

CHILD PROTECTION & SAFEGUARDING POLICY 2021/2022



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School details

The Trust Board and all school staff have responsibility for safeguarding.

Trustee Leads for Safeguarding:

Mrs Val Arbon (Infants)
Mr John White (Juniors)

Chair of Trust Board:

Mrs Emma Hall

Designated Safeguarding Leads:

Ad Astra Infant School
(Including SCITT Centre)

Mrs Emma Walters

Haymoor Junior School

Mrs Michelle Williamson

Canford Heath Infant School

Miss Kirstie Huggins

Canford Heath Junior School

Mrs Clare Tantrum

Deputy DSLs AAIS

Miss Natalie Brown
Mrs Kate Carter
Mrs Suzanne Walker

Deputy DSLs HJS

Miss Lucy Waterhouse
Mrs Kate Carter
Mrs Katie Killahena

Deputy DSLs CHIS

Mrs Laurin Palmer
Mrs Kate Carter
Mrs Rachael Lippitt

Deputy DSLs CHJS

Mr Mark Wilson
Mrs Kate Carter
Miss Rachel Cobb

Single Point Of Contact (SPOC) PREVENT

Ad Astra Infant School & SCITT centre
Haymoor Junior School
Canford Heath Infant School
Canford Heath Junior School

Mrs Emma Walters
Mrs Michelle Williamson
Miss Kirstie Huggins
Mrs Clare Tantrum

Statement of Intent

Our mission is to promote a love of learning in order to maximise the life chances of every child in our Trust. Through nurturing, high expectations and skilled teaching, we will have a lasting and positive impact on our local and wider community.

Our Vision

The TEACH Trust supports our children to become empowered citizens that make a meaningful contribution to society. Our curriculum reflects our locality and all it offers and aims to educate all children in matters which affect humanity in the wider world: these include all matters that relate to the climate and the world around us, such as climate change; the importance of respecting and celebrating the importance of equality and diversity; and being responsible global citizens.

We have the highest aspirations for our children: the broad and balanced curriculum promotes learning, provides cultural capital and supports spiritual, moral, social and cultural development. The Rights Respecting Gold awards and Anti Bullying awards reflect some of many ways in which education for character are integral to the work of our schools and highlights our focus on the children's personal development.

We aim to inspire our children to be socially conscious individuals who make a difference to the world. All our children secure the key learning and skills they will need to become lifelong learners and gain employment. Our ultimate aim is to improve all our children's life chances and prepare them to thrive in their future lives.

Under the Equality Act 2010 and the Public Sector Equality Act which came into force in April 2011, the Trust has due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

1. Introduction

Section 175 of the Education Act 2002 and regulations under section 157 places a duty on the governing body to have arrangements in place to ensure safeguarding and promoting the welfare of children. The Trustees recognise that children have a fundamental right to be protected from harm or exploitation and that children cannot learn effectively unless they feel secure. The Trustees will, therefore, provide a school environment that promotes self-confidence, a feeling of worth and the knowledge that child's concerns will be listened to and acted upon.

Trustees, staff and volunteers in this school understand the importance of working in partnership with children, their parents/carers and other agencies in order to promote children's welfare.

The Trustees will also ensure that the school carries out its statutory duties to report suspected child abuse or neglect to the Local Authority Children's Services (Social Care) and to assist them in taking appropriate action on behalf of children in need or enquiring into allegations of child abuse or neglect. Our schools recognise the contribution they can make to protect and support children in their care and contribute to a co-ordinated offer of early help.

Our Trust is committed to ensuring that best practice is adopted when working with all children and young people, offering them support and protection. Our Trust accepts that it has a legal and moral responsibility to implement procedures, to provide a duty of care for young people, to safeguard their well-being and to protect them from abuse.

The purpose of this policy is to:

- Afford protection for our children.
- Enable staff and volunteers to safeguard and promote the welfare of children.
- Promote a culture which makes the school a safe place to learn.

This Safeguarding Policy applies to all Trustees, SCITT tutors, employees (including supply and peripatetic staff), volunteers, SCITT trainee teachers and people using the school.

We **ALL** acknowledge that:

- The child's welfare is of paramount importance and all children have the right to be protected from abuse and neglect wherever they are. (This includes contextual safeguarding which refers to factors and situation outside the home and school)
- All employees and volunteers will receive safeguarding training appropriate to their designation. This is to ensure all staff are aware of the signs and symptoms of abuse and neglect, how to identify children who may benefit from early help, and raise awareness of the wide range of safeguarding issues and how to help to respond and support the children in their care.
- Children who are being abused, neglected or at risk of harm will only tell people they trust and with whom they feel safe, and that any member of staff needs to be able to respond appropriately to a child who discloses evidence of abuse or raises other concerns about their welfare.
- It is essential that member of staff's own practice and behaviour puts children's welfare first and cannot be misconstrued in any way and does not contravene accepted good practice.
- All staff, SCITT trainees and tutors and volunteers must be made aware that they should report any concerns about safeguarding practice or any concerns about staff to the Head of School, SCITT Professional Coordinator or to the Executive Headteacher/CEO if the concern is regarding the Head of School, SCITT Professional Coordinator or to the Chair of the Trust if the concern is regarding the CEO. They must also be aware that they can report concerns to the LADO (Local Authority Designated Officer) or Ofsted.
- SCITT trainee teachers are required to follow the TEACH safeguarding policy whilst on SCITT premises. Whilst trainees are in placement schools, either for taught sessions or school placements, they are expected to follow the safeguarding policy of that school.

Aims of the Policy

- To raise the awareness of **ALL** school staff and SCITT trainees of the importance of child protection and safeguarding children and of their

responsibilities for identifying and reporting actual or suspected abuse, neglect or concerns about a child's welfare.

- To ensure children and parents are aware that the school takes the safeguarding agenda seriously and will follow the appropriate procedures for identifying and reporting abuse, neglect or concerns about a child's welfare and for dealing with allegations against staff.
- To promote effective liaison with other agencies in order to work together for the protection of all children.
- To support children's development in ways which will foster security, confidence and independence.
- To integrate a safeguarding curriculum within the existing curriculum allowing for continuity and progress through all key stages.
- To take account of and inform policy in related areas such as discipline, bullying, staff and child behaviour policies and E-Safety.

Our procedures will be regularly reviewed and updated. The Safeguarding and Child Protection Policy will be updated annually and subsequently presented to the governing body for ratification.

There are three main elements to the Trust's safeguarding policy:

1. **PREVENTION** (Positive and safe school environment, careful and vigilant teaching, accessible pastoral care, support to children and good adult role models.)
2. **PROTECTION** (Agreed procedures are followed, staff are trained and supported to respond appropriately and sensitively to safeguarding concerns.)
3. **SUPPORT** (To children who may have been at risk of significant harm and the way staff respond to their concerns and any work that may be required.)

Safeguarding is the responsibility of **ALL** adults and especially those working or volunteering with children. The school aims to help protect the children in its care by working consistently and appropriately with all agencies to reduce risk and promote the welfare of children. All professionals work within the same child protection/safeguarding procedures.

2. Definitions of Safeguarding and Child Protection

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.

(KCSIE 2021)

Child protection refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

(Working Together 2018 Appendix A glossary)

3. Safe School, Safe Staff

Staff and SCITT trainees will follow the guidance from 'Safer Working Practice for Adults who work with Children and Young People in Educational Settings' (2019).

All members of the Trust board and Leadership team understand and fulfil their responsibilities; namely to ensure that:

- There is a culture of vigilance.
- There is a nominated Trustee for safeguarding.
- There is an updated Safeguarding and Child Protection policy in place, it is on the school website, and all staff are familiar with it.
- The Designated Safeguarding Lead (DSL) in each school is a member of the Senior Leadership Team.
- The Designated Safeguarding Leads, Deputies and Pastoral Care Workers will undertake the full Level 3 safeguarding training followed by an 'update' course every two years.
- All other staff have safeguarding updates annually and full training as per the KCSIE (2021) guidance.
- As part of school induction, any staff new to role and volunteers have a meeting with the Designated Safeguarding Lead.
- The school operates Safer Recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training.
- The school have procedures for dealing with allegations of abuse against staff and volunteers and for making a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.
- They ensure that the mandatory curriculum for Relationships, Sex and Health education is taught with regard to the statutory guidance.
- There is a clear Whistleblowing Policy in place and this is shared with staff at induction.
- Supervision is in place for staff working directly and regularly with children whose safety and welfare are at risk. Supervision is also in place for all staff working within Early Years.
- Positive behaviour is consistently promoted.
- Staff have due regard to the relevant data protection principles, allowing them to share or withhold personal information under the Data protection Act 2018 and GDPR through GDPR training.
- All SCITT trainees have safeguarding and GDPR training at the start of the school academic year (see attached info sheet).

