

# Stratford-sub-Castle Church of England VC Primary School

*Life in all its fullness*

## **Child Protection Policy #12**

The *Child Protection Policy* was reviewed during the Summer Term 2019.

DATE AGREED BY FULL GOVERNING BODY:	<b>23.09.19</b>
REVIEW DATE:	<b>September 2020</b>
AUTHOR:	<b>Mrs Kay Bridson, Miss Angela Britten &amp; Mr Peter Habert</b>
HEADTEACHER:	<b>Mrs Kay Bridson</b>
CHAIR OF GOVERNORS:	<b>Miss Angela Britten</b>
SIGNED:	
TO BE READ IN CONJUNCTION WITH:	<p><i>Anti-Bullying Policy</i> <i>Attendance Policy</i> <i>Behaviour for Life and Learning Policy</i> <i>Child Protection Volunteer Leaflet</i> <i>Code of Conduct for Governors</i> <i>Code of Conduct for teaching and support staff</i> <i>Code of Conduct for volunteers and visitors Critical Incident Policy and Management Plan</i> <i>Data Protection Policy</i> <i>Privacy Notice</i> <i>Formal Complaints Policy</i> <i>Freedom of Information and Publications</i> <i>Information Sharing Policy</i> <i>Intimate Care Policy</i> <i>Medication for Pupils Policy</i> <i>Online-safety Policy</i> <i>Positive Interventions Policy</i> <i>Safeguarding Policy</i> <i>Safer Recruitment Policy</i> <i>Security Policy</i> <i>Sex and Relationships Education Policy</i> <i>Single Equalities Policy</i> <i>Special Educational Needs Policy</i> <i>Staff Behaviour for Safer Working Practice Policy</i> <i>Use of Photography Policy Whistle Blowing Policy.</i></p> <p><i>This policy should be read alongside the following local authority and national government policies:</i> <i>Working together to safeguard children 2018</i> <i>Keeping children safe in education 2019</i> <i>What to do if you are worried a child is being abused 2015- Advice for practitioners.</i> <i>Prevent Duty Guidance 2015</i> <i>The Procedures of Wiltshire Safeguarding Vulnerable People Partnership</i></p>

# Stratford-sub-Castle Church of England VC Primary School

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## **Child Protection Policy #12**

Stratford-sub-Castle Primary School fully recognises its responsibilities for child protection.

Whilst local authorities play a lead role, safeguarding children and protecting them from harm is everyone's responsibility. Everyone who comes into contact with children and families has a role to play.

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as:

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

The term 'safeguarding children' covers a range of measures including child protection procedures. It encompasses a preventative approach to keeping children safe that incorporates pupil health and safety; school behaviour and preventing bullying; supporting pupils with medical conditions; personal, health, social economic education; providing first aid and site security.

For children who need additional help, every day matters. Academic research is consistent in underlining the damage to children from delaying intervention. The actions taken by professionals to meet the needs of these children as early as possible can be critical to their future.

Children are best protected when professionals are clear about what is required of them individually, and how they need to work together.

Ultimately, effective safeguarding of children can only be achieved by putting children at the centre of the system, and by every individual and agency playing their full part, working together to meet the needs of our most vulnerable children.

Effective safeguarding arrangements in our school are underpinned by two key principles:

- safeguarding is everyone's responsibility: for services to be effective each professional should play their full part in keeping children safe; and
- a child-centred approach: for services to be effective they should be based on a clear understanding of the needs and views of children.

In addition all staff will have read Part 1 of *Keeping Children Safe in Education*, September 2019 (KCSiE). All staff working directly with children will have also read Annex A of KCSiE 2019.

This policy should be read alongside all Wiltshire Safeguarding Vulnerable Peoples' Partnership (SVPP) (formerly Wiltshire Safeguarding Children Board) policies.

This document specifically references a number of documents from the Wiltshire Safeguarding Vulnerable Peoples' Partnership (SVPP).

- ~~Thresholds for Safeguarding Children~~
- ~~Escalation Policy~~

A full list of Wiltshire Safeguarding Vulnerable Peoples' Partnership (SVPP) policies, procedures and guidance can be accessed here: <http://www.wiltshirescb.org.uk/professionals/local-policies-and-guidance>

At Stratford-sub-Castle Primary School staff members are advised to maintain an attitude of 'it could happen here' as far as safeguarding is concerned. When concerned about the welfare of a child, staff members will always act in the interest of the child.

We recognise that schools do not operate in isolation. 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 safeguarding procedures.

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**Appendix 1:** The role of the Nominated Governor

**Appendix 2:** Definitions and indicators of abuse and neglect

## Key Safeguarding Personnel

Role	Name	Tel.	Email
Headteacher	Kay Bridson	01722 327227	head@stratford-sub-castle.wilts.sch.uk
Designated Safeguarding Lead (DSL)	Kay Bridson	01722 327227	head@stratford-sub-castle.wilts.sch.uk
Deputy DSL(s) (DDSL)	Justine Watkins	01722 327227	jwatkins@stratford-sub-castle.wilts.sch.uk
Nominated Governor	Angela Britten (The role of the Nominated Governor is outlined in Appendix 1 of this policy.)	01722 327227	govabritten@stratford-sub-castle.wilts.sch.uk
Chair of Governors	Angela Britten	01722 327227	govabritten@stratford-sub-castle.wilts.sch.uk
Designated Teacher for Looked After Children	Kay Bridson	01722 327227	head@stratford-sub-castle.wilts.sch.uk
<b>The key safeguarding responsibilities within each of the roles above are set out in Keeping Children Safe in Education (2019) Annex B</b>			

**Early Help – single point of entry: 01225 718230**

**Children’s Social Care referrals:**

Multi-Agency Safeguarding Hub (MASH): **0300 456 0108**

Out of hours: **0300 456 0100**

If you believe a child is **at immediate risk** of significant harm or injury,  
you **must** call the police on 999.

### 1. Purpose of the policy

This policy has been written to ensure:

- all our pupils are safe and protected from harm
- safeguarding procedures are in place to help pupils to feel safe and learn to stay safe
- adults in the school community are aware of the expected behaviours and the school’s legal responsibilities in relation to safeguarding and child protection.

