

**Ludlow Junior School**

**Child protection and safeguarding – Policy and procedure**

**September 2019 - Active Guidance – Version 1**



As of the end of September 2019 the established 4LSCB will be replaced by the new Hampshire, Isle of Wight and Portsmouth Safeguarding Partnership (HIPS)



Southampton Safeguarding Children's Partnership from end of September 2019

[NSPCC's website](#). Staff can also call 0800 028 0285 from 8am to 8pm Monday to Friday or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

To be read in conjunction with the training handout – September 2019 updated version

Please also read the update guides circulated w/c 9.9.19

**The purpose of this policy is to:**

- Provide Staff with the framework to promote and safeguard the wellbeing of children and in so doing ensure they meet their statutory responsibilities with regard to child protection.
- ensure consistent good practice across the school.
- demonstrate our commitment to protecting children.

This policy should be read with specific and wider safeguarding roles and responsibilities in mind and in conjunction with Working Together 2019 and Keeping Children Safe 2019.

Keeping Children Safe in Education 2019 highlights the importance of frontline staff being involved in developing the school's policy. As part of the review process at Ludlow Junior School we have taken note of the ongoing feedback from staff including the deputy DSLs, ELSA team, RAMP team and wider team in order to fine tune our work.

**Legal context**

There are several acts of parliament and guidance that are pertinent to the Child Protection process but key legislation is both the Children's Act of 1989 and 2004 as well as the Education Act of 2002 which states that Teachers, education professionals, social workers, health professionals, police officers and members of the public have a statutory duty to report any concerns or suspicions that a child has been abused. At Ludlow Junior school we work closely with professional colleagues and record our work in CPOMS.

Section 175 of the Education Act 2002 which clearly states that the governing body of a maintained school shall make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school." this includes independent schools and academies under section 157 of this Act. The governing body reviews the child protection and safeguarding policy annually and receives

safeguarding training based on the Andrew Hall model received by the DSLs. Governors may receive further safeguarding training in their roles beyond school.

### **Further guidance**

- Working together to safeguard children
- 2019 Keeping children safe in education - GOV.UK
- Disqualification under the childcare act 2006 (2019) (where applicable)
- Sexual violence and sexual harassment between pupils May 2018

### **Scope**

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

### **Definitions**

Within this document a number of phrases are used which can be explained:

- Child Protection is an aspect of safeguarding, but is focused on how we respond to children who have been significantly harmed or are at risk of significant harm.
- The term Staff applies to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity. This also includes parents and governors.
- Child refers to all young people who have not yet reached their 18 birthday. On the whole, this will apply to pupils of our school; however the policy will extend to visiting children and students from other establishments. For our children with an education, health and care (EHC) plan, this expands to 25 if they need more support than is available through special educational needs support.
- Parent refers to birth parents and other adults in a parenting role for example adoptive parents, step parents, guardians and foster carers.
- Abuse could mean neglect, physical, emotional or sexual abuse or any combination of these. Parents, carers and other people can harm children either by direct acts and / or failure to provide proper care. Explanations are given within this document as set out in KCSiE 2019.
- DSL is the Designated Safeguarding Lead
- MASH multi-agency safeguarding hub
- Safeguarding aspects wider than process and procedures to be implemented if a child is at/reports risk of significant harm which would include (but not limited to) health and safety, offsite visits, safer recruitment, first aid, intimate care

- MAPPA – multi- agency public protection arrangements

### **Policy statement.**

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We make every effort to provide a safe and welcoming environment underpinned by a culture of openness where both children and adults feel safe and able to talk freely about their concerns, believing that they will be listened to and valued.

We maintain an attitude of “it could happen here” where safeguarding is concerned. As a school we will educate and encourage pupils to keep safe through:

- The content of the curriculum
- A school ethos which helps children to feel safe and able to talk freely about their concerns, believing that they will be listened to and valued.
- Clear effective systems to support children with concerns, allegations or disclosures
- Focused training for all staff including contractors working regularly on site

### **The child’s wishes**

Where there is a safeguarding concern, governing bodies, proprietors and school or college leaders should ensure the child’s wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place for children to express their views and give feedback. Ultimately, all systems and processes should operate with the best interests of the child at their heart.(KCSiE 2019) At Ludlow Junior School the system to ensure the child’s wishes are taken into account include:

At Ludlow Junior School we believe that pupils will develop specific relationships with some members of staff and feel more comfortable in speaking to them about their thoughts and feelings. A number of our roles mean that staff develop relationships where they can be a strong advocate for a child’s views. These roles may include:

- Teacher
- Support staff
- ELSA
- Mentor
- Cover staff

We encourage all staff to listen carefully to the children, to use CPOMS to accurately capture their thoughts and to advocate for the child so that their wishes are represented during planning and implementation of safeguarding and child protection.