4. The Designated Safeguarding Lead and Deputy Designated Safeguarding Lead have the responsibility to ensure that:

- A child will be referred to the Local Authority if there are concerns about possible abuse and will act as a focal point for staff to discuss concerns. Referrals are made in writing following a telephone call to the First Response team.
- Electronic records of concerns about a child are held, on My Concern, even if there is no need to make a referral.
- All such records are kept confidential and secure. These files will be transferred, as appropriate, when a child leaves and the DSL or Deputy will have a conversation with the new setting regarding safeguarding information that will be shared. Records must be sent to the new school securely; a record of receipt is requested. Following the PAN-Dorset guidance, once the information has been transferred, it will be destroyed unless there is an exceptional circumstance where it is still required.
- They will liaise with other agencies and professionals as appropriate. Where appropriate consent to share forms will be completed with parents to ensure information is shared with consent. It is good practice, in the interests of data protection, information sharing and effective working relationships, to inform parents that a referral is being made. The only exception to this is where if it is felt that the child will be put at risk of harm by sharing the information. This will be discussed with First Response team at the time of the discussion regarding the concern. In this case, parents will not be informed by school staff.
- Either they or a PCW attend Case Conferences, Core Group meetings and represent the school at these or other agency meetings. In the unlikely event that a school representative is unable to attend meetings, a written report will be sent.
- All vulnerable children's attendance is carefully monitored by relevant staff, especially those children that are on a Child Protection Plan, looked after or previously looked after.
- Relevant safeguarding training is arranged annually for all staff (more often for staff with core safeguarding responsibilities). Any volunteers will have an induction with the DSL or Deputy.
- They meet with new staff as part of their induction to discuss staff expectations and Safeguarding/Child Protection procedures and that a copy of the Child Protection/Safeguarding Policy and flowchart is provided along with part 1 of KCSIE (2021) and Annex A.
- They provide a termly report to the Trust Compliance and Safeguarding Panel detailing any policy changes, training undertaken and number and type of incidences/cases anonymised. This will include the number of children subject to a child protection plan.

- They provide support to staff in stressful or upsetting circumstances following their involvement with a child's disclosure or subsequent referral.
- In line with school policy, visitors to the school are prompted to turn off and hand in their mobile phones or digital devices on entry to school if the children are present (unless visiting offices away from children and are accompanied at all times by school staff – preferably a member of the Senior Leadership Team).
- Records are kept of staff that have regular contact with children outside of school and in what capacity the child is known to staff. Records are to be updated annually.
- School staff do not have social media contact with past or present children or parents in line with school E-safety/social media policy. If staff do have exceptional circumstances to know a parent in another capacity, this must be disclosed to the Designated Safeguarding Lead and the staff member must ensure that their social media settings are secure. This must also be declared on the social media declaration form which is updated annually. In addition to this, any member of staff using social media **MUST NOT**, make any comments that would discredit the school.

5. Early Help

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

- A child who is disabled and has specific additional needs.
- A child who has special educational needs (whether or not they have a statutory education, health and care plan).
- A child who is a young carer.
- A child that is frequently missing/goes missing from care or home.
- A child that is misusing drugs or alcohol.
- A child that is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse.
- A child that has returned home to their family from care.
- A child within the court system.
- A child missing from education.
- A child with family member(s) in prison.
- A child at risk of, or suffering from homelessness.

If early help is appropriate, the Designated Safeguarding Lead or Deputy DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse.

In order to do this, staff will work with other local agencies to identify children and families who would benefit from early help. They would:

- Contact First Response team.
- Provide early help services e.g. School Nurse, Pastoral Worker, SENCO, Family Support Worker, targeted youth, breakfast club, SSCT.
- Refer to appropriate services e.g. CAMHS.

The Trust ensures that children have a choice of staff who will listen to their concerns either about themselves or about one of their peers.

6. Responding to Disclosures – guidance for staff and SCITT trainees

If a child wishes to confide in you, the following guidelines should be adhered to:

- **Be honest**
 - Do not make promises that you cannot keep.
 - Explain that you are likely to have to tell other people in order to stop what is happening/ keep them safe.
- **Create a safe environment**
 - Stay calm.
 - Reassure the child and stress that he/she is not to blame.
 - Tell the child that you know how difficult it must have been to confide in you.
 - Listen to the child and tell them that you believe them and are taking what is being said seriously.
- **Record on the My Concern exactly what the child has said to you and include**
 - Date and time of any incident.
 - What the child said and what you said.
 - Your factual account e.g. child's behaviour and emotional state.
 - Any action you took as a result of your concerns - specific information about who you spoke to and resulting actions.
 - Provide relevant information to Social Care.
- **Be clear about what the child says and what you say**
 - Do not interview the child and keep questions to a minimum.
 - Encourage the child to use his/her own words and do not try to lead them into giving particular answers.
- **Maintain confidentiality**
 - Only tell those people that it is necessary to inform.
- **Do not take sole responsibility**
 - Urgent safeguarding concerns must be shared verbally. Immediately consult your Designated Safeguarding Lead or Deputy so that any immediate action can be taken to protect the child if necessary. This information will subsequently be recorded on My Concern. The Designated Safeguarding Lead or Deputy should refer these concerns to Social Care before the child goes home if still in school.

A decision will be made by the Social Care whether to convene a strategy meeting, undertake a social care or joint investigation or provide alternative services or advice.

- All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.
- If in exceptional circumstances, the Designated Safeguarding Lead (or deputy) is not available, this should not delay appropriate action being taken.

First Response team will advise about if and when to share information with parents if there are concerns that this may be putting the child more at risk.

Reporting and recording concerns

Through training, all staff and SCITT trainees will be able to identify signs of abuse or neglect and be able to identify cases of children who may be in need of help or protection. They should be vigilant, protective, professionally curious and discuss any concerns with the DSL or Deputy.

All staff should use the PAN-Dorset Levels of Need and Continuum of Support guidance (October 2019) when making decisions about appropriate support or referral for a child. This includes reference to the 'Four Levels of Need' and the 'Three Domains' when the DSL, Deputy or member of the SLT is unavailable.

All concerns are recorded in line with PAN-Dorset guidance. Staff and SCITT trainees are expected to have an attitude of '**it could happen here**' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the best interests of the child. Both physical and mental health are relevant to safeguarding. **Any concern that a member of staff has must be recorded on the day of concern.** Pastoral and DSL staff will triage these concerns within the day and prioritise the concerns that need to be responded to as matter of urgency.

Any member of staff, SCITT trainee, volunteer or visitor to school who receives a disclosure of abuse or suspects that abuse may have occurred must verbally report it immediately to a Designated Safeguarding Lead (see list of staff on front page of policy). They should also record on My Concern. Designated staff are also happy to discuss any concerns raised by parents.

If appropriate, a Designated Safeguarding Lead will inform the First Response team, unless the child about whom there are concerns already has an allocated social worker, in which case that person will be contacted without delay. This action could be taken by any member of staff if necessary.

The First Response team contact telephone no. is 01202 123334.

Telephone referrals to the First Response team should be confirmed by completion of a multi- agency referral form.

The Designated Safeguarding Lead/Deputy should discuss concerns with parents/carers and advise them of any referrals to Children and Young Peoples Social Care. The exception to this would be when it is considered that to do so will place the child at risk of immediate harm. Advice will be taken from the duty officer regarding this.

Confidentiality must be maintained and information shared with staff on a strict need to know basis. Although the usual referral route will be via the Designated Safeguarding Lead, **ANY** member of staff can raise concerns directly with the First Response team.

All information needs to be recorded in non-judgemental, non-emotive language. All records must be dated and indicate the person making the report. Note what was seen and said. Concerns raised by the majority of staff are reported using MY CONCERN: an electronic reporting system.

MDSAs, SCITT trainee teachers, volunteers, peripatetic and supply staff should complete a paper concern sheet and hand these to a DSL. This will then be added to MY CONCERN and the paper record will be uploaded as an attachment to that particular concern.

Any additional hand-written records will be scanned onto a child's chronology on MY CONCERN.

