilities can include:

- any pupils with additional needs including;
- pupils with Special Educational Needs / Disabled pupils (SEND);
- pupils facing housing issues such as frequent moves and homelessness;
- those living in families with chaotic lifestyles;
- families with increased stress, parental mental health and/or drug and alcohol dependency;
- those pupils living elsewhere, with friends, relatives, are in care or are leaving care;
- Asylum Seekers / Refugees;
- Those vulnerable to discrimination on the basis of their sexuality, race, religion, ethnicity or disability;
- Pupils at risk from neglect or abuse including specific issues such as FGM, CSE, forced marriage, radicalisation and living in households with domestic abuse;
- Pupils with communication difficulties;
- Pupils without adequate parenting / supervision which could lead to abuse, risk-related behaviour and sexual exploitation.

This is not an exhaustive list but merely an example of vulnerabilities that staff must consider when identifying safeguarding concerns.

### Child Sexual Exploitation

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

Signs include:

- underage sexual activity;
- inappropriate sexual or sexualised behaviour;
- sexually risky behaviour, 'swapping' sex;
- repeated sexually transmitted infections;
- in girls, repeated pregnancy, abortions, miscarriage;
- receiving unexplained gifts or gifts from unknown sources;
- having multiple mobile phones and worrying about losing contact via mobile phone;
- having unaffordable new things (clothes, mobile phone) or expensive habits (alcohol, drugs);
- changes in the way they dress;
- going to hotels or other unusual locations to meet friends;
- seen at known places of concern;
- moving around the country, appearing in new towns or cities, not knowing where they are;
- getting in/out of different cars driven by unknown adults;
- having older boyfriends or girlfriends;
- contact with known perpetrators;
- involved in abusive relationships, intimidated and fearful of certain people or situations;
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers;
- associating with other young people involved in sexual exploitation;
- recruiting other young people into exploitative situations;
- truancy, exclusion, disengagement with school, opting out of education altogether;
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual, mood swings, volatile behaviour, emotional distress);
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders;
- drug or alcohol misuse;
- getting involved in crime / police involvement, police records;
- involved in gangs, gang fights, gang membership;
- injuries from physical assault, physical restraint, sexual assault.

## Child Criminal Exploitation

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines. Criminal networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for purposes of transporting drugs. A referral to the National Referral Mechanism should be considered.

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

- can affect any child or young person (male or female) under the age of 18 years;
- can affect a vulnerable adult over the age of 18 years;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation.

Whilst age may be the most obvious, this power imbalance can also be linked to gender, cognitive ability, physical strength, status and access to economic or other resources.

(KCSIE 2019)

Signs and Symptoms may include:

- persistently going missing from home or school;
- being found out of area;
- unexplained acquisition of money, clothes or mobile phone;
- excessive receipt of calls and text messages;
- relationships with older controlling individuals;
- associated with gangs;
- leaving home or care without explanation;
- suspicion of self-harm, physical assault or unexplained injuries;
- parental concerns;
- significant decline in school performance;
- significant changes in emotional wellbeing.

## Belief & Faith Related Abuse

### Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

FGM involves procedures that intentionally alter/injure the female genital organs for non-medical reasons. There are four types of procedures:

Type 1	Type 2	Type 3	Type 4
Clitoridectomy:  Partial/total removal of clitoris.	Excision:  Partial/total removal of clitoris and labia minora.	Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia.	All other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage;
- Preserves a girl's virginity;
- Part of being a woman / rite of passage;
- Upholds family honour;
- Cleanses and purifies the girl;
- Gives a sense of belonging to the community;
- Fulfils a religious requirement;
- Perpetuates a custom/tradition;
- Helps girls be clean / hygienic;
- Is cosmetically desirable;

- Mistakenly believed to make childbirth easier.

Is FGM Legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is **illegal** in most countries including the UK. Circumstances and occurrences that may point to FGM happening:

- Child talking about getting ready for a special ceremony;
- Family taking a long trip abroad;
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leone, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan);
- Knowledge that the child's sibling has undergone FGM;
- Child talks about going abroad to be 'cut' or to prepare for marriage.