### **Principles and Values**

At Ludlow Junior School we believe:

- All children have a right to feel secure and cannot learn effectively unless they do so.
- All children regardless of age, gender, race, ability, sexuality, religion, culture or language have a right to be protected from harm.
- All staff have a key role in prevention of harm and an equal responsibility to act on any suspicion or disclosure that may indicate a child is at risk of harm in accordance with the guidance.

Furthermore, We acknowledge that working in partnership with other agencies protects children and reduces risk and so we will engage in partnership working throughout the child protection process to safeguard children.

Whilst the school will work openly with parents as far as possible, the school reserves the right to contact children's social care or the police, without notifying parents if this is in the child's best interests.

### **Leadership and Management**

We recognise that staff anxiety around child protection can undermine good practice and so have established clear lines of accountability, training and advice to support the process and individual staff within that process.

In this school any individual can contact the designated safeguarding lead (DSL) if they have concerns about a young person. We always recommend that any concern is discussed openly and recorded in CPOMS for evidence and future reference.

**DSL** is Simon Watkins – executive head teacher

As a large school and to ensure that all staff are able to quickly reach a deputy DSL the following staff have received the same training as the DSL and act in **the deputy DSL role (DSL team)**:

- Gillie Hotston – assistant head/SENCO
- Emma Renouf – assistant head
- Vanessa Chandler – assistant head
- Maria Locke – senior ELSA/pupil wellbeing lead
- Mrs Debbie Rooke – school business manager

There is a nominated governor, Mr Rob Hull, who will receive reports of allegations against the head teacher and act on the behalf of the governing body

As an employer we are aware of the "Disqualification under the childcare act 2006" guidance issued in July 2018

### **Training**

All staff in our school are expected to be aware of the signs and symptoms of abuse and must be able to respond appropriately. Training is provided every year for all staff, with separate induction to all new staff on appointment.

All staff sign annually to acknowledge they have attended/read and understood the training, or in between if any updates are issued. The assistant business manager records all training undertaken.

The DSLs will attend DSL specific role training every two years, with regular annual updates to enable them to fulfil their role. (based on KCSiE 2019 guidance).

Any update in national or local guidance will be shared with all staff in briefings and then captured in the next whole school training session. This policy will be updated during the year to reflect any changes brought about by new guidance. This policy was reviewed in September 2019 to reflect Summer 2019 updates.

Locality information: **Southampton Children's Safeguarding Partnership** will come into effect from the end of September also. There will be a new website, policies and procedures have been updated and this will be communicated in a more detailed email to come out before October half term.

All contact for DSLs e.g. to the safeguarding hub / Early Help remain the same – please continue with the same good, local practice to safeguard all young people and vulnerable adults.

## **Referrals**

Following any concerns raised by staff, the DSL (or deputy) will assess the information, ensure it has been recorded in CPOMS and consider if significant harm has happened or if there is a risk that it may happen.

If the evidence suggests the threshold of significant harm, or risk of significant harm has been reached; or they are not clear if the threshold is met, then the DSL, or deputy, will contact children's social care.

If the DSL or deputy is not available or there are immediate concerns, the staff member will refer directly to children's social care via MASH.

Generally the DSL will inform the parents prior to making a referral however there are situations where this may not be possible or appropriate or in the best interest/ wishes of the child/other children.

**N.B.** The exception to this process includes cases of known Female Genital Mutilation where there is a mandatory requirement for the teacher to report directly to the police. Advice can be obtained from the DSL and the DSL should be made aware by the teacher.

**Early Help** - Please be aware that Early Help referrals can now be submitted online using the link below. The consent for the Online Early Help Referral can be given verbally, or families can self-refer if they feel that they need some support. For note: this has begun to happen since the online referral was introduced especially for families with teenagers.