Following up referrals

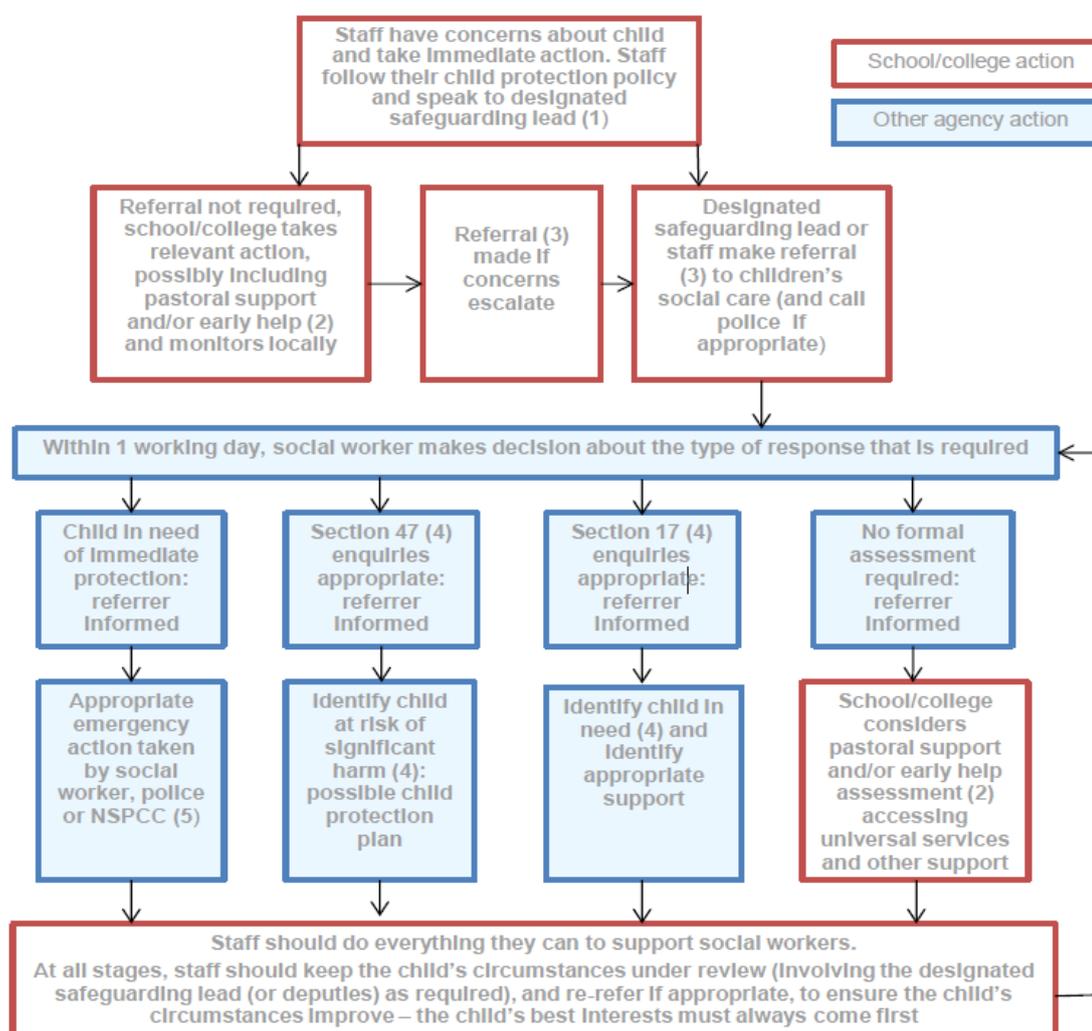
- The agency to which the referral was made e.g. the First Response team, should inform the referrer of their action. Where this does not happen promptly, the referrer/DSL/Deputy DSL should contact the agency to which it made the referral to be assured that action is being taken or that alternative support is being recommended.
- If after a referral the child's situation does not appear to be improving, the DSL should press for re-consideration following the PAN-Dorset Escalation Policy.
- It is essential that the school remains actively involved in support and plans even where another agency is taking the lead whether at early help, child in need or child protection level.
- Where there is a difference of opinion with another agency and this cannot be resolved, the PAN-Dorset Escalation policy should be used.
https://pandorsetscb.proceduresonline.com/p_escalation.html

Social Care referrals:

BCP First Response team: Telephone (01202) 123334 or
firstresponse@bcpcouncil.gov.uk

KCSIE (2021) – Flowchart (part 1: page 22)

Actions where there are concerns about a child



(1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

(3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).

(5) This could include applying for an Emergency Protection Order (EPO).

7. Supporting Children

We recognise that a child who experiences abuse may feel helpless and vulnerable and may, as a result, have additional emotional needs. We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or being withdrawn. We recognise

that the school may provide the only stability in the lives of children who have been abused or are at risk of harm. We also recognise that mental health problems, in some cases, may be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Our Trust schools will support all children by:

- Encouraging the development of self-esteem and resilience in every aspect of school life whilst not condoning aggression or bullying.
- Promoting a caring, safe and positive environment.
- Liaising and working together with all other agencies.
- Providing where necessary targeted Emotional Literacy Support delivered by a Trained Emotional Literacy Support Assistant.
- We recognise that children in care are highly vulnerable and schools ensure there is a Designated Teacher for 'Looked After' children and 'Previously Looked After.'
- Pastoral Support Plan (PSPs) are held with a focus to not only develop a child's academic potential but also to support the child with their emotional needs.

8. Partnership with parents, carers and the community

Sharing Concerns with Parents

The school shares a purpose with parents to educate, keep children safe from harm and have their children's welfare promoted

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 until we have permission or it is necessary to do so to protect a child.

TEACH Trust will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm.

We encourage parents to disclose any concerns they may have. We make parents aware of our Safeguarding and Child Protection Policies and parents are aware that these are on the school website.

The DSL and relevant staff will be aware on a need to know basis of any parental factors which may affect the welfare of a child e.g. violence, mental health, substance misuse. Parents are encouraged to make the school aware themselves but should be aware that other agencies will share safeguarding information. A record of this is kept in school.

Information about safeguarding is readily available and visible in the school and via the websites of each of our schools.

The school has links with its local community, which will promote the welfare and safeguarding of children e.g. religious, cultural or other local issues

9. Domestic Abuse

TEACH Trust schools receive full information from the police, as part of Operation Encompass, to alert the Designated Safeguarding Lead in the school when there has been an incident of domestic abuse in a household where a child lives. We are informed of the detail recorded by the police relating to the incident. This allows us to monitor and support the child. If we have additional concerns, we will discuss the need for further safeguarding actions with the First Response team. This information would only be shared with other staff on a restricted need to know basis i.e. those who are immediately responsible for the child's welfare such as the class teacher. Where a Multi agency risk assessment conference (MARAC) occurs, the school may be asked for information and appropriate school related information may be shared with the school after the meeting.

Parents have been informed that TEACH Trust schools are Operation Encompass schools and therefore have signed up to receive this information regarding domestic abuse and this information is also on the schools' website.

The school website/information boards will provide contacts to local domestic abuse services e.g. [National DV Helpline \(0808\) 2000247](#), [Poole DA Project \(01202\) 710777](#),

10. Children with Child Protection Plans

Children who are the subject of a Child Protection Conference will have either an agreed multi-disciplinary action plan or child protection plan. The Designated Safeguarding Lead or Deputy will attend planning meetings and core group meetings specified in the plan and contribute to assessments and plans.

All TEACH Trust schools recognise that children who are the subject of abuse, neglect or who live in situations of domestic abuse may exhibit distressed or challenging behaviour and may not be reaching their full academic potential. The school will ensure that appropriate support mechanisms are in place in school.

11. Children with Special Educational Needs or Disabilities

Our Trustees recognise that children with special educational needs or disabilities may be especially vulnerable to abuse, can face additional safeguarding challenges and expect staff to take extra care to interpret correctly apparent signs of abuse or neglect. Indications of abuse will be reported as for other children. They may be increasingly vulnerable to being bullied, at higher risk of sexual exploitation, online grooming and radicalisation. Staff should work closely with parents/carers in meeting any particular needs and providing any appropriate safeguarding advice.

Additional barriers can exist when recognising abuse and neglect in SEND children. Staff awareness should be raised to these issues. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- Communication barriers and difficulties in overcoming these barriers.
- Being more prone to peer group isolation than other children.
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing signs.

Trustees will provide a school environment in which children with special educational needs or disabilities feel confident and able to discuss their concerns. Whenever possible, children will be given the chance to express themselves to a member of staff with appropriate communication skills. The Designated Safeguarding Lead and Deputy will work with the Special Educational Needs Co-ordinator to identify children with particular communication needs.

12. Children with Mental Health/Emotional Health Needs

Children identified with mental health/emotional issues or those with parents/siblings identified with mental health issues will be offered additional support. Children will have a choice of staff who will listen to their concerns about themselves or other children and appropriate early help services are available within school/college. Some staff will practice mental health first aid (if trained). Referrals will be made to CAMHS or other appropriate services in conjunction with parents.

Staff are best 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.

Staff have received grief awareness information and can use the MASK advice to identify children that may need support.

All staff should 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.