This policy is also intended to:

- raise the awareness of all school staff of the importance of safeguarding pupils and of their responsibilities for identifying and reporting actual or suspected abuse
- ensure pupils and parents are aware that the school takes the safeguarding agenda seriously and will follow the appropriate procedures for identifying and reporting abuse and for dealing with allegations against staff
- promote effective liaison with other agencies in order to work together for the protection of all pupils
- support pupils' development in ways which will foster security, confidence and independence
- integrate a safeguarding curriculum within the existing curriculum allowing for continuity and progress through all key stages
- take account of and inform policy in related areas such as discipline, bullying and online safety

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

1. **PREVENTION** (positive and safe school environment, careful and vigilant teaching, accessible pastoral care, support to pupils, 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 pupils, who may have been at risk of significant harm and the way staff respond to their concerns and any work that may be required).

**This policy applies to all staff in our school.**

For the purposes of this policy:

- **Staff** refers to all those working for or on behalf of the school, full time or part time, in a paid or voluntary capacity. A volunteer is a person who performs an activity that involves spending time, unpaid in school (except for approved expenses).
- **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.
- **Child** refers to all children on our school roll and any child under the age of 18 who comes into contact with our school. This includes unborn babies.

**Any safeguarding concerns or disclosures of abuse relating to a child at school or outside of school hours are within the scope of this policy.**

## 2. Child Protection procedures and guidelines

### **What is Child Protection?**

Child Protection is one very important aspect of safeguarding. It refers to the activity which is undertaken to protect specific children who are suffering, or at risk of suffering, significant harm. Safeguarding, in addition to child protection, encompasses issues such as pupil health and safety, bullying/cyber-bullying and appropriate medical provision. These areas have specific policies and guidance which should be read in conjunction with this document.

### **What is significant harm?**

The Children's Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention by statutory agencies in family life in the best interests of children. There are no absolute criteria on which to rely when judging what constitutes significant harm. Sometimes it might be a single traumatic event, but more often it is a compilation of significant events which damage the child's physical and psychological development. Decisions about significant harm are complex and require discussion with the statutory agencies.

## What is contextual safeguarding?

Safeguarding incidents and/or behaviours can be associated with factors outside the school or can occur between children outside the school. All staff, but especially the designated safeguarding lead (or deputy) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors. The school recognises its responsibility to provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

(Additional information regarding contextual safeguarding is available here: Contextual Safeguarding. <https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding>)

## Responsibilities

The responsibility for child safeguarding falls on everybody who is employed at the school. All adults who work at Stratford-sub-Castle Primary School are expected to support the school's Child Protection Policy, with overall responsibility falling upon the Headteacher. All staff members, including volunteers, have a statutory obligation to report to the Designated Safeguarding Lead (DSL) if there is suspicion of abuse/neglect of a pupil or if a pupil discloses abuse or allegations of abuse.

We follow the child protection procedures set out by the Wiltshire Safeguarding Children Board and will have regard to statutory guidance issued by the Department for Education *Keeping Children Safe in Education, 2019 (KCSiE)*.

Our Governing Body ensures a member of the governing body, usually the chair, is nominated to liaise with the local authority and/or partner agencies on issues of child protection.

As key strategic decision makers and vision setters for the school, the governors will make sure that our policies and procedures are in line with national and local safeguarding requirements. Governors will work with the senior leaders to make sure the following safeguarding essentials are in place and included within our existing policies and procedures:

Training/Teaching	Policy/Procedures	Staffing
Children taught about online safety Code of conduct D/DSL training KCSiE Part 1 Looked After Children (LAC) Online safety training for staff Prevent Staff training Whistleblowing	Child voice Children Missing out on education and Children Missing Education (CME) Concerns about staff conduct Dealing with a child at immediate risk Early help Female Genital Mutilation (FGM) Honour based violence (HBV) Peer on Peer abuse Reporting abuse /SVPP procedures SEND and safeguarding Staff contribution to policy Safeguarding policy review	Designated Safeguarding Lead (DSL) Deputy Designated Safeguarding Lead (DDSL) Designated LAC teacher (even if there are no LAC on roll)

## Our Expectations:

All staff are:

- familiar with this safeguarding policy and have an opportunity to contribute to its review
- alert to signs and indicators of possible abuse
- able to record and report concerns as set out in this policy
- able to deal with a disclosure of abuse from a pupil

- involved in the implementation of individual education programmes, integrated support plans, child in need plans and interagency child protection plans as required.

In addition, all staff have read and understood Part 1 of the latest version of KCSiE. (KCSiE 2019). Staff members who work directly with children also read Annex A of KCSiE 2019.

### 3. **Statutory Roles within the school**

As well as a Safeguarding Nominated Governor, the Governing Body appoints a senior member of staff to the role of Designated Safeguarding Lead and Deputy Designated Safeguarding Lead for child protection and safeguarding.

The **Designated Safeguarding Lead** is a senior member of staff designated to take lead responsibility for:

- Managing all child protection issues (Headteacher leads on allegations against staff)
- Keep secure child protection plans, write records and reports
- Child Protection Policy and procedures: lead in evaluation, review and revision, ensure available to staff and parents
- Induction of staff and volunteers/staff training/ensure staff are aware of safeguarding policy and procedures
- Providing advice, information and support to other staff/adults in the school and with other pastoral staff to pupils on safeguarding issues
- Understand (and participate in) early help assessments and process for Early Help
- Liaising with the local authority and local safeguarding children board
- Working in partnership with other agencies; referrals and support; information sharing
- Ensure a culture of listening to children and taking account of their wishes and feelings.

### 4. **Safeguarding information for pupils**

- All pupils in the school are aware that they may talk to any member of staff if they have concerns or worries. They may confide in anyone they feel comfortable to talk to. All staff make it clear that they must report any safeguarding concerns to the DSL.
- The names of the DSL and Deputy are displayed around the school in cloakroom areas.
- Personal, Social Health and Education (PSHE) lessons and assemblies are used to educate pupils in personal safety. Informing and encouraging pupils so they may take personal responsibility for their well-being. These form preventative measures against for example child sexual exploitation (at an age appropriate level.)
- All pupils are encouraged to make independent decisions, understand that it is acceptable to change one's mind and to be able to say "No" to adults.
- All pupil are encouraged to make their wishes and wants known and the school values the child's voice.