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities;
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued;
- Bladder or menstrual problems;
- Finding it difficult to sit still and looking uncomfortable;
- Complaining about pain between the legs;
- Mentioning something somebody did to them that they are not allowed to talk about;
- Secretive behaviour, including isolating themselves from the group;
- Reluctance to take part in physical activity;
- Repeated urinal tract infection;
- Disclosure.

The 'One Chance' rule - As with Forced Marriage there is the 'One Chance' rule. It is essential that settings/schools/ colleges take action **without delay**.

As KCSIE now states:

*'Under section 5B of the Female Genital Mutilation Act 2003 (as inserted by sect 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover that FGM appears to have been carried out on a girl under 18. Those failing to report such cases **will** face disciplinary sanctions'.*

Further information:

[www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation](http://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation)

### So-called 'honour-based' violence

So-called 'honour-based violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including:

- Female Genital Mutilation
- Forced Marriage
- Breast ironing

Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the DSL (or deputy). Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

### Forced Marriage

Forcing a person into marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into the marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities

use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding pupils from forced marriage.

(KCSIE 2019)

Signs and symptoms may include:

- Students may appear anxious, depressed and emotionally withdrawn with low self-esteem;
- They may have mental health disorders and display behaviours such as self-harming, self-cutting or anorexia;
- Sometimes they may come to the attention of the police having been discovered shoplifting or taking drugs or alcohol;
- Often students' symptoms can be exacerbated in the periods leading up to the holiday season;
- Students may present with a sudden decline in their performance, aspirations or motivation;
- They may be subject to excessive restrictions and control at home;
- Some students may not be allowed to attend any extra-curricular or after-school activities;
- Girls and young women may be accompanied to and from school/college, and even during lunch breaks;
- Some students may stop attending school or college;
- Their homework is incomplete or appears rushed. This may be the result of being actively discouraged from doing it by family members;
- Students may do their homework late at night, which frequently shows in school because they are lethargic, unable to concentrate and have a general appearance of tiredness;
- Professionals being told that the student is out of the country;
- There are occasions when older siblings (usually brothers) and cousins keep a close eye on girls to make sure that they do not meet anyone or talk to friends;
- Conflict between the student and their parents about whether the student will be allowed to continue their education;
- Family history of older siblings leaving education early and marrying early.

How educational professionals can help:

- Signposting, where appropriate, to forced marriage materials or where further support and advice can be accessed;
- Displaying relevant information e.g. details of the NSPCC Helpline, Child Line, and appropriate local and national support groups on forced marriage;
- Ensuring that a private telephone is made available should students need to seek advice discreetly;
- Educating teachers, lecturers and other staff about the issues surrounding forced marriage and the presenting symptoms – appropriate training should be included in continuing professional development (CPD);
- Referring students to an Education Welfare Officer, Pastoral Tutor, Learning Mentor or School Counsellor as appropriate;
- Encouraging young people to access appropriate advice, information and support.

(Multiagency practice guidelines: handling cases of forced marriage pg. 32-26)

## **Radicalisation**

The Counter Terrorism and Security Act 2015 was published on 12th March 2015. Section 26 of the Act places a duty on schools in England (and Wales) to prevent people being drawn into terrorism. This duty applies to all schools, whether publicly-funded or independent, and organisations covered by the Early Years Foundation Stage framework.

Schools Leaders must:

- Establish or use existing mechanisms for understanding the risk of extremism;
- Ensure staff understand the risk and build capabilities to deal with it;
- Communicate and promote the importance of the duty;
- Ensure staff implement the duty effectively.

Other duties on schools include:

- Effective partnership working with other local agencies, e.g. Safeguarding Partners (former LSCB) police, health, etc;
- Information sharing;

- Maintaining appropriate records;
- Assessing local risk of extremism (including Far Right extremism);
- Demonstrating they are protecting pupils;
- Developing clear protocols for visiting speakers;
- Safeguarding policies that take account of Local Safeguarding Partners' policies and procedures;
- Training staff to give them knowledge and confidence;
- Ensuring there is robust ICT protocols that filter out extremist materials;
- School buildings must not be used to give a platform to extremists.

### Understanding and recognising risks and vulnerabilities of radicalisation

Children and young people can be drawn into violence or they can be exposed to the messages of extremist groups by many means. These may include through the influence of family members or friends and/or direct contact with extremist groups and organisations or, increasingly, through the internet. This can put a young person at risk of being drawn into criminal activity and has the potential to cause **Significant Harm**.