Once completed the referral form will be opened and the referrer will be contacted within five working days to discuss the referral further. If the referral has been completed by a professional we will call the family and discuss the referral with them and identify what support they would like. If

you would like to discuss or have any more information contact The Early Help Hub on 023 8083 3311 or via email: [EarlyHelpHub@southampton.gov.uk](mailto:EarlyHelpHub@southampton.gov.uk)

[https://my.southampton.gov.uk/AchieveForms/?mode=fill&consentMessage=yes&form\\_uri=sandbox-publish://AF-Process-b0d8df9e-97a4-4053-a9c5-cf63239b2cb2/AF-Stage-449d957e-d840-4e98-b358-64bab9c38864/definition.json&process=1&process\\_uri=sandbox-processes://AF-Process-b0d8df9e-97a4-4053-a9c5-cf63239b2cb2&process\\_id=AF-Process-b0d8df9e-97a4-4053-a9c5-cf63239b2cb2](https://my.southampton.gov.uk/AchieveForms/?mode=fill&consentMessage=yes&form_uri=sandbox-publish://AF-Process-b0d8df9e-97a4-4053-a9c5-cf63239b2cb2/AF-Stage-449d957e-d840-4e98-b358-64bab9c38864/definition.json&process=1&process_uri=sandbox-processes://AF-Process-b0d8df9e-97a4-4053-a9c5-cf63239b2cb2&process_id=AF-Process-b0d8df9e-97a4-4053-a9c5-cf63239b2cb2)

### **Confidentiality**

We maintain that all matters relating to child protection are to be treated as confidential and only shared as per the 'working together' guidance. Information will only be shared with agencies who we have a statutory duty to share with and individuals within the school who 'need to know' or on transfer of school.

All staff are aware that they cannot promise a child to keep a disclosure confidential. This is covered in training and at interview.

### **Dealing with allegations against staff**

If a concern is raised about the practice or behaviour of a member of staff this information will be recorded and passed to the executive head teacher – Simon Watkins. The local authority designated officer (LADO) will be contacted and their advice and guidance will be followed

The LA's Designated Officer (LADO) is: Sue Sevier Phone: 023 8091 5535 E-mail: [LADO@Southampton.gov.uk](mailto:LADO@Southampton.gov.uk)

If the allegation is against the head teacher, the person receiving the allegation will contact the LADO or nominated governor for dealing with allegations against the head teacher directly.

### **Dealing with allegations against pupils**

If a concern is raised that there is an allegation of a pupil abusing another pupil within the school, the 'dealing with allegations against pupils' guidance will be followed. This has been reviewed in line with the "Sexual violence and sexual harassment guidance issued by the Government May 2019.

In line with updated guidance Upskirting is now within this remit:

'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

This may constitute sexual harassment

## **Roles and responsibilities within Ludlow Junior School**

Staff responsibilities:

All staff have a key role to play in identifying concerns early and in providing help for children.

To achieve this they will:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried about any problems.
- Plan opportunities within the curriculum for children to effectively develop the skills they need to assess and manage risk appropriately and keep themselves safe, including aspects which may be specific to our locality
- Attend training regularly in order to be aware of and alert to the signs of abuse.
- Maintain an attitude of “it could happen here” with regards to safeguarding.
- Record their concerns if they are worried that a child is being abused and report these to the relevant person immediately, including making a record in CPOMS
- If the disclosure is an allegation against a member of staff they will follow the allegations’ procedures
- Follow the procedures set out by this policy and any updates issued by bulletin, the LSCB and take account of guidance issued by the DfE.
- Also follow procedures set out in any other related policy for example safeguarding, offsite visits, intimate care – see the management section of this policy
- Support pupils in line with their child protection plan/ personal education plan/ EHCP.
- Ensure they know who the designated safeguarding lead (DSL) and deputy DSLs are and know how to contact them.
- Treat information with confidentiality but never promising to “keep a secret”.
- Notify DSL of any child on a child protection plan who has unexplained absence.
- In the context of early help, staff will notify colleagues and/or parents of any concerns about their child(ren), and provide them with, or signpost them to, opportunities to support them.
- Liaise with other agencies that support pupils and provide early help where required. Teacher standards 2012 clearly set out the responsibilities teacher holds professionally including having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions

## **Senior management team responsibilities**

At Ludlow Junior School we know that clear, open communication and strong partnerships are vital in securing the wellbeing of our children and protecting them from harm. As a result we:

- Contribute to inter-agency working in line with guidance (working together 2019, KCSiE 2019)
- Provide a co-ordinated offer of early help when additional needs of children are identified
- Working with children’s social care, support their assessment and planning processes including the schools attendance at and reports for conference and core group meetings