The school is working in line with [Mental health and behaviour in schools guidance \(2018\)](#).

The school will support children with strategies to develop their own emotional well-being i.e. emotional literacy and resilience. Additional support will be available at exam, result and transition times and appropriate information will be widely advertised e.g. [Childline](#)

13. Peer on peer abuse

All staff recognise that children are capable of abusing their peers. Abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part

of growing up". All staff are also aware of the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously.

Peer on peer abuse can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment (**see KCSIE (2021) part 1 pg 36**); physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm, for example with a weapon; sexting and initiating/hazing type violence and rituals; sharing nudes and semi-nudes and upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks, sexting and initiation and hazing type violence. TEACH have a zero-tolerance approach to all peer-on-peer abuse, including sexual harassment, and all suspected incidents of this must be reported – even if a child has not reported this, it doesn't mean that it isn't happening.

Procedures to minimise the risk of peer on peer abuse:

- The children take part in weekly JIGSAW (PSHCE) lessons which now has compulsory relationship and health education lessons.
- Rights' Respecting behaviour is promoted throughout the school. The UNICEF Rights' Respecting values are displayed throughout the school environment and discussed in class. The children also take part in Rights' Respecting whole-school assemblies as well as Newsround discussions in the classroom.
- Friendship Ambassadors and adult supervisors are available on the playground to encourage friendships and safe play.
- The school offers ELSA and pastoral support for those pupils known to us who struggle with their behaviour and /or emotions.
- Longspee Outreach Services are invited into school, to provide staff with purposeful strategies in order to support pupils known to us who have ongoing behaviour, social or emotional difficulties.
- A 'Friendship Stop' is provided on the playground.
- Where needed, the school's pastoral support team provide support for children around friendships and friendship groups.
- Each year, we celebrate a 'Friendship Week', which emphasises the importance of building and maintaining positive relationships.
- Teachers are available at the gate at the end of the day to talk to parents and offer support and advice.
- Staff and SCITT trainees receive annual safeguarding training, as well as ongoing SEND and behaviour management support.

How allegations of peer on peer abuse will be recorded, investigated and dealt with:

- Staff will listen carefully and talk to pupils individually. The school takes a restorative approach to investigating and resolving conflict. Children are encouraged to be honest, to share their views and problem-solve in order to

reach a solution. Comic strip conversations and social stories may be used, depending on the child's needs and level of understanding.

- Witness statements from adults and/or children will be collated and logged on the school's safeguarding log (My Concern).
- A thorough summary of the incident is recorded on child's file as part of their chronology. This summary will include key facts and actions, and not the personal opinion of the note-taker.
- A member of SLT, such as a Year Leader/Deputy Head Teacher/Head of School will be informed, depending on the severity of the case.
- Depending on severity, parents will be informed and follow-up review meetings planned if necessary.
- Where a child has caused significant physical harm to another child, this will be recorded by the DSL/ Deputy or SENCO on the 'Significant Incident Log.'
- Sanctions will be assessed on a case-by-case basis, in line with school's behaviour policy.
- Concerns about inappropriate sexual behaviour will be reported to the DSL or Deputy immediately. Advice will be sought, which may result in a referral, from the First Response team who will advise on the appropriate action to take and facilitate a strategy meeting when appropriate. Staff will NOT view any nude or semi-nude images, as part of this process, unless in exceptional circumstances determined by the DSL. The risk to other children and staff must be assessed and the school must risk assess the level of support and school action needed to protect other children in the school. (See also PAN-Dorset policy). The pastoral care worker, alongside a member of SLT, will work with the family in order to offer support strategies. The school's HALO may also become involved in order to support the family and offer home visits. 'Sharing nudes and semi-nudes: advice for education settings working with children and young people' and 'Sexual violence and sexual harassment between children in schools and colleges' guidance will be followed.
- A Pupil Specific Risk Assessment will be created and/or updated. This will be reviewed on a needs basis, but at the very minimum, every half term.
- Any racist or prejudice incidences will be recorded, dealt with appropriately and parents fully informed. If necessary, the Safer Neighbourhood Team/ SSCT will be asked to become involved to support in educating students of appropriate language/actions. Staff will be vigilant and proactive in challenging any child use of inappropriate and disrespectful or prejudicial language.
- Weapons and knives and extreme or child pornography must always be handed over to the police.

Clear processes as to how victims, perpetrators and any other child affected by peer on peer abuse will be supported:

- All children involved in any peer on peer abuse case will be appropriately supported. Support (and sanctions) will be considered on a case-by-case basis taking the situation and children's needs into consideration.

- Depending on the case, the school will usually refer to appropriate external agencies for support, such as Early Help, counselling services, social care, CAMHS, Brighter Futures, specialist Outreach Services, etc.
- Depending on the case, ELSA and pastoral support will often be provided.
- Holistic interventions may be provided, such as our Listening Hub, Talkabout, Construction Club, Caring Canines, guinea-pig visits and Forest Schools (please note that some of these interventions are only available at our Junior Schools).
- The school will carry out regular check-ins on the pupil/s by a member of staff. This could be the Class Teacher/TA/Year Leader/ PCW/Deputy Head, depending on the case.
- Review meetings will take place with all involved, including parents/carers, key staff and external agencies.
- Careful monitoring of the pupil will occur during the school day by key members of staff. Any concerns will be formally logged.
- There will be opportunities for children to restore and build relationships in school. This may involve the child receiving targeted intervention or specific support from an adult.
- There is now a dedicated NSPCC helpline available to support anyone who has experienced sexual abuse in educational settings or has concerns about someone else – 0800136663.

14. Safer Recruitment

Recruitment, selection and pre-employment vetting

In line with KCSIE (2021) part 3 (page 47)

All school staff, SCITT trainees and regular volunteers have enhanced checks by the Disclosure and Barring Service and adults taking part in regulated activity are also checked against the barring list. A continually updated Single Central Register is maintained. The SCITT trainee Single Central Register is held by the SCITT Administration Manager.

The Trust does not carry out DBS retesting every three years but instead reserves the right to conduct spot checks as and when they see fit. The Trust expects honesty from all its employees, where a caution or conviction is not declared this may result in disciplinary action.

A number of staff, including those responsible for SCITT trainee recruitment, are Safer Recruitment trained and at least one of these will be involved in every recruitment process.

Informing the school of any change in circumstances

All staff are responsible for informing the Executive Head Teacher if there is any change in their circumstances, which may be seen as having an impact on their

suitability to work with children. This may include for example, a criminal conviction or a police caution.

All SCITT trainees are responsible for informing the SCITT Professional Coordinator if there is any change to their circumstances.

Induction

All new members of staff, SCITT trainees and volunteers are provided with child protection awareness information at induction and the Safeguarding and Child Protection policy and procedure is shared. It is also shared with staff on an annual basis, any updates are highlighted and staff are asked to complete a form declaring they have received, read and understood the policy and procedures – any misconceptions or queries are then resolved on an individual basis.

Staff Training

The DSLs and deputies will attend Level 3 safeguarding training at least once every two years. They will attend forums and keep up to date with recommendations from serious case reviews, changes to national and PAN-Dorset policy and guidance.

All staff undergo safeguarding and child protection training (including online safety) at induction.

The whole school staff will receive formal safeguarding training by a suitably qualified person at least every 3 years with regular, and at least, annual updates. Staff are notified of any necessary changes with reminders being made via email or staff meetings.

SCITT trainees receive comprehensive training at the start of the academic year.

The Trust follows local PAN-Dorset Safeguarding Partnership guidance in relation to safeguarding training.

15. Safer working practice

All staff and SCITT trainees understand the importance of safer working practice. All staff and SCITT trainees are made aware of the Guidance for safer working practice and the expectations of this guidance and are working within this. Relevant training is given and advice, guidance or sanctions applied where this guidance is not followed.

Safe working practice ensures that children are safe and that all staff, SCITT trainees, volunteers and Trustees;

- Are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- Work in an open and transparent way.
- Work with other colleagues where possible in situations open to question.
- Discuss and/or take advice from school management over any incident which may give rise to concern.
- Record any incidents with the actions and decisions made.
- Apply the same professional standards regardless of gender, race, disability or sexuality.

- Be aware of confidentiality policy.
- Are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.
- Staff and Volunteers are aware of expectations under the E-safety policy.

For further information please refer to: **Revised Guidance for Safer Working Practice (2019)** <https://www.safeguardingschools.co.uk/guidance-for-safer-working-practice-for-adults-who-work-with-children-and-young-people-in-education-2019/>

16. Staff Behaviour

The Trust has a **code of conduct** for all staff, SCITT trainees and volunteers outlining expectations.