The risk of radicalisation is the product of a number of factors and identifying this risk requires that staff exercise their professional judgement, seeking further advice as necessary. It may be combined with other vulnerabilities or may be the only risk identified.

Possible indications include:

- Use of inappropriate language;
- Possession of violent extremist literature;
- Behavioural changes;
- Advocating violent actions and means;
- Association with known extremists;
- Seeking to recruit others to an extremist ideology.

Further information:

[www.gov.uk/government/publications/prevent-duty-guidance](http://www.gov.uk/government/publications/prevent-duty-guidance)

### **Private Fostering**

Many people find themselves looking after someone else's child without realising that they may be involved in private fostering. A private fostering arrangement is one that is made privately (that is to say without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or immediate relative. If the arrangement is to last, or has lasted, for 28 days or more it is private fostering.

The Children Act 1989 defines a relative as a grandparent, brother, sister, uncle or aunt (whether of full blood or half blood or by marriage or civil partnership), or a step parent.

People become involved in private fostering for all kinds of reasons. Examples of private fostering include – Safeguarding Policy for Schools and Education Services - September 2016:

- Children who need alternative care because of parental illness;
- Children whose parents cannot care for them because their work or study involves long or antisocial hours;
- Children sent from abroad to stay with another family, usually to improve their educational opportunities;
- Unaccompanied asylum seeking and refugee children;
- Teenagers who stay with friends (or other non-relatives) because they have fallen out with their parents;
- Children staying with families while attending a school away from their home area.

There is a mandatory duty on the school to inform the Local Authority of a Private Fostering Arrangement. The Local Authority has a duty to check that the young person is being properly cared for and that the arrangement is satisfactory.

Further information:

[www.gov.uk/government/publications/children-act-1989-private-fostering](http://www.gov.uk/government/publications/children-act-1989-private-fostering)

## **Children Missing In Education**

A child going missing from education is a potential indicator of abuse or neglect, including sexual exploitation, FGM, forced marriage or travelling to conflict zones. School staff will be alert to these safeguarding concerns when a pupil goes missing for an extended period, or on repeat occasions.

The school must notify the Local Authority of any pupil/student who fails to attend school regularly after making reasonable enquiries, or has been absent without the school's permission for a continuous period of 10 days or more. The school (regardless of designation) must also notify the Local Authority of any pupil who is to be deleted from the admission register because s/he:

- Has been taken out of school by their parents and is being educated outside the school system (e.g. home education);
- Has ceased to attend school and no longer lives within a reasonable distance of the school at which s/he is registered (moved within the city, within the country or moved abroad but failed to notify the school of the change);
- Displaced as a result of a crisis e.g. domestic violence or homelessness;
- Has been certified by the School Medical Officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither s/he nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- Is in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe s/he will return to the school at the end of that period; or
- Has been permanently excluded.

Our school will demonstrate that we have taken reasonable enquiries to ascertain the whereabouts of pupils that would be considered 'missing'. School absences may be a sign of abuse so please ensure you follow your attendance policy and report any concerns you may have.

*Further information can be found in 'Children Missing Education: statutory guidance for local authorities – September 2016'*

[www.gov.uk/government/publications/children-missing-education](http://www.gov.uk/government/publications/children-missing-education)

## **Peer on Peer Abuse**

At the ALP we recognise that pupils are vulnerable to and capable of abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult. Peer on peer abuse will not be tolerated or passed off as part of "banter" or "growing up".

In cases where peer on peer abuse is identified we will follow our child protection procedures, recognising that both the victim and perpetrator will require support. We recognise that peer on peer abuse can manifest itself in many ways such as:

- Child Sexual Exploitation / Child Criminal Exploitation;
- Bullying;
- Radicalisation;
- Abuse in intimate friendships / relationship abuse;
- Pupils who display sexually harmful behaviour;
- Gang associated and serious violence;
- Technology can be used for bullying and other abusive behaviour.

There are a number of factors that make pupils more vulnerable to peer on peer abuse: experience of abuse within their family, living with domestic violence, young people in care, pupils who go missing, pupils with additional needs (SEN and/or disabilities).

Research tells us girls are more frequently identified as being abused by their peers, and girls are more likely to experience unwanted sexual touching in schools. Boys are less likely to report intimate relationship abuse. Boys report high levels of victimisation in areas where they are affected by gangs.