### 5. **Safer Recruitment**

- The school follows the guidance provided in Part 3 of KCSiE and the guidance provided by the Wiltshire Safeguarding Children Board (WSCB) in its recruitment process.
- All applications for paid or voluntary posts are scrutinised. The measures include: face to face interviews; enhanced Disclosure and Barring Service (DBS) checks with barred list information; identity checks, verifying a candidate's mental and physical fitness, qualifications, employment references and right to work in the UK
- At least one person on any appointment panel has undertaken Safer Recruitment Training. This training is updated **every five years as a minimum.**
- In line with Part 3 of KCSiE the governing Body of Stratford-sub-castle Primary School adheres to its statutory responsibilities to check staff members who work with children and to take proportionate decisions as to whether checks are required. Volunteers are appropriately supervised.
- We maintain a single central record (SCR) of whether the essential checks as set out in KCSiE, have been carried out or certificates obtained.

The record (SCR) indicates whether the following checks have been carried out or certificates obtained, and the date on which each check was completed/certificate obtained:

- an identity check;
- a barred list check;
- an enhanced DBS check/certificate;
- a prohibition from teaching check;
- further checks on people who have lived or worked outside the UK (see paragraphs 136-137); this would include recording checks for those European Economic Area (EEA) teacher sanctions and restrictions described in paragraph 114;
- a check of professional qualifications; and
- a check to establish the person's right to work in the United Kingdom.

The Teacher Services system is used to verify qualified teacher status (QTS) and the completion of teacher induction and teacher probation periods.

## 6. Staff training and induction

- The DSL will attend safeguarding training **at least once every two years**, attend safeguarding forums and keep up to date with recommendations from serious case reviews, changes to national and WSCB policy and guidance.
- The whole school staff group will receive safeguarding training **at least every three years** with **annual updates** and notifications of any necessary changes, reminders being made available as required.
- All new staff, volunteers and governors receive safeguarding induction to ensure understanding of the safeguarding policies and procedures.
- All volunteers receive a leaflet informing them of safe-guarding issues including Child protection, Prevent and Whistle-blowing.
- The Child Protection Policy, Safeguarding Policy, Behaviour for Life and Learning Policy and Code of Conduct are provided to all staff, including temporary staff and regular volunteers, on induction.
- All staff and the governing body receive Prevent Training
- All governors complete at minimum on-line safeguarding training.

## 7. Safer working practice

Safe working practice ensures that pupils are safe and that all staff members, volunteers and governors behave and are seen to behave, in appropriate ways. It covers areas such as;

Propriety and Behaviour, Dress and Appearance, Gifts, Rewards and Favouritism, Infatuations, Communication with Children and Young People (including Use of Technology), Social Contact, Sexual Contact, Physical Contact, Other Activities that Require Physical Contact, Behaviour Management, Use of Physical Intervention, Children and Young People in Distress, Intimate Care, Personal Care, First Aid and Administration of Medication, One to One Situations, Home Visits, Transporting Children and Young People, Trips and Outings, Photography and Video, Access to Inappropriate Images and Internet Usage and Whistle-blowing.

Staff members at Stratford-sub-Castle are aware of these safer working practices by following procedures made explicit in the Staff Hand Book, Staff Behaviour for Safer Working Practice Policy, Code of Conduct, school policies and those on the SVPP web-site such as the *"Wiltshire Social Networking Policy". 2015*

All staff members, volunteers and governors:

- 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 incident of decisions made



- Apply the same professional standards regardless of gender, race, disability or sexuality
- Are 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.

During term time the DSL and / or DDSL are always available during school hours for staff to discuss any safeguarding concerns. Staff may contact the DSL and DDSL out of hours / out of term using contact phone numbers or via the school e-mail as long as any written concerns are sent securely (e.g. password protected or encrypted).

## 8. **Staff behaviour**

All staff members read, sign and adhere to the Code of Conduct and agree to implement school policies. The following principles underpin the Code of Conduct, Staff Behaviour for Safer Working Practice Policy, school policies and procedures made explicit in the Staff Hand Book are as follows:

- Treating all children with respect
- Setting a good example by conducting ourselves appropriately
- Involving children in decision-making which affects them
- Encouraging positive and safe behaviour among children
- Being a good listener
- Being alert to changes in child's behaviour
- Recognising that challenging behaviour may be an indicator of abuse
- Reading and understanding all of the school's safeguarding and guidance documents on wider safeguarding issues, for example bullying, physical contact, online safety and information sharing
- Asking 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
- Maintaining appropriate standards of conversation and interaction with and between children and avoiding the use of sexualised or derogatory language
- Maintaining professional standards and boundaries at all times on and off the school site
- Being aware that the personal and family circumstance and lifestyles of some children lead to an increased risk of neglect and or abuse

## 9. **Managing allegations against adults ~~staff and volunteers~~ including 'Whistleblowing'**

### **Managing allegations against adults**

Stratford-sub-castle Primary school follows the procedure set out by the SVPP 'Allegations against adults' flowchart which is displayed in the staffroom and adult cloakrooms for easy reference.

Where anyone in the school has a concern about the behaviour or an adult who works or volunteer at the school, they must immediately consult the Headteacher/Principal who will refer to the Designated Officer for Allegations (DOFA).

~~Any report of concern about the behaviour of a member of staff or volunteer, or allegation of abuse against a member of staff must immediately be reported to the Headteacher who will refer to the appropriate designated officer(s) from the local authority:~~

## **Wiltshire Designated Officer for Allegations: 01225 713945**

Any concern or allegation against the Headteacher will be reported to the Chair of Governors without informing the Headteacher. Any allegation of abuse will be dealt with in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation. In some circumstances the member of staff may, without prejudice, be asked to take a period of paid leave pending the results of the investigation. Stratford-sub-Castle Primary School makes every effort to maintain confidentiality and

guard against unwanted publicity while an allegation is being investigated or considered. Malicious allegations against staff are investigated and dealt with by the Headteacher and, if appropriate, a committee of governors.