- Carry out tasks delegated by the governing body such as training of staff; safer recruitment; maintaining a single central register
- Provide support and advice on all matters pertaining to safeguarding and child protection to all staff regardless of their position within the school
- Treat any information shared by staff or pupils with respect and follow all procedures, unless there is a 'good reason' not to (KCSiE 2019).
- Ensure that allegations or concerns against staff are dealt with in accordance with guidance from department for education (DfE), Local safeguarding children board (LSCB) and Southampton City Council (SCC). From the end of September refer to the HIPS guidance

### **Governing body responsibilities**

At Ludlow Junior School the governors ensure that:

- The school has effective safeguarding policies & procedures including a child protection policy, staff behaviour policy, behaviour policy, response to children who go missing from education, clearly identified roles and responsibilities of any trained DSLs. All of which governors should ensure are included in all staff induction.
- Policies are reviewed within the correct timeframe – annually for child protection and safeguarding
- LSCB/HIPS and SCC is informed of effectiveness of safeguarding and any support/ actions required at least annually via the SCC safeguarding audit. The DSL team should complete the audit ready for governor scrutiny/challenge/review in the first meeting of the year
- Recruitment, selection and induction follows clear and effective safer recruitment practice.
- The single central register meets statutory requirements and background files support the checks required around identity, right to work and qualifications as set out in KCSiE 2019.
- Allegations against staff are dealt with appropriately by the head teacher.
- A member of the senior staff team is appointed as designated safeguarding lead (DSL), clear role and responsibilities are set out in their job description.
- Staff have been trained appropriately and this is updated in line with KCSiE 2019.
- Any safeguarding deficiencies or weaknesses are remedied without delay.
- There is a nominated governor for allegations against the head teacher who has undertaken some training for this role.

### **DSL responsibilities (to be read in conjunction with DSL role description in KCSiE 2019)**

In addition to the role of staff and senior management team the DSL will:

- Take lead responsibility for safeguarding and child protection (including online safety). This should be explicit in the role holder's job description. This person should have the appropriate status and authority within the school to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff

on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children.

- It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding leads. Any deputies should be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description. At Ludlow Junior School all of the DSL team receive the same training and hold a weekly safeguarding meeting to highlight ongoing casework alongside their own recording in CPOMS
- Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility should not be delegated.
- Assist the governing body in fulfilling their responsibilities under section 175 or 157 of the education act 2002 37. Attend LSCB/HIPS/SCC approved DSL training for the role every two years and refresh in line with Local Authority expectations under KCSiE 2019 every year.
- Ensure every member of staff knows who the DSL is, is aware of the DSL role and has their contact details
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the DSL
- Ensure that whole school training occurs annually so that staff and volunteers can fulfil their responsibilities and updates are provided to all when required
- Ensure any members of staff joining the school receive effective induction prior to commencement of their duties that includes policies and procedures specific to the school that are set out in KCSiE 2019
- Keep written records of child protection concerns securely and separately from the main pupil file and use these records to assess the likelihood of risk
- Ensure that copies of child protection records/ and where appropriate welfare concerns are transferred accordingly (separate from pupil files) when a child transfers school following transfer and retention of information for child protection and child welfare policy (SCC September 2019)
- Ensure that where a pupil transfers school and is on a child protection plan or is a child looked after, the information is passed to the new school immediately and that the child's social worker is informed.
- That the DSL has considered if it is appropriate to share information prior to transfer to ensure support for child and safety of staff and other pupils

- Ensure that child protection records/welfare concerns relating to vulnerable children are not destroyed in line with current embargo on destruction under the inquiry into historical sexual abuse
- Link with the LSCB/HIPS and SCC to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- Develop, implement and review procedures in our school that enable the effective identification and reporting of all cases, or suspected cases, of abuse.

### **Procedures for child protection**

The following procedures apply to all staff working in the school and will be covered by training to enable staff to understand their role and responsibility. The aim of our procedures is to provide a robust framework which enables staff to take appropriate action when they are worried a child is being abused or is at risk.