We expect all staff and volunteers to conduct themselves in the following way:

- Treat all children with respect.
- Set a good example by conducting themselves appropriately.
- Involve children in decision-making which affects them.
- Encourage positive and safe behaviour among children.
- Be a good listener.
- Be alert to changes in a child's behaviour.
- Recognise that challenging behaviour may be an indicator of abuse.
- Read and understand all of the school's safeguarding and guidance documents on wider safeguarding issues, for example bullying, physical contact, E-safety and information sharing.
- Ask the child's permission before doing anything for them which is of a physical nature, such as assisting with dressing, physical support during PE, music or administering first aid.
- Maintain appropriate standards of conversation and interaction with and between children and avoiding the use of sexualised or derogatory language.
- Maintain professional standards and boundaries at all times on and off the school site.
- Be aware that the personal and family circumstances and lifestyles of some children lead to an increased risk of neglect and or abuse.

Staff, SCITT trainees, volunteers, trustees must not be involved in any activity which is illegal and may pose a risk to children, e.g. access to child pornography, extremist or radicalisation activities. If staff have behaved or may have behaved in a way that indicates they may not be suitable to work with children, the transferable risk will need to be assessed. e.g. be involved in an incident that did not involve a child but could in the future such as Domestic Abuse.

Staff, SCITT trainees and volunteers are reminded to declare any offences or involvement with the police relevant to their employment. Where safeguarding or criminal issues occur in an employee's or SCITT trainee's private life, the impact of

this on their suitability to work with children will be assessed with the support of the LADO/HR as appropriate.

Allegations against Staff

Staff and SCITT trainees who are concerned about the conduct of a colleague towards a child are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff and SCITT trainees must remember that the welfare of a child is paramount. The school's Whistleblowing Policy enables staff or SCITT trainees to raise concerns or allegations in confidence and for a sensitive enquiry to take place. Please refer to Whistleblowing Policy and the Managing Allegations Policy.

All staff and SCITT trainees are made aware of the NSPCC whistle blowing helpline: <https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/>

The **KCSIE 2021: part 4** - Allegations of abuse made against teachers, including supply teachers, and other staff, and the Bournemouth and Poole PAN-Dorset procedures will be followed for both the investigation and support for the member of staff.

We will ensure that child protection concerns or allegations against adults working in the school are referred to the LADO for advice. Any adult found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS) for consideration for barring, following resignation, dismissal, or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer or external agency. (**KCSIE 2021 part 4**)

BCP Local Authority Designated Officer (LADO)

Laura Baldwin or John McLaughlin

The main contact number for the service is 01202 456744

The secure email for the service is lado@bcpcouncil.gov.uk

17. Welcoming other Professionals

Visitors with a professional role, such as the school nurse, social worker, family support worker, educational psychologist or members of the Police will have been vetted to work with children through their own organisation.

Professionals and SCITT trainees and tutors will be required to bring their identity badges on all visits and to wear these. They will complete signing in/out forms and wear a school I.D. badge if required to do so.

Professionals should make an appointment to visit school. It is not necessary for these staff to show a DBS. In the case where they arrive unannounced, then a call to their agency should be made to verify the visit.

For agency, third-party staff and contractors, safer recruitment procedures and the guidance in KCSIE (2021) must be followed.

18. Off Site Visits

Off site visits are the subject of a risk assessment and these are approved by the Educational Visit Leader within school. Safeguarding concerns or allegations will be responded to following the PAN-Dorset procedures. The member of staff in charge of the visit will report any safeguarding concerns to the Designated Safeguarding Lead or Deputy, who will pass to First Response team if appropriate. In an emergency, the staff member in charge will contact the police and/or First Response team.

The child protection/safeguarding policy and procedures of an off-site provider (e.g. water sport activity) will be checked, and the DSL will need to be satisfied that they are appropriate, before using the facility.

19. Photography and images

To protect children we will:

- Seek parental consent for photographs to be taken or published (for example, on our website or in newspapers or publications).
- Use only the child's first name with an image (in and around school).
- Not display names of children with images or videos online.
- Ensure that children are appropriately dressed.
- Encourage children to tell us if they are worried about any photographs that are taken of them.
- Ensure that visitor's mobile phones are handed in to our school offices on arrival.
- Ensure that staff and SCITT trainee mobile phones are not used or kept outside of the staffroom/offices/SCITT centre as per our TEACH Staff Handbook.
- Ensure that children's mobile phones are turned off and handed in to the school offices on arrival and are not back in use until the children have left school at the end of the day.

These measures are in place to prevent against the use of mobile technology in child abuse, for example 'upskirting' ('Upskirting' 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. It is now a criminal offence – KCSIE 2021) and nudes and semi-nudes.

Within school, at events, parents and carers are usually permitted to take photographs of their own children, these are to be for personal use only and are not to be shared on social media.

20. Physical intervention

As soon as it becomes clear that some form of intervention is necessary, a judgement should be made on the least restrictive intervention necessary to bring about a prompt resolution. Staff should balance the risk of intervention against the likely outcome of not intervening. At all times, the aim should be to seek to reduce risk and the necessity for physical intervention.

Only staff trained in the use of physical intervention will use physical intervention except in exceptional circumstances and there is an immediate risk, in which case any adult can intervene.

Any incidences of physical intervention are recorded, on My Concern, in the bound book and on our physical intervention recording form.

For further information, please refer to the TEACH Physical Intervention Policy.

21. Children missing from education

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school or college's unauthorised absence and children missing from education procedures.

All TEACH Trust schools will keep their admission registers accurate and up to date. The school attendance policy is regularly updated and understood by all staff. Attendance and patterns of attendance will be regularly reviewed. The school employs a home school liaison officer to monitor attendance and support families as needed. Any children missing education will be reported as required by the statutory guidance 'Children Missing Education' (Sept 2016).

A child going missing from education is a potential indicator of abuse or neglect including sexual exploitation or risk of radicalisation. After reasonable attempts have been made by the school to contact the family (including all emergency contacts), the school will follow the PAN-Dorset procedure and refer to the Local Authority education welfare/attendance service. All schools will inform their Local Authority if a child is referred to be educated outside of the school system, e.g. Elective Home

Education, ceased to attend, unfit to attend on health grounds, in custody for 4 months or permanently excluded.

Any safeguarding concerns about children who become EHE will be communicated to the First Response team or other services.

The statutory guidance on 'Exclusion from maintained schools, Academies and child referral units in England' (2017) sets out the lawful use of these powers.

22. Communication about absent children

For safeguarding reasons, if we do not hear from the parent/carer on the day of the child's absence, we will repeatedly try to contact them by telephone/text message. If we are unable to secure a reason for the child's absence, a home visit may take place to check on his/her welfare.

23. Prevent Agenda

School staff will have due regard to the need to prevent people from being drawn into terrorism and abide by the Counter Terrorism and Security Act 2015 and will assess the risk of children being radicalised and drawn into terrorism. The safeguarding leads will have received WRAP and Prevent training and will ensure that all members of school staff will also receive regular training on the Prevent agenda. Annual Prevent /WRAP training will be given to SCITT trainees. Staff must keep up to date with local risks and issues.

Trust schools have a lockdown policy and procedure, which will be implemented if and when needed in response to a Prevent concern or other relevant dangers.

All staff and SCITT trainees are aware of the statutory duty to report any concerns regarding terrorism.

Staff will be vigilant at identifying the warning signs of children and families being drawn into terrorist or extremist groups. Where there are concerns about children travelling to a conflict zone advice may be sought from the Home Office and a referral made to First Response team if concerns remain. Where there is an assessment of being at risk, the lead will refer to Channel programme, refer to First Response team or for an immediate response call the Anti-Terror hotline (0800) 789321 or the police.

Guidance on Channel is available at:

<https://www.gov.uk/government/publications/channel-guidance>

The school website has the Educate Against Hate link on it:

<http://educateagainsthate.com/>

24. Children at risk of CSE (Child Sexual Exploitation), CCE (Child Criminal Exploitation) and CSA (Child Sexual Abuse)

CSE, and CCE and CSA are all forms of abuse and occur when an individual or group take 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, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted that exploitation as well as being physical can be facilitated and/or take place online.

DSLs would contact First Response for advice and guidance if any disclosures were made relating to this, including if staff felt that any child was at risk of this or if this was the case for any family members. Trust schools will work together with other agencies to identify and reduce the risks of child sexual exploitation and child criminal exploitation. Both staff, SCITT trainees and children will receive education about CSE and CCE and children should be advised as to how to keep themselves safe at an age appropriate level. The school should also raise awareness with parents and provide advice themselves or sign post parents to further advice.