There is an increasing evidence base emerging about the sexual exploitation of boys (both by adults and peers). We recognise that both boys and girls experience peer on peer abuse but they do so in gendered ways.

A difficult feature of peer on peer abuse is that the perpetrators could be victims themselves and possibly are being abused by their parents or caregivers.

Relationship abuse is unacceptable behaviour between two people. You don't have to be an 'official couple' to experience abuse and it doesn't matter what your relationship looks like; gay, straight or bi, or whether you're a girl, boy or have another gender identity.

Further information:

[www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/](http://www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/) details some of the complicated reasons why children abuse other children:

- The child may have been emotionally, physically, or sexually abused themselves;
- The child may have witnessed physical or emotional violence;
- The child may have viewed sexually explicit movies, video games or other materials;
- The child may have just acted impulsively without meaning to harm anyone;
- Peer abuse must be taken extremely seriously for these reasons. It could be an indicator of even worse abuse going on in the child's home.

Adults who work with children must be aware of the potential for abuse between children. Peer abuse can be prevented:

- Have clear robust policies on dealing with key issues such as cyber bullying;
- Ensure staff and students are aware of the policies;
- Identify any blind spots within the school;
- Supervise and be aware of potential risky areas, tents in play areas etc;
- Pay attention and monitor pupils who are sneaking off in areas out of view;
- Take steps to prevent isolation;
- Separate pupils if needed;
- Increase supervision during key times;
- If you suspect a child is abusing another, ensure you pass this onto a Designated Person;
- Where risk is identified have a student risk assessment.

## Sexually Harmful Behaviour

Sexualised Behaviour:

Green Behaviours	Amber Behaviours	Red Behaviours
<p>are part of safe and healthy sexual development which are:</p> <ul style="list-style-type: none"> <li>• displayed between children or young people of similar age or developmental ability;</li> <li>• reflect curiosity, experimentation, consensual activities and positive choices</li> <li>• 'normal' but inappropriate within the school/classroom setting.</li> </ul>	<p>are potentially outside safe and healthy development due to:</p> <ul style="list-style-type: none"> <li>• age or developmental differences;</li> <li>• activity type, frequency, duration or context.</li> </ul>	<p>are clearly outside safe and healthy development and:</p> <ul style="list-style-type: none"> <li>• involve much more coerciveness, secrecy, compulsiveness &amp; threats;</li> <li>• require action from school &amp; other agencies.</li> </ul>

For further information of sexualised behaviour thresholds visit [www.brook.org.uk](http://www.brook.org.uk)

## Sexual Violence & Harassment in Schools

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

- sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline;
- sexual harassment can include sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about appearance, sexual "jokes" or taunting; physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes;

- online sexual harassment, which might include: non-consensual sharing of sexual images / videos and sharing sexual images and videos (both often referred to as sexting); inappropriate sexual comments on social media; exploitation; coercion and threats;
- it is more likely that girls will be the victims of sexual violence and more likely that sexual harassment will be perpetrated by boys;
- pupils with Special Educational Needs and Disabilities (SEND) can be especially vulnerable.

At our school we are aware of the importance of:

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

Further information:

[www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges](http://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges)

### Sexting

Sexting can be defined as ‘sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the internet.’

If staff become concerned about a ‘sexting’ issue they should not look at, share or print any indecent image and should:

Step 1: If a device is involved, confiscate it and set it to flight mode or, if not possible, switch it off;

Step 2: Seek advice - give the electronic device immediately to the DSL. Report your concerns following your normal child protection procedures.

Concerning factors that DSLs should look out for:

- ✓ Is there a significant age difference between the sender/receiver?
- ✓ Is there any external coercion involved or encouragement beyond the sender/receiver?
- ✓ Do you recognise the child as more vulnerable than usual i.e. at risk? Is the image of a severe or extreme nature?
- ✓ Is the situation isolated or has the image been more widely distributed?
- ✓ Have these pupils been involved in a sexting incident before?
- ✓ Are there other circumstances relating to either sender or recipient that may add cause for concern i.e. difficult home circumstances?

Remember: The production and distribution of sexting images involving anyone under the age of 18 is illegal and needs very careful management for all those involved.