### **Whistleblowing**

If staff members have concerns about another staff member or volunteer, this should be referred to the Headteacher: **Mrs Bridson**. Where there are concerns about the Headteacher this should be referred to the Chair of Governors: **Miss Angela Britten**. Staff members who are concerned about the conduct of a colleague may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of a child is paramount. The school's whistleblowing code enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

(See Whistleblowing Policy)

***Peter Habert (govphabert@stratford-sub-castle.wilts.sch.uk) is the nominated governor identified by the governing body as the first point of contact for whistleblowing queries.***

The NSPCC whistleblowing helpline is available for staff members who do not feel able to raise concerns regarding child protection failures internally.

**Staff can call: 0800 028 0285 from 08:00 to 20:00, Monday to Friday, or e-mail [help@nspcc.org.uk](mailto:help@nspcc.org.uk).**

All members of staff and volunteers have read, signed to confirm they have understood the school's Staff Behaviour Policy for Safer Working Practice.

### **10. What constitutes child abuse and neglect?**

All staff know how to recognise, and are alert to the signs of neglect and abuse. Definitions of abuse, set out in 'What to do if you're worried a child is being abused - Advice for practitioners' (2015) and KCSiE along with notes from Safeguarding training, are important reference documents for all staff. Every member of staff is provided with a copy of Part 1 of KCSiE which they are required to read and which also includes supporting guidance about a number of specific safeguarding issues. Staff who work directly with children also read Annex A of KCSiE

The four types of abuse, described in KCSiE are:

**Physical abuse**

**Emotional abuse**

**Sexual abuse**

**Neglect**

### **Specific safeguarding issues:**

Stratford-sub-Castle Primary School recognises other safeguarding issues:

Children Missing in Education, Child Missing from Home or Care, Child Sexual Exploitation, Female Genital Mutilation, bullying (including cyber-bullying, homophobic bullying, transphobic bullying and bi-phobic bullying), 'County Lines', domestic violence, drugs, fabricated or induced illnesses, faith abuse, forced marriage, gangs and youth violence, gender-based violence/violence against women and girls, sexual assault, hate, mental health, missing children and adults, peer to peer abuse, private fostering, radicalisation, sexting, teenage relationship abuse, trafficking.

The school endeavours to identify and act upon any forms of abuse according to our procedures.

**For more information, including definitions, indicators and other safeguarding issues, please refer to Appendix 2.**

## 11. Early Help

Providing early help is more effective in promoting the welfare of children than reacting later. All staff members at Stratford-sub-Castle Primary School can identify children who may benefit from Early Help as a problem emerges and discuss this with the DSL/DDSL.

The DSL/DDSL use *The Digital Assessment Referral Tool* as appropriate as part of a holistic assessment of a child's needs. The Multi-agency Thresholds for Safeguarding Children on the SVPP website are also used to inform the suitable action to take when a pupil has been identified as making inadequate progress or having an unmet need.

Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years. Early help can also prevent further problems arising, for example, if it is provided as part of a support plan where a child has returned home to their family from care.

Effective early help relies upon local agencies working together to:

- identify children and families who would benefit from early help;
- undertake an assessment of the need for early help; and
- provide targeted early help services to address the assessed needs of a child and their family which focuses on activity to significantly improve the outcomes for the child.

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

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

~~WSCB's 'Thresholds for Safeguarding' document aims to inform schools and other agencies about the suitable action to take when a child has been identified as making inadequate progress or having an unmet need. At Stratford-sub-Castle Primary School, whenever possible, we ensure that early intervention is actioned via a referral to Wiltshire Early Help Service as soon as the criteria are met, to prevent situations to escalate into larger problems.~~

## **Early Help Single Point of Entry: 01225 718230**

The school considers the following:

- Undertaking an assessment of the need for early help
- Provide early help services e.g. school nurse, parent support advisor, Special Educational Needs Co-ordinator (SENCO).
- Refer to appropriate services e.g. Child and Adolescent Mental Health Services (CAMHS) etc.

## **12. Responding to concerns/disclosures of abuse: guidance for staff**

Flow-charts provided by the SVPP that set out the required procedure for staff members to follow when they have a safeguarding concern about a child are displayed in the staffroom and the adult cloakrooms for easy reference.

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

- **Create a safe environment**
  - Take the child to a private and safe place if possible
  - 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
  - Tell the child what you are going to do next after the disclosure
- **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
- **Record on the appropriate form exactly what the child has said to you as soon as possible and include the following into the form:**
  - Child's name, address, date of birth
  - Date and time of any incident
  - What the child said and what you said
  - Your observations e.g. child's behaviour and emotional state

**The Child Welfare and Child Protection Concern Sheet is included in Appendix 4a. An overview sheet is also available for quick reference, refer to Appendix 4b for further details.**

- **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**
  - Immediately consult your Designated Safeguarding Lead so that any appropriate action can be taken to protect the pupil if necessary
  - The Designated Safeguarding Lead will consider the information and decide on the next steps.
- **Do Not:**
  - Take photographs of any injuries.
  - Postpone or delay the opportunity for the pupil to talk.
  - Take notes while the pupil is speaking.
  - Ask the pupil to write an account.
  - Try to investigate the allegation yourself.
  - Ask another adult to witness the disclosure.
  - Promise confidentiality e.g. say you will keep 'the secret'.
  - Approach or inform the alleged abuser.
- **The Designated Safeguarding Lead will consider the immediate appropriate actions to help the child's immediate needs for example:**
  - Returning the child to a normal routine and back to class
  - Offering 'time out'

➤ Additional support

During term time, the DSL or the DDSL is always available during school hours for staff to discuss and safeguarding concerns. The voice of the child is central to our safeguarding practice and pupils are encouraged to express and have their views given due weight in all matters affecting them.