Some of the following signs may be indicators of child sexual exploitation and Child Criminal Exploitation:

- Children who appear with unexplained gifts or new possessions.
- Children who associate with other young people involved in exploitation.
- Children who have older boyfriends or girlfriends.
- Children who suffer from sexually transmitted infections or become pregnant.
- Children who suffer from changes in emotional well-being.
- Children who misuse drugs and alcohol.
- Children who go missing for periods of time or regularly come home late.
- Children who regularly miss school or education or do not take part in education.

25. County Lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns.

Staff and SCITT trainees must report any concerns to the DSL/ Deputy and they will then refer to the First Response team if required. A referral to the National Referral Mechanism should be considered www.nationalcrimeagency.gov.uk.

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

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

26. Contractors

Wherever possible, contractors will work on site after the children have left the premises. When this is not possible, we follow the PAN-Dorset guidelines 'Safeguarding children when building contractors work in education establishment' (revised to take account of Protection of Freedoms Act 2012) revised February 2017.

Contractors will need to visit the office on arrival to sign in and hand their mobile phone/electronic devices in. Some contractors may require their mobile phone/electronic device in order to complete an activity on site, in this case, a member of the site team must remain with the contractor at all times.

27. Intimate Care

Staff responsible for any intimate care of children will undertake their duties in a professional manner at all times and ensure the child's dignity is preserved with a high level of privacy, choice and control. There will be close partnership with parents/carers. Please refer to our Intimate Care Policy.

28. Transfer of Information

If a child moves from one school to another, the receiving school should be informed immediately by telephone that child protection/ safeguarding records exist. The original records must be passed on either by hand or sent by recorded delivery. A receipt note should be included in the records and pastoral staff should check receipt and record this on the child's file. Following the PAN-Dorset guidance, once the information has been transferred, it will be destroyed unless there is an exceptional circumstance where it is still required.

Where transferring or receiving schools use My Concern, the records can be transferred securely to the receiving schools records.

When a new child joins the school, the office will send a request for information safeguarding form to the previous school and this will be returned to the DSL.

29. Mobile devices

Staff, SCITT trainees and volunteers will not have their mobile devices around the children in school. They must be stored in the staffroom or offices until the children have left the building at the end of the day. All visitors will also adhere to these guidelines, storing their phone in the reception office, with the exemption of social care, family outreach, school attendance workers and police professionals (if necessary).

When following the Bring Your Own Device Policy, cameras and iPads from home may be used and remain in school.

All staff and SCITT trainees receive E-safety training and should be mindful of this as part of our safeguarding procedures. Children hand in their phone at the start of the day.

30. Health and Safety

Please refer to our separate Health and Safety Policy. This reflects the importance we give to the protection of our children physically within the school environment, safe internet use and also when they are learning outside the classroom (off site and on trips).

31. Fabricated or induced illness

Safeguarding Children in whom illness is fabricated or induced is a complex and relatively rare form of child abuse, however, professionals working across health, social care, education, schools, the police and independent sector should have an awareness of the possible ways in which illness can be induced or fabricated. There are 3 main ways a carer may fabricate or induce illness in a child and are not mutually exclusive:

- Fabrication of signs and symptoms - this may include fabrication of past medical history.
- Fabrication of signs and symptoms and falsification of hospital charts and records, and specimens of bodily fluids - this may also include falsification of letters and documents.
- Induction of illness by various means.

The types of behaviours exhibited by parents/ carers which can be associated with fabricating or inducing illness in a child are:

- Deliberately inducing symptoms in children by administering medication or other substances or by interfering with the child's body so as to cause physical signs.
- Interfering with treatments by over dosing with medication, not administering them or interfering with medical equipment.

- Claiming the child has symptoms which are unverifiable unless observed directly, such as pain, frequency of passing urine, vomiting or fits. These claims result in unnecessary investigations and treatments which may cause secondary physical problems.
- Exaggerating symptoms which are unverifiable unless observed directly, causing professionals to undertake investigations and treatments which may be invasive, are unnecessary and therefore harmful and possibly dangerous.
- Obtaining specialist treatments or equipment for children who do not require them.
- Alleging psychological illness.

Many children who experience fabricated or induced illness may suffer long-term impairment of their physical, psychological and emotional development. These children may not experience physical harm but they are likely to suffer emotional harm as they will be brought up in a fabricated sick role and may have an abnormal relationship with their mother (if they are the perpetrator) and disturbed family relationships. They can have a range of emotional and behavioural disorders and school related problems including difficulties in attention and concentration and non-attendance. Research has shown that many children are unable to disclose the nature of their abuse due to the skill of their mothers in teaching the children to present a rosy picture to the external world whilst they are being subjected to extensive physical and emotional abuse at home. Many children are confused about their state of health. Many are preoccupied with anxieties about their health and may express suicidal thoughts as a result of their despair. Staff must report and discuss any concerns with the DSL/ Deputy and they will then refer to First Response team if required.

Safeguarding Children in whom illness is fabricated or induced (Supplementary guidance to Working Together to Safeguard Children (Department for Children, schools and Families, (2008)

32. Forced Marriage (FM)/ 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 (FGM), forced marriage, and practices such as 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.

Forced marriage is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistleblowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party. Staff must report and discuss any concerns with the DSL/

Deputy and they will then refer to First Response team if required. Further information can be found at: <https://www.gov.uk/guidance/forced-marriage>

Staff can contact the Forced Marriage Unit if they require advice or information on: 020 7008 0151 or email fm@fco.gov.uk

33. Female Genital Mutilation

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM. Staff have a duty to report any case of FGM for under 18 years of age.

FGM involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

FGM is internationally recognised as a violation of human rights of girls and women. It is **illegal** in most countries including the UK and **must** be reported to the police.

The 'One Chance' rule

As with Forced Marriage, there is the 'One Chance' rule. It is essential that schools take action **without delay**.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/800306/6-1914-HO-Multi_Agency_Statutory_Guidance.pdf

Staff and SCITT trainees receive training regarding FGM and are aware of their **mandatory duty** to report any concerns to the DSL/Deputy, and then they will contact First Response team.

In cases of known FGM, this is reported directly to the police – on 101 or 999 as FGM is illegal in the UK.

Trust staff will seek immediately advice and guidance from First Response if there are any concerns relating to this, for example:

- A special occasion or ceremony is going to take place where a girl 'becomes a woman' or is 'prepared for marriage'
- A relative or someone known as a 'cutter' is visiting from abroad
- A female relative, like a mother, sister or aunt has undergone FGM
- A family arranges a long holiday overseas or visits a family abroad during the summer holidays (professionals may become aware of this if parents are preparing vaccinations or planning absence from school)
- A girl has an unexpected or long absence from school
- A girl struggles to keep up in school
- A girl runs away – or plans to run away – from home

34. Complaints

Complaints about child protection will be handled:

- under the school's child protection and safeguarding policy.
- in accordance with relevant statutory guidance.

All complaints will be referred to the local authority designated officer (LADO) or First Response team.

35. School Safeguarding Responsibilities Summary

– the school will:

- Abide by the Keeping Children Safe in Education (KCSIE 2021) guidance:

Safeguarding and promoting the welfare of the 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 professionals 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.

School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.

Schools and colleges and their staff are an important part of the wider safeguarding system for children. This system is described in statutory guidance *Working Together to Safeguard Children 2018*.

(KCSIE 2021 page 7)

- Give all staff and SCITT trainees a copy of part 1 of KCSIE (2021)/ Annex A and ensure that it is read and understood. They will also provide knowledge of and access to all of KCSIE (2021) especially 'Part 4 - allegations of abuse made against teachers and other staff'.
- Have a child protection/Safeguarding policy with procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the Pan Dorset Safeguarding Children Partnership (PDSCP)
- Appoint a lead Trustee responsible for safeguarding practice within the school.
- Have safeguarding as a standing agenda item at base meetings, staff meetings, support staff meetings and governing body meetings. Where appropriate, minutes should be recorded.
- Appoint a Designated Safeguarding Lead who is a member of the Leadership Team and Deputies to provide adequate cover.
- Ensure that the DSL (usually) leads on the Prevent agenda.
- Have a named member of staff to support children who are Looked After Children (Designated teacher) who will work closely with the DSL.
- Require teachers, SCITT trainees, staff and volunteers to read and implement the appropriate Bournemouth and Poole PAN-Dorset procedures, school policy and good practice guidelines.
- Ensure that teachers, SCITT trainees, staff, supply teachers, peripatetic staff, contractors and volunteers have completed Disclosure and Barring Service checks as per the safer recruitment guidance and that contacts within extended services require safer recruitment and safeguarding compliance.