Further information:

[www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis](http://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis)

### **Trafficking & Modern Slavery**

“Trafficking of persons” shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs;

“Child” shall mean any person under eighteen years of age.

The Palermo Protocol establishes children as a special case. Any child transported for exploitative reasons is considered to be a trafficking victim, whether or not they have been forced or deceived. This is partly because it is **not considered possible for children to give informed consent**. Even when a child understands what has happened, they may still appear to submit willingly to what they believe to be the will of their parents or accompanying adults. It is important that these children are protected too.

Why are children trafficked?

Children are trafficked for many reasons, including sexual exploitation, domestic servitude, labour, benefit fraud and involvement in criminal activity such as pick-pocketing, theft and working in cannabis farms. There are a number of cases of minors being exploited in the sex industry. Although there is no evidence of other forms of exploitation such as 'organ donation or 'harvesting', all agencies should remain vigilant

Children may be trafficked from other countries for a variety of reasons. There are a number of factors in the country of origin which might make children vulnerable to being trafficked.

The factors listed below are by no means a comprehensive list:

- poverty;
- lack of education;
- discrimination;
- cultural attitudes;
- grooming;
- dysfunctional families;
- political conflict and economic transition; and
- inadequate local laws and regulations.

Potential Indicators

Once in the UK the child:

- receives unexplained/unidentified phone calls whilst in placement/temporary accommodation;
- shows signs of physical or sexual abuse, and/or has contracted a sexually transmitted infection or has an unwanted pregnancy;
- has a history with missing links and unexplained moves ;
- has gone missing from Local Authority care;
- is required to earn a minimum amount of money every day;
- works in various locations;
- has limited freedom of movement;
- appears to be missing for periods;
- is known to beg for money;
- performs excessive housework chores and rarely leaves the residence;
- is being cared for by adult/s who are not their parents and the quality of the relationship between the child and their adult carers is not good; is one among a number of unrelated children found at one address;
- has not been registered with or attended a GP practice;
  
- has not been enrolled in school;
- has to pay off an exorbitant debt, e.g. for travel costs, before having control over own earnings, is permanently deprived of a large part of their earnings by another person; and/or
- is excessively afraid of being deported.

Further information:

[www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance](http://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance)

## Domestic Abuse

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

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

- psychological
- physical
- sexual
- financial
- emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

(KCSIE)

Signs, Indications and Effects:

It is often difficult to tell if domestic abuse is happening because it usually takes place in the family home and abusers can act very differently when other people are around. Children who witness domestic abuse may:

- become aggressive
- display anti-social behaviour
- suffer depression or anxiety
- not do as well in school - due to difficulties at home or disruption of moving to as well as from refuges

Other signs and symptoms may include:

Withdrawn, suddenly behaves differently, clingy, problems sleeping, eating disorders, wets the bed, soils clothes, takes risk, misses school, changes in eating habits, obsessive behaviour, nightmares, drugs, alcohol, self-harm, thoughts of suicide.

Source: [www.nspcc.org.uk](http://www.nspcc.org.uk)

We are an 'Operation Encompass' school - Operation Encompass is a unique Police and Education early intervention safeguarding partnership which supports children and young people exposed to domestic abuse. Operation Encompass is the reporting to schools before the start of the next school day when a child or young person has been involved or exposed to a domestic abuse incident the previous evening.

## Homelessness

Types of homelessness and bad housing

- living in temporary or emergency accommodation (such as B & Bs and hostels);
- hidden homelessness (staying with friends or family on a temporary basis or living in overcrowded conditions);
- Couch / sofa surfing, moving from one place to another;
- Being at risk of abuse or violence leading to homelessness or overcrowding.

Impact of homelessness

- Practical issues include loss of possessions required for school e.g. books, uniform etc;
- Maybe unkempt due to lack of laundry services;
- Physically exhausted due to sleeping arrangements;
- Emotionally exhausted due to increased stress;
- Signs of severe emotional trauma leading to emotional stress, anxiety;
- Changes in behaviour or/and problematic behaviour;
- Student may become withdrawn or aggressive;
- If placed out of area they may arrive late or miss school due to transport / financial difficulties;
- The student's ability to maintain relationships may be affected;
- May 'stand out' more to peers, leading to feelings of alienation and self-consciousness;
- Impact on attainment levels and ability to learn.