### 13. Reporting and Recording concerns

The school:

- keeps clear written records of all pupil safeguarding and child protection concerns using a standard recording form, with a body map, including actions taken and outcomes as appropriate.
- ensures all pupil safeguarding and child protection records are kept securely in a locked location.
- ensures the records incorporate the wishes and views of the pupil.

The D/DSL acts in accordance with Information Sharing – Department for Education (DfE) (2018) and in line with the Wiltshire Council Record Keeping Guidance which includes details about file retention. Information about pupils at risk of harm is shared with members of staff in keeping with the seven golden rules to sharing information in the DfE guidance.

#### **Sharing Concerns with Parents**

The school is committed to work in partnership with parents and carers. In most situations, we will discuss initial concerns with them. However, the D/DSL will not share information where there are concerns that if so doing would:

- place a child at increased risk of significant harm
- place an adult at increased risk of serious harm
- prejudice the prevention, detection or prosecution of a serious crime
- lead to unjustified delay in making enquiries about allegations of significant harm to a child, or serious harm to an adult.

When we become aware that a child is being privately fostered, we remind the carer/parent of their legal duty to notify Wiltshire Children's Social Care. We follow this up by contacting Children's Social Care directly.

Where any adult in the school has concerns about a child they should discuss these in the first instance with the Designated Safeguarding Lead, or in their absence, the deputy. In exceptional circumstances, staff members can speak directly to Children's Social Care.

#### **Children's Social Care referrals:**

Multi-Agency Safeguarding Hub (MASH): **0300 456 0108**  
Out of hours: **0300 456 0100**

If you believe the child is at immediate risk of significant harm or injury, then you must call the police on **999**.

Information sharing is vital to safeguarding and promoting the welfare of children and young people. A key factor identified in many serious case reviews (SCRs) has been a failure by practitioners to record information, to share it, to understand its significance and then take appropriate action. The most important consideration is whether sharing information is likely to safeguard and protect a child.

There is a commitment to work in partnership with parents or carers and in most situations it may be appropriate to discuss initial concerns with them.

~~However there will be some circumstances where the DSL will not seek consent from the individual or their family, or inform them that the information will be shared. For example, if doing so would:~~

- ~~• place a child at increased risk of significant harm;~~
- ~~• place an adult at increased risk of serious harm;~~
- ~~• prejudice the prevention, detection or prosecution of a serious crime;~~
- ~~• lead to unjustified delay in making enquiries about allegations of significant harm to a child, or serious harm to an adult.~~

In some circumstances, the DSL will seek advice from Children's Social Care by ringing the MASH to obtain advice about the recommended course of action.

Our decision to share / not to share information with parents regarding our concerns will be recorded

We encourage parents to disclose any concerns they may have with Stratford-sub-Castle Primary School. We make parents aware of our Child Protection Policy and parents are aware that these are on the school website.

### **Recording concerns**

When a child discloses abuse to an adult in the school, that person is responsible for making a written record of the disclosure as soon as possible after reporting it urgently to the Designated Safeguarding Lead, or their deputy.

Discussions should be recorded on the school child welfare and Child Protection record form.

### **Record keeping of child protection concerns**

The school follows the guidelines set out by Wiltshire Safeguarding Children's Board and will:

- Keep clear written records of all child welfare and child protection concerns using the standard recording form, with a body map where injuries need to be noted, including actions taken and outcomes as appropriate.
- Ensure all child welfare and child protection records are kept securely, and in a locked location. The record must be signed and dated and kept securely in a file under the child name, away from the other records (medical forms, academic records etc.) The Designated Safeguarding Lead is responsible for ensuring that concerns and discussions are written up properly and acted on appropriately.
- Ensure that all child protection records relating to a child who moves to another school or college are passed on to the new school securely, promptly and separate from the main pupil file, with a copy being kept in this school. Confirmation of receipt should be obtained. Child welfare records below the child protection threshold but with continuing relevance to the child's wellbeing should also be transferred with parental consent.
- Ensure all concerns, discussions and decisions are recorded in writing. Where staff are in doubt recording requirements they are required to discuss their concerns with the Designated Safeguarding Lead.

### **Information sharing –internal process**

Information concerning pupils at risk of harm is shared with all members of staff on a "need to know" basis. The DSL will make a judgement in each individual case about who needs and has a right to access particular information.

The D/DSL acts in accordance with Information Sharing – Department for Education (DfE) (2015) and in line with the local authority's Record Keeping Guidance which includes details about file retention.

Information about pupils at risk of harm is shared with members of staff on a "need to know" basis. The D/DSL makes a judgement in each case.

### **Information sharing –external process**

The school also adheres to the principles set out in *"Information Sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers" 2015 (See below)*, which are intended to help practitioners working with children, young people, parents and carers share information between organisations.

### **Necessary and proportionate**

When taking decisions about what information to share, we will consider how much information we need to release. The school is required to consider the impact of disclosing information on the information subject and any third parties. Any information shared must be proportionate to the need and level of risk.

### **Relevant**

Only information that is relevant to the purposes should be shared with those who need it. This allows others to do their job effectively and make sound decisions.

### **Adequate**

Information should be adequate for its purpose. Information should be of the right quality to ensure that it can be understood and relied upon.

### **Accurate**

Information should be accurate and up to date and should clearly distinguish between fact and opinion. If the information is historical then this should be explained.

### **Timely**

Information should be shared in a timely fashion to reduce the risk of harm. Timeliness is key in emergency situations and it may not be appropriate to seek consent for information sharing if it could cause delays and therefore harm to a child. The school will ensure that sufficient information is shared, as well as consider the urgency with which to share it.

### **Secure**

Wherever possible, information should be shared in an appropriate, secure way. The school will always follow their policy on security for handling personal information.

### **Record**

Information sharing decisions should be recorded whether or not the decision is taken to share. If the decision is to share, reasons should be cited including what information has been shared and with whom, in line with organisational procedures. If the decision is not to share, it is good practice to record the reasons for this decision and discuss them with the requester. In line with the school's Data Protection and Information sharing policies, the information should not be kept any longer than is necessary. In some circumstances this may be indefinitely, but if this is the case there should be a review process.

Where children leave the school the DSL ensures their child protection file is transferred to the new school as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained.