The prime concern at all stages must be the interests and safety of the child. Where there is a conflict of interest between the child and an adult, **the interests of the child must be paramount.**

If a member of staff suspects abuse or they have a **disclosure** of abuse made to them they must:

- Make an initial record of the information and include it in CPOMS as quickly as possible
- Report it to the DSL immediately, non-availability of a DSL and deputy DSL should not delay information sharing and if necessary refer directly through MASH/social worker
- The DSL will consider if there is a requirement for immediate medical intervention, however urgent medical attention should not be delayed if DSL, deputy DSL or head teacher are not immediately available
- Make an **accurate record** (which may be used in any subsequent court proceedings) as soon as possible, of all that has happened, including details of:
  - Dates and times of their observations
  - Dates and times of any discussions they were involved in.
  - Any injuries noted on body map see appendices **(under no circumstances should photos be taken)**
  - Explanations given by the child / adult
  - What action was taken
  - Actual words or phrases used by the child.
- The records must be signed and dated by the author and placed in secure file – At Ludlow Junior School this function is captured in CPOMS.

**Following a report of concerns from a member of staff, the DSL must:**

- Decide whether or not there are sufficient grounds for suspecting significant harm in which case a referral must be made to children's social care through MASH
- **Normally the school should try to discuss any concerns about a child's welfare with the family and where possible to seek their agreement** before making a referral to children's social care. However, in accordance with DfE guidance, **this should only be done when it will not place the child at increased risk or could impact a police investigation.**
- The child's views should also be taken into account and we recognise some staff are better placed to gain these views than others
- If there are grounds to suspect a child is suffering, or is likely to suffer, significant harm they must contact the Multi Agency Safeguarding Hub (and make a clear statement of: a. the known **facts** b. any **suspicions or allegations** c. whether or not there has been any contact with the **child's family**).
- If the DSL feels unsure about whether a referral is necessary they can phone the MASH to discuss concerns.
- If there is not a risk of significant harm, then the DSL will either actively monitor the situation or consider the early help process.
- The DSL should follow advice given through MASH which may include confirming referrals in writing to the MASH, within 24 hours, including the actions that have been taken. The written referral should be made using the MASH referral form which will provide children's social care with the supplementary information required about the child and family's circumstances.
- If not satisfied the school should pursue for **re-consideration with MASH or escalate to a manager**.
- If a child is in immediate danger and urgent protective action is required, the police should be called. The DSL should also notify children's social care of the occurrence and what action has been taken.
- If a teacher has reported that an act of FGM has occurred, the teacher must refer the information to the Police directly. The DSL can advise and should be made aware. If it is suspected that an act of FGM may have occurred/be about to occur the DSL should contact MASH.
- Where there are doubts or reservations about involving the child's family, the DSL should clarify with children's social care or the police whether, the parents should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation.
- When a pupil is in need of urgent medical attention and there is suspicion of abuse the DSL should take the child to the accident and emergency unit at the nearest hospital, having first notified children's social care. The DSL should seek advice about what action children's social care will take and about informing the parents, remembering that parents should normally be informed that a child requires urgent hospital attention.

### **Management of the policy and further guidance**

At Ludlow Junior School we are aware that many aspects of our work have management aspects that may not be clear to all staff. As a result we have highlighted specific areas of our work which have a management aspect which contributes to safeguarding or child protection.

To support each of the inter related areas of work the ongoing glossary has been included:

- **Should and Must** are used throughout KCSiE 2019 – must is used when a person is legally required to do something, should is used advice set out should be followed unless there is a good reason not to.
- **Safeguarding** is defined in KCSiE 2019 as “ protecting children from maltreatment; preventing impairment of children’s health and development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes”. Our safeguarding practice applies to every child.
- The term **Staff** applies to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity. This also includes parents and governors.
- **Child** refers to all young people who have not yet reached their 18th birthday. On the whole, this will apply to pupils of our school; however the policy will extend to visiting children and students from other establishments or for those with specific needs until 25<sup>th</sup> birthday
- **Parent** refers to birth parents and other adults in a parenting role for example adoptive parents, guardians, step parents and foster carers.
- **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.
- **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of

another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

- **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education
- **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
- **The Trigger Trio:** The term 'Trigger Trio' has been used to describe the issues of domestic violence, mental ill-health and substance misuse which have been identified as common features of families where harm to women and children has occurred. They are viewed as indicators of increased risk of harm to children and young people. In a review of Serious Cases Reviews undertaken by Ofsted in 2011, they found that in nearly 75% of these cases two or more of the issues were present.

**In linking a range of our work together and making the links to child protection and safeguarding clear we aim to:**

- Provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident to approach adults if they are in difficulties.
- Plan an effective PSHE curriculum that encompasses age and developmentally appropriate content enabling pupils to build skills and confidence to help them to manage the challenges of growing up in today's society including knowing how to keep themselves and others safe and where to get help from if they, or others need it.
- Ensure that where required, action is taken in line with the best interests of the child, having taken into account the child's wishes (KCSiE 2019)
- Raise the awareness of all leaders, teaching and non-teaching staff and volunteers of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse. This responsibility does not rest solely with Designated Safeguarding Leads.