- Undertake relevant safer recruitment and allegations management training.
- Ensure any external contractors using or on school premises are signed up to Safeguarding Procedures and ensure they follow guidelines on the use of restraint and comply with the safeguarding requirements, i.e. after school clubs.
- Ensure staff, SCITT trainees and volunteers comply with Safer Working Practice for adults who work with children and young people in education settings.
- Sign up to the Dorset Information Sharing Charter (DISC) previously the Dorset overarching information sharing protocol and share information relating to MARAC and the personal information sharing agreement with respect to receiving alerts about domestic abuse.
- Ensure that the relevant staff have undertaken appropriate training to contribute to multi-agency assessments of children and make referrals.
- Ensure management of allegations procedures are implemented following the KCSIE (2021) and PAN-Dorset guidance.
- Ensure staff and SCITT trainees work to the agreed Behaviour policy/code of conduct and Safer Working procedures.
- Recognise that children with special educational needs may be especially vulnerable to abuse and expect staff to take extra care to ensure their needs are protected.
- Have and use an Anti-Bullying Policy responding to any complaint of bullying or prejudice within the school. Have a member of staff as an Anti-Bullying Champion.
- Have an E-safety policy in line with PAN-Dorset requirements. Have a member of staff as an E-Safety Champion.
- Have a Prevent lead and actions in relation to the Prevent Duty.
- Have a Whistleblowing policy where it is safe to discuss concerns.
- Be aware of the needs of vulnerable groups, identify and action for all identified.
- Make policies available to parents and children via the school website.
- Provide education to children about safeguarding issues.
- Ensure the child's wishes and feelings are taken into account in respect to individual matters as well as safeguarding generally.
- Undertake an annual audit of safeguarding, using the PAN-Dorset Safeguarding Self Evaluation audit tool (or similar) which will be shared with the Trustees leading to appropriate actions to ensure that the school is meeting all the requirements in line with national guidance, legislation and PAN-Dorset guidance
- Undertake a safeguarding report for the Trustees at least annually and review the Safeguarding Policy annually.

The school has a responsibility to work with other agencies on all safeguarding issues which may include:

- Child sexual exploitation (CSE)
- Child criminal exploitation (CCE)
- Peer on peer abuse
- Bullying including cyberbullying and prejudice based bullying
- Domestic abuse

- Drugs and alcohol misuse
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM)
- Forced marriage
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Mental health
- Private fostering/any regulated activity such as host families
- Radicalisation/extremism
- Sexting/grooming and other E safety issues
- Teenage relationship abuse
- Trafficking and modern slavery
- Illegal child employment

36. Monitoring and evaluation

Our Safeguarding Policy and procedures will be monitored and evaluated by:

- The Child and Safeguarding Compliance Panel
- The Designated Safeguarding Lead and Deputy DSL
- The Executive Head Teacher/ CEO
- The Senior Leadership Team
- The Pastoral Care Team

Links to relevant law and guidance:

- Working Together to Safeguarding Children 2018
https://consult.education.gov.uk/child-protection-safeguarding-and-family-law/working-together-to-safeguard-children-revisions-t/supporting_documents/Working%20Together%20to%20Safeguard%20Children.pdf
- Keeping Children Safe in Education (KCSIE) 2021
[Keeping children safe in education 2021 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/92482/keeping-children-safe-in-education-2021.pdf)
- Section 175 Education Act 2002 (local authorities) and Section 157 and the Education (Independent Schools Standards (England) Regulations 2003 for Independent schools (including academies and city technology colleges)
<http://www.legislation.gov.uk/ukpga/2002/32/section/175>
- Sexual violence and sexual harassment between children in schools and colleges (May 2018). <https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>
- Behaviour and discipline in schools (January 2016) [Behaviour and discipline in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/48482/behaviour-and-discipline-in-schools.pdf)

- Sharing nudes and semi-nudes: advice for education settings working with children and young people (December 2020). [Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people)
- Inspecting safeguarding in early years, education and skills settings <https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills>
- Guidance for Safer Working Practice for Adults who work with children and young people <https://www.safeguardingschools.co.uk/guidance-for-safer-working-practice-for-adults-who-work-with-children-and-young-people-in-education-2019/>
- PAN-Dorset Safeguarding Children Partnership <https://pdscp.co.uk/>
- Trustee's Handbook – March 2019 https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/582868/Governance_Handbook_-_January_2017.pdf
- What to do if you're worried a child is being abused – March 2015 <https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>
- Information sharing advice for practitioners providing safeguarding services to children, young people, parents and carers <https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>
- Preventing and Tackling Bullying <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- Department for Education – e-safety guidelines https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/251455/advice_on_child_internet_safety.pdf
- Safeguarding: Disclosure and Barring – 2018 <https://www.gov.uk/government/organisations/disclosure-and-barring-service>
- GDPR <https://www.local.gov.uk/our-support/general-data-protection-regulation-gdpr>
- The South West Grid for Learning (SWGfL) <http://swgfl.org.uk/>
- Family Information Service – Borough of Poole

<http://www.poolefamilyinformationdirectory.com/kb5/poole/fis/home.page>

- Family Information Service –Bournemouth Borough Council
<http://www.bournemouth.gov.uk/ChildrenEducation/Childcare/ChildrensInformationService.aspx>
- ‘Exclusion from maintained schools, Academies and child referral units in England’ (2017)
<https://www.gov.uk/government/publications/school-exclusion>
- Children Missing Education (September 2016)
<https://www.gov.uk/government/publications/children-missing-education>
- PAN-Dorset Continuum of Need (July 2019)
<https://www.earlyhelppartnership.org.uk/thresholds/Thresholds-docs/Draft-Continuum-of-Need.pdf>
- Positive environments where children can flourish
[Positive environments where children can flourish - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Inspecting safeguarding in early years, education and skills \(August 2021\)](#)

Appendices:

Further information is in the appendices on:

- Signs of abuse (including Child Sexual Exploitation)
- Female Genital Mutilation
- Prevent agenda
- Missing Child Procedure

Equality Impact Assessment

Question	Response	
Which relevant groups and stakeholders have been consulted with in relation to this policy?		Please tick
	Pupils	
	Trustees	Y
	Staff	Y - DSLs
	Parents/Carers	
	Local Authority	Y – updates have been made following suggestions from Julie Murphy in most recent safeguarding audits
	Trade Unions	
	Other Advisors (give details)	Up to date guidance
What are the arrangements for	Termly	

monitoring and reviewing the actual impact of the policy?	Annually	Y
	When applied	
	If legislation changes	Y
	If a formal complaint	

Characteristic Group	Is there a potential for positive or negative impact?	Please explain and give examples of any evidence/data used	Action to address potential positive/negative impact (e.g. adjustment to the policy)
Disability	Y	A person's disability could be a contributing factor in whether a member of staff reports a concern.	The policy is very clear that safeguarding concerns happen everywhere to very different people. It is also clear that ALL safeguarding concerns must be reported regardless of who it involves.
Gender reassignment	Y	A person's gender reassignment status could be a contributing factor in whether a member of staff reports a concern.	The policy is very clear that safeguarding concerns happen everywhere to very different people. It is also clear that ALL safeguarding concerns must be reported regardless of who it involves.
Marriage or civil partnership	Y	A parent/carer's marital/civil partnership status could be a contributing factor in whether a member of staff reports a concern.	The policy is very clear that safeguarding concerns happen everywhere to very different people. It is also clear that ALL safeguarding concerns must be reported regardless of who it involves.

Pregnancy and maternity	Y	A parent/carer's pregnancy / maternity status could be a contributing factor in whether a member of staff reports a concern.	The policy is very clear that safeguarding concerns happen everywhere to very different people. It is also clear that <u>ALL</u> safeguarding concerns must be reported regardless of who it involves.
Race	Y	A person's race could be a contributing factor in whether a member of staff reports a concern.	The policy is very clear that safeguarding concerns happen everywhere to very different people. It is also clear that <u>ALL</u> safeguarding concerns must be reported regardless of who it involves.
Religion or belief	Y	A person's religion / belief could be a contributing factor in whether a member of staff reports a concern.	The policy is very clear that safeguarding concerns happen everywhere to very different people. It is also clear that <u>ALL</u> safeguarding concerns must be reported regardless of who it involves.
Sexual orientation	Y	A person's sexual orientation could be a contributing factors in whether a member of staff reports a concern.	The policy is very clear that safeguarding concerns happen everywhere to very different people. It is also clear that <u>ALL</u> safeguarding concerns must be reported regardless of who it involves.
Sex (gender)	Y	A person's sex could be a	The policy is very clear that

		contributing factor in whether a member of staff reports a concern.	safeguarding concerns happen everywhere to very different people. It is also clear that <u>ALL</u> safeguarding concerns must be reported regardless of who it involves.
Age	Y	A person's age could be a contributing factor in whether a member of staff reports a concern.	The policy is very clear that safeguarding concerns happen everywhere to very different people. It is also clear that <u>ALL</u> safeguarding concerns must be reported regardless of who it involves.
SEN	Y	A person's SEN status could be a contributing factor in whether a member of staff reports a concern.	The policy is very clear that safeguarding concerns happen everywhere to very different people. It is also clear that <u>ALL</u> safeguarding concerns must be reported regardless of who it involves.
Vulnerable	Y	A person's vulnerability status could be a contributing factor in whether a member of staff reports a concern.	The policy is very clear that safeguarding concerns happen everywhere to very different people. It is also clear that <u>ALL</u> safeguarding concerns must be reported regardless of who it involves.
Traveller, migrant, refugees and people seeking asylum	Y	A person's background / history could be a contributing factor	The policy is very clear that safeguarding concerns happen

		in whether a member of staff reports a concern.	everywhere to very different people. It is also clear that <u>ALL</u> safeguarding concerns must be reported regardless of who it involves.
EAL	Y	The first language spoken by a person could be a contributing factor in whether a member of staff reports a concern.	The policy is very clear that safeguarding concerns happen everywhere to very different people. It is also clear that <u>ALL</u> safeguarding concerns must be reported regardless of who it involves.