*See "Information Sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers" 2015.*

*See Information Sharing and Data Protection Policies*

## **14. Referrals to MASH and the Escalation of Concerns**

### **Referrals to MASH**

The school follows the local guidelines for making a referral to the MASH and also the follow up protocols as set out in **Keeping children safe in education 2019**.

The local authority should make a decision, within one working day of a referral being made, about what course of action it is taking and should let the referrer know the outcome. This will include determining whether:

- the child requires immediate protection and urgent action is required;
- whether the child is in need, and should be assessed under section 17;
- there is reasonable cause to suspect the child is suffering, or likely to suffer, significant harm, and whether enquiries must be made and the child assessed under section 47;
- any services required by the child and family and what type of services; and
- further specialist assessments are required in order to help the local authority to decide what further action to take.

The Designated Safeguarding lead and Deputy Safeguarding lead will follow up on a referral should this information not be forthcoming.

If social workers decide to carry out a statutory assessment, school staff will do everything they can to support that assessment (supported by the designated safeguarding lead (or deputy) as required).

### **Escalation of concerns**

Effective working together depends on an open approach and honest relationships between colleagues and between agencies.

If, after a referral, the child's situation does not appear to be improving, the designated safeguarding lead (or the person who made the referral) will press for reconsideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves. In such cases the SVPP Case Resolution Protocol is used.

Effective working together depends on an open approach and honest relationships between colleagues and between agencies.

If we are on the receiving end of a professional challenge, we see this as an opportunity to reflect on our decision making.

### **15. Monitoring of children subject to a CP Plan**

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

The school recognises that pupils who are the subjects of abuse or who live in situations of domestic violence may exhibit distressed or challenging behaviour and may not be reaching their full academic potential. The school ensures that appropriate support mechanisms are in place in school.

### **16. Children with Special Educational Needs or Disabilities**

Governors recognise that for a variety of reasons, children with additional needs face an increased risk of abuse and neglect; therefore adults are expected to take extra care to interpret correctly apparent signs of abuse or neglect. Indications of abuse will be reported as for other pupils.

Governors provide a school environment in which pupils with special educational needs or disabilities feel confident and able to discuss their concerns. Whenever possible, pupils will be given the chance to express themselves to a member of staff with appropriate communication skills. The DSL works with the SENCO to identify pupils with particular communication needs.

### **17. Follow-up support of vulnerable children**

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

- Pastoral support
- The content of the curriculum
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred
- Liaison with other agencies supporting the pupil such as Children's Social Care, Child and Adolescent Mental Health Service, education welfare service and educational psychology service, and where appropriate initiate and/or contribute to a Common Assessment Framework (CAF) and Team Around the Child (TAC) meetings.



In order to create a culture of safety in the school, governors ensure that safeguarding is a standing item on all meetings agendas.

### **18. Allegations of abuse made against other children (peer on peer abuse)**

At Stratford-sub-castle we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other pupils.

Occasionally, allegations may be made against pupils by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. We are aware that different gender issues can be prevalent when dealing with peer on peer abuse e.g. girls being sexually touched / assaulted or boys being subjected to initiation / hazing type violence. Staff also recognise that while boys and girls can abuse their peers, it is more likely that girls will be victims and boys instigators. It is likely to include, but not limited to:

- bullying (including cyber bullying)
- gender based violence/sexual assaults
- sexting
- ‘upskirting’ or any picture taken under a person’s clothing without them knowing to obtain sexual gratification or cause humiliation or distress.
- initiation/hazing type violence and rituals.

Any pupil who may have been victimised and/or displayed such harmful behaviours, along with any other child affected by peer on peer abuse, is supported through the school’s pastoral system and the support is regularly reviewed.

We minimise the risk of peer on peer abuse by providing:

- a relevant curriculum, that helps children to develop their understanding of acceptable behaviours, healthy relationships and keeping themselves safe. The curriculum is updated to reflect changes in legislation
- established/publicised systems for pupils to raise concerns with staff, knowing they will be listened to, supported and valued, and that the issues they raise will be taken seriously.

Staff recognise that pupils can abuse their peers and such abuse is not tolerated, passed off as “banter” or seen as “part of growing up”. Consequently, it is dealt with as a safeguarding concern and not managed through the systems set out in the school behaviour policy.

If there is a safeguarding concern the DSL will be informed and will decide on the appropriate action(s) the school will follow. The DSL liaises with other professionals to develop robust risk assessments and appropriate specialist targeted work for pupils who are identified as posing a potential risk to other children. This is done using a Contextual Safeguarding approach to ensure assessments consider risks posed by any wider environmental factors present in a child’s life.

A record will be made in line with the section 12 of this policy.

### **19. Serious Violence**

We are committed to success in learning for all our pupils as one of the most powerful indicators in the prevention of youth crime.

Our curriculum includes teaching conflict resolution skills and understanding risky situations to help our children develop the social and emotional skills they need to thrive.

Staff are trained to recognise both the early warning signs that pupils may be at risk of getting involved in gangs as well as indicators that a pupil is involved in serious violent crime. They are also aware of the associated risks and know the measures put in place to minimise such risks.

## **20. Welcoming other professionals**

Visitors with a professional role, such as the school nurse, social worker, educational psychologist or members of the Police will have had the appropriate vetting checks undertaken by their own organisation. Any professionals visiting the school should provide evidence of their professional role and employment details (an identity badge for example). If felt necessary, the school will contact the relevant organisation to verify the individual's identity.

Professionals will complete signing in/out forms and wear a school I.D. badge.

## **21. Off-site visits**

Appropriate risk assessments take place prior to any off-site visit taking place.

Any overnight visit will explicitly set out sleeping arrangements; the role and responsibility of each adult, whether employed or volunteers; on/off duty arrangements; clear expectations about boundaries and interactions with children/young people; and expectations around smoking/drinking by adults.

Safeguarding concerns or allegations will be responded to following the WSCB procedures (as above). The member of staff in charge of the visit will report any safeguarding concerns to the DSL, who will pass to Social Care if appropriate. In emergency the staff member in charge will contact the police and/or social care.

Where there are safeguarding concerns or allegations that happen offsite, staff will follow the procedures described above and in the SVPP flowcharts as appropriate. A copy of the flowcharts is taken on off-site visits for reference.

## **22. Exchange visits**

Stratford-sub-castle Primary School does not participate in school exchange visits as we do not consider such visits are appropriate for children of primary age.

## **23. Photography and images**

It is recognised that parents may wish to make a personal family record of their child's activities at school such as sporting events and official functions. This may include digital images, DVDs, videos and photographic prints or slides. Parents are welcome to make such a record, subject to the following conditions:

1. Parents are permitted to take photographs of their own children. Inclusion of other children should be incidental or restricted to team photographs; otherwise, photographs of other pupils should not be taken without the prior agreement of the child's/children's parents.
2. All images are strictly for personal and family use only and must not be placed in the public domain. This includes publication on the internet: for example, on sites such as YouTube and on social networking sites such as Facebook unless in access-restricted areas. Any parent or pupil who is concerned about images that have been uploaded into a public domain should seek the cooperation of the person who uploaded the item, or make use of the website's facility to flag inappropriate content; if this fails to resolve the matter, the School should be informed.
3. Photographs and recordings during services in Church are not permitted.
4. Recording of concerts by parents is not allowed without the express permission of the Headteacher.
5. The rights of individuals must be respected and child protection ensured at all times.

6. Parents must be mindful of the need to use their cameras and recording devices with consideration and courtesy for others.

7. Flash photography can disturb others in the audience or cause distress for those with medical conditions, and should therefore not be used.

8. Commercial copyright issues may prevent the school from permitting the filming or recording of certain events such as plays and concerts. If that is the case, the audience will be informed that there must be no infringement of copyright.

The school

- Seeks parental consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- Only uses school equipment
- Only takes photos and videos of children to celebrate achievement
- Uses only the child's first name with an image
- Ensures that children are appropriately dressed
- Encourages children to tell us if they are worried about any photographs that are taken of them.

#### **24. Missing children**

A child going missing is a potential indicator of abuse and neglect.

Staff report immediately to the D/DSL, if they know of any child who may be:

- Missing – whereabouts unknown or
- Missing education – (compulsory school age (5-16) with no school place and not electively home educated)

After reasonable attempts have been made to contact the family, we follow the WSCB procedure and refer to the MASH team. If a looked after child or a child subjected to a Child Protection plan goes missing, we will refer them to the MASH team within 24 hours.

#### **25. Missing from education**

Children missing from education procedures are followed. KCSiE includes guidance for schools on this issue. In addition, the School is aware of the responsibilities set out in the 'Children Missing Education: Statutory Guidance for Local Authorities' (September 2016) document.

The DSL shares any unauthorised/unexplained absence of children who have an allocated social worker within 24 hours. Children who do not attend school regularly can be at increased risk of abuse and neglect. Where there is unauthorised/unexplained absence, and after reasonable attempts have been made to contact the family without success, the DSL follows the SVPP procedure and consults/refers to the MASH team as appropriate.

Where there are welfare concerns about a pupil we follow our procedures for unauthorised absence and report concerns to the Education Welfare Service when a pupil:

- has left school suddenly and the destination is unknown or
- has not taken up an allocated school place as expected.

The school also has a duty to inform the local authority of any pupil who is going to be deleted from the admission register or who fails to attend school regularly. If a looked after child, a child subjected to a Child Protection plan or has an allocated social worker has an unauthorised or unexplained absence, the school refers them to the MASH within 24 hours. A referral to the MASH is also considered for any child being withdrawn from school with the intent to be electively home educated where there are safeguarding concerns.

Safeguarding procedures are followed when dealing with children that go missing from education, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

Staff members are alert to the signs to look out for and are aware of the individual triggers when considering the risks of potential safeguarding concerns such as travelling to conflicts zones, Female Genital Mutilation (FGM), or forced marriage.

Where reasonably possible the school holds more than one emergency contact number for each pupil or student. This goes beyond the legal minimum and is good practice to give the school or college additional options to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern.

## **26. Looked After Children**

The school recognises that the most common reason for children becoming Looked After is as a result of abuse and/or neglect. The school ensures that staff members have the skills, knowledge and understanding to keep 'Looked After Children' safe. The designated teacher to champion the education and well-being of 'Looked After Children' and 'Previously Looked After Children' is the Designated Safeguarding Lead (DSL) **Kay Bridson** who holds the information in relation to a child's Looked After legal status and care arrangements.

The named Governor responsible for Looked After Children is **Angela Britten**.

The designated teacher for LAC and care leavers discusses any unauthorised/unexplained absence of Looked After Children with Virtual School when required.

The Designated Safeguarding Lead ensures that contact is made with the local authority **Personal Advisor** appointed to guide and support any care leaver.

If a looked after child, a child subjected to a Child Protection plan or has an allocated social worker has an unauthorised or unexplained absence, the school refers them to the MASH within 24 hours.

## **27. Reasonable Force**

Staff at Stratford-sub-Castle school accept that physical intervention is only used as a **last resort** when the action is in self-defence; where there is a developing risk of injury; significant damage to property; or where a pupil is behaving in a way that is compromising good order and discipline. Other strategies and techniques will be used before the application of physical intervention. Please refer to our school's behaviour policy for further information on behaviour expectations and the means by which we seek to reduce the likelihood of situations occurring where the use of force may be necessary.

## **28. Working with alternative provision**

Where the school places a pupil with an alternative provision provider, the school recognises that it continues to be responsible for the safeguarding of that pupil, and should be satisfied that the provider meets the needs of the pupil. Written confirmation is obtained from the alternative provider to ensure that the appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff.

## **29. Policy review**

The Governing Body will undertake an annual review of the school's Child Protection Policy and procedures. The LA audit forms the basis of this review. Following the review, the Governing Body will remedy any deficiencies and weakness found without delay.