Date reviewed: July 2021

Approved by Trustees: September 2021

Date for next review: September 2022

Appendix 1: Recognising signs of child abuse

Categories of Abuse:

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse
- Neglect

Signs of Abuse in Children:

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour
- Child Sexual Exploitation.

Risk Indicators

The factors described in this section are frequently found in cases of child abuse.

Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:

- Appear frightened of the parent/s
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a "cry for help" and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

Bruising

Children can have accidental bruising, but the following **must** be considered as non accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children

- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint.

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- *There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

Scars

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

Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Made a scape-goat within the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a “loner” – difficulty relating to others

Recognising Signs of Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

Sexual Abuse by Young People

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

Developmental Sexual Activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate Sexual Behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

The following traffic light tool should be used when considering any sexualised behaviour:

<http://www.brook.org.uk/old/index.php/traffic-light-tool-0-to-5>

<http://www.brook.org.uk/old/index.php/traffic-light-tool-5-to-9>

<http://www.brook.org.uk/old/index.php/traffic-light-tool-9-13>

Assessment

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- **Equality** – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- **Consent** – agreement including all the following:

- Understanding that is proposed based on age, maturity, development level, functioning and experience
- Knowledge of society's standards for what is being proposed
- Awareness of potential consequences and alternatives
- Assumption that agreements or disagreements will be respected equally
- Voluntary decision
- Mental competence
- **Coercion** – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide.

Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and unresponsive with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

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
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile

- having unaffordable new things (clothes, mobile) 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 to 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.

Appendix 2: 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. Staff have a duty to report any case of FGM for under 18 years of age.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/total removal of clitoris and labia minora

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 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 and must be reported.

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 Leon, 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

Appendix 3: Prevent Duty- Tackling Radicalisation and Extremism

Safeguarding students who are vulnerable to extremism.

TEACH Trust value freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both children and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion. The schools Rights' Respecting approach underpins this principle.

1. We believe that it is possible to intervene to protect people who are vulnerable. **Early intervention is vital.** We must have the confidence to challenge, the confidence to intervene and ensure that we have strong safeguarding practices based on the most up-to-date guidance and best practice.
2. TEACH Trust will actively challenge children, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views.
3. Staff are reminded to suspend any 'professional disbelief' that instances of radicalisation 'could not happen here' and to be 'professionally inquisitive' where concerns arise, referring any concerns through the appropriate channels.
4. Our schools, like all others, is required to identify a Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism. The SPOC will be the Designated Safeguarding Leads.
5. When any member of staff has concerns that a child or staff member may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC

THE ROLE OF THE CURRICULUM and the SCHOOL ETHOS

- Our curriculum is "broad and balanced" It promotes respect, tolerance and diversity considering children spiritual, moral, social and cultural development. Children are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others. Our curriculum seeks to promote British Values
- Our PSHE provision is embedded across the curriculum. It directs our assemblies and underpins the ethos of the school. It is recognised that children with low aspirations are more vulnerable to radicalisation and therefore we strive

to equip our children with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves.

- Children are regularly taught about how to stay safe when using the internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the internet.
- TEACH Trust has clear IT policies, filters and practices in place to protect children online to ensure that the promotion of extremism on line cannot be accessed.

The following national guidelines should also be read when working with this appendix;

- ***PREVENT Strategy HM Government***
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf
- www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

Staff receive online training as part of their induction package.

<https://www.elearning.prevent.homeoffice.gov.uk/> (from 2016)

Appendix 4: Missing Child Procedure

Stage One - search systematically

- All available staff to immediately check toilets, shared areas, rooms and outdoor areas to ensure the child is not hiding or locked in anywhere.
- One member of staff to immediately inform school office and the Head of School or Deputy Head and Designated Safeguarding Lead and check whether the child has been signed out for an external appointment or has an internal appointment with a visiting professional. The online Sims register will be checked by office staff as soon as a missing child has been reported.
- If off-site, the Head of School will be contacted immediately by the Deputy Head or Designated Safeguarding lead.
- Class teacher to gather class and call the register to confirm that no additional children are missing.
- Staff will ensure that all other pupils are kept safe and closely supervised throughout incident should it be during the school day. Calm should be kept in the event of a child reported missing at the end of the school day.

Stage Two – inform police

- After stage one is completed as quickly as possible without resolution, the Designated Safeguarding Lead will contact the parents/carers with parental responsibility. If no further information is provided as to the possible whereabouts of the child, the police will be contacted. At this point, school will support the police who will now lead the response to this incident. The Head of School and Designated Safeguarding Lead will liaise with emergency services and parents/carers. If a pupil absconds from the school site, police are to be contacted immediately.
- Staff will call registers in all classes to confirm presence of other pupils, if the event is during the school day.
 - The police will want to know:
 1. Where you are.
 2. The name of the child.
 3. The next of kin of the child.
 4. A detailed description of the child (going from head to toe, clothing etc.)
 5. When they were first noticed missing.
 6. When and where they were last seen.
 7. Circumstances of the disappearance (any trigger, arguments etc.).
 8. Who is looking for the child at the moment, where they are and their mobile phone number.
- When the police arrive they will co-ordinate the search and staff will comply fully with their instructions; staff should continue to search unless instructed by police to stop.

Stage Three - following the incident

- When the child is found, their needs, and those of the parent(s), are paramount. Emotions are likely to be running high, and this should be considered when trying to establish what happened immediately before the child left the school premises.
- It should be established whether the child is injured or has been harmed in any way, and the appropriate action taken.
- A written record of the incident and any action taken should be made as soon after the incident as practicable. The system the school uses is My Concern and all staff should input any relevant information; including conversations with parents, carers, child minders, police, the Local Authority and any other person they feel has contributed to the collection of evidence.
- The Senior Leadership Team should conduct an internal investigation to establish how the situation occurred, how effective was the response and whether action could be taken to ensure it does not happen again. This information should also be logged on My Concern.
- The Head of School should communicate the incident to the appropriate Local Authority Office and the Chair of Trustees.
- A Risk Assessment review will take place in the area from which the child went missing as soon as possible, and no longer than 3 days after the event. Any identified security improvements should be put in place as soon as possible.
- A meeting will be held with both the parent and the child to establish how the incident occurred, and what actions or support will be necessary to prevent such an incident from happening again in the future.

This may include:

- Pupil Support with the involvement of the Inclusion Leader/SENCo, other staff member or identified professional.
- An individual risk assessment being reviewed or put in place.
- A behaviour or learning support plan being reviewed or put in place.
- A 'check-in' or buddy system being established.
- Potential referral to an external agency where the pupil's safety, mental or emotional health and well-being are felt to be at risk.
- A sanction being applied in line with the school's Behaviour Management Policy, if appropriate.

POLICIES LINKED TO SAFEGUARDING AND CHILD PROTECTION

- Intimate care
- Behaviour
- Staff Handbook
- Whistleblowing
- Code of Conduct
- Anti-bullying
- Health and Safety
- Attendance
- Social networking
- Special Educational Needs and Disability
- School SEN Information Report
- PREVENT
- Exclusion
- Physical Intervention
- Medical and First Aid
- Online/ E-safety
- Safer recruitment
- Managing allegations
- Off Site Risk Assessment
- British Values
- Equalities
- Accessibility
- Lettings
- Induction
- Bring your own device to work
- Lock down
- Site security
- Staff behaviour/ code of conduct
- Inclusion
- Relationships, Sex and Health Education (RSHE)