## **PPENDIX 1: The role of the Nominated Governor**

Ensure safeguarding is always a priority by:

- Championing child protection issues within the school and liaising with the Designated Safeguarding Lead (DSL) and the Headteacher and offering challenge if necessary

- Ensuring the Child Protection policy is checked for impact and reviewed yearly accordingly
- Auditing safeguarding measures annually alongside the DSL and the Headteacher using the Wiltshire Council annual School Safeguarding Audit return and reporting back to Full Governing Body
- Ensuring that all governors understand and comply with their statutory duty to provide the services of the school in a way that safeguards and promotes the welfare of pupils

## APPENDIX 2: Definitions and indicators of abuse and neglect

*What to do if you are worried a child is being abused 2015* describes some of the signs that might be indicators of abuse or neglect.

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

Physical abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health or if they live in a home where domestic abuse happens. Babies and disabled children also have a higher risk of suffering physical abuse.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Physical abuse can also occur outside of the family environment.

### **Some of the following signs may be indicators of physical abuse:**

- Children with frequent injuries;
- Children with unexplained or unusual fractures or broken bones; and
- Children with unexplained:
  - bruises or cuts;
  - burns or scalds; or
  - bite marks.

**Emotional abuse:** *the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.*

Although the effects of emotional abuse might take a long time to be recognisable, practitioners will be in a position to observe it, for example, in the way that a parent interacts with their child. Emotional abuse may involve deliberately telling a child that they are worthless, or unloved and inadequate. It may include not giving a child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

Emotional abuse may involve serious bullying – including online bullying through social networks, online games or mobile phones – by a child's peers.

### **Some of the following signs may be indicators of emotional abuse:**

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong;
- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder';
- Parents or carers blaming their problems on their child; and
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

**Sexual abuse:** *involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.*

You should be aware that many children and young people who are victims of sexual abuse do not recognise themselves as such. A child may not understand what is happening and may not even understand that it is wrong. Sexual abuse can have a long-term impact on mental health.

**Some of the following signs may be indicators of sexual abuse:**

- Children who display knowledge or interest in sexual acts inappropriate to their age;
- Children who use sexual language or have sexual knowledge that you wouldn't expect them to have;
- Children who ask others to behave sexually or play sexual games; and
- Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy.

**Child sexual exploitation** *is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. (Revised statutory definition of child sexual exploitation – 16.02.17.)*

**Some of the following signs may be indicators of sexual exploitation:**

- Acquisition of money, clothes, mobile phones etc without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

Taken from: <https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>

**Neglect:** *the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.*

Children who are neglected often also suffer from other types of abuse. It is important that practitioners remain alert and do not miss opportunities to take timely action. However, while you may be concerned about a child, neglect is not always straightforward to identify.

Neglect may occur if a parent becomes physically or mentally unable to care for a child. A parent may also have an addiction to alcohol or drugs, which could impair their ability to keep a child safe or result in them prioritising buying drugs, or alcohol, over food, clothing or warmth for the child. Neglect may occur during pregnancy as a result of maternal drug or alcohol abuse.

**Some of the following signs may be indicators of neglect:**

- Children who are living in a home that is indisputably dirty or unsafe;
- Children who are left hungry or dirty;
- Children who are left without adequate clothing, e.g. not having a winter coat;
- Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence;
- Children who are often angry, aggressive or self-harm;
- Children who fail to receive basic health care; and
- Parents who fail to seek medical treatment when their children are ill or are injured.

**Other specific safeguarding issues**

**Female genital mutilation (FGM) and Forced Marriage**

There are many different types of abuse but there are some that staff may be initially less aware of. Female Genital Mutilation (FGM) and Forced Marriage fall into this category.

Professionals need to be alert to the possibility of a girl being at risk of **FGM**, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM:

- Knowing that the family belongs to a community in which FGM is practised and is making preparations for the child to take a holiday, arranging vaccinations or planning absence from school;
- The child may also talk about a special procedure/ceremony that is going to take place on a special occasion to 'become a woman'.

Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

Indicators that FGM may already have occurred:

- Prolonged absence from school or other activities with noticeable behaviour change on return, possibly with bladder or menstrual problems;
- Difficulty walking, sitting or standing, and look uncomfortable;
- Spend longer than normal in the bathroom or toilet



- May complain about pain between their legs, or talk of something somebody did to them that they are not allowed to talk about.

### **Preventing radicalisation**

KCSIÉ places a duty on schools to prevent students from being drawn into terrorism according to the Counter-Terrorism and Security Act; and for schools to cooperate with local Channel panels and the police as appropriate.

Exposure of children to extremist ideology can hinder their social development and educational attainment alongside posing a very real risk that they could support or partake in an act of violence. Radicalisation of young people can be compared to grooming for sexual exploitation. Extremism can take different forms encompassing extreme religious and/or political views.

A decision by a young person to become involved in violent extremism:

- may begin with a search for answers to questions about identity, faith and belonging
- may be driven by the desire for 'adventure' and excitement
- may be driven by a desire to enhance the self-esteem of the individual
- is likely to involve identification with a charismatic individual and attraction to a group which can offer identity, social network and support
- is likely to be fuelled by a sense of grievance that can be triggered by personal experiences of racism or discrimination

Recognising Extremism - early indicators may include:

- Showing sympathy for extremist causes
- Glorifying violence
- Evidence of possessing illegal or extremist literature
- Advocating messages similar to illegal organisations
- Out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)

Staff use their judgement in identifying pupils who might be at risk of radicalisation and speak to the D/DSL if they are concerned about a pupil. The D/DSL will always act proportionately and this may include making a referral to the Channel programme or to the MASH.

### **Private fostering**

Under certain conditions, a child might be cared for, as part of a private arrangement, by someone who is not their parent or a 'close relative'. This constitutes private fostering when the following conditions are met:

- a child is under 16 years of age – 18 if they have a disability
- the arrangement is for 28 days or longer
- the child's new carer does not have parental responsibility for the child and is not a close relative.

Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity).

By law parents and carers must notify the local authority of private fostering arrangements to safeguard and protect the child's welfare as well as ensuring the child, carer and parent are receiving appropriate support and help.

As a school, if we do become aware that a child or young person is being privately fostered, we will inform the carer/parent of their legal duty to notify Wiltshire Children's Social Care; we will follow this up by contacting Children's Social Care directly.