- Develop a structured procedure within the school that will be followed by all members of the school community in cases of suspected abuse.
- Provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support plans for those children through timely Early Help referral, contact and working with external partners and children's social care team.
- Refer to early help services so children, and their wider families can be supported by professionals before referral to children's social care services is required.  
<http://southamptonlscb.co.uk/prevention-and-early-help-services/>
- Ensure that all adults within our school who have access to children have been checked as to their suitability. This includes appropriate raising of awareness for out of hours community users of our facilities and checks and training for governors in line with school policy.
- Ensure the protection of children is of the highest priority for our school. Children have a right to feel secure and cannot learn effectively unless they do so. All children regardless of age, gender, ethnicity, ability, sexuality, religion, culture, language and beliefs have a right to be protected from harm. All staff have a key role in prevention of harm and an equal responsibility to act on any suspicion or disclosure that may indicate a child is at risk of harm in accordance with the guidance. We acknowledge that working
- In partnership with other agencies protects children and reduces risk and so we will engage in partnership working throughout the child protection process to safeguard children. Whilst the school will work openly with parents as far as possible, the school reserves the right to contact Southampton's Multi-agency Safeguarding Hub (in line with current safeguarding procedures) and Local Safeguarding Children's Board Child and Family Early Intervention Model and Threshold Document or the Police, without notifying parents if this is in the child's best interests taking into account the child's wishes as set out in KCSiE 2019.
- Safeguarding processes are intended to put in place measures that minimise harm to children. There may be situations where gaps or deficiencies in the policies and processes we have in place will be highlighted. In these situations urgent review will be carried out by the DSL and governors in order to identify learning and inform the policy, practice and culture of the school. This review may involve the Local Authority or other agencies.
- Some areas, such as Health and Safety, are a specialist area of safeguarding and a separate lead for this area is in place in the school and there is a named governor/committee with responsibility for health and safety. Our site manager – Mr Phil Hepworth is very experienced in leading health and safety and our link governor – Mr Mo Silver is similarly experienced. The site, the equipment and the activities carried out as part of the curriculum are all required to comply with the Health and Safety at Work act 1974 and regulations made under the Act.
- All risks are assessed and recorded plans of how to manage the risk are in place. The plans always take a common sense and proportionate approach to allow activities to be safe rather than preventing them from taking place. The school has a Health and Safety policy which details the actions that we take in more detail.

**Linked areas and school procedures to promote safety, wellbeing and protection – wider awareness**

**Site security**

[www.gov.uk/government/publications/school-security](http://www.gov.uk/government/publications/school-security)

- We aim to provide a secure site, but recognise that the site is only as secure as the people who use it. Therefore all people on the site have to adhere to the rules which govern it.
- These are:
- All gates are locked except at the start and end of the school day – any open gate must be staffed at all times during the taught day e.g. deliveries
- Doors are kept closed to prevent intrusion
- Visitors and volunteers enter at the reception and must sign in.
- Visitors and volunteers are identified by showing school staff their identification.
- Children are only allowed home during the school day with adults/carers with parental responsibility or permission being given.
- All children leaving or returning during the school day have to sign out and in.

### **First Aid**

[www.gov.uk/government/publications/first-aid-in-schools](http://www.gov.uk/government/publications/first-aid-in-schools)

- The school currently has 2 first aid areas. One, close to reception is a short term triage area to assess pupils and administer first aid. The larger area is a medical room where more serious injuries can be assessed and the medical needs of pupils met e.g. diabetic pupils or those requiring the medical bed
- Trained first aiders operate on the site throughout the taught day

### **Physical Intervention (use of reasonable force)**

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

Our school does adhere to the guidance contained in the above publication. Physical intervention should only be used when other strategies have not been effective or when the failure to use force would create immediate danger to staff or pupils and could, as a result, be deemed to be negligent

Key staff members have been trained in the Maybo methodology

### **Taking and the use and storage of images**

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

- As a school we will seek consent from the parent of a pupil and from teachers and other adults before taking and publishing photographs or videos that contain images that are sufficiently detailed to identify the individual in school publications, printed media or on electronic publications. We will not seek consent for photos where you would not be able to identify the individual. Similarly we will not seek consent where an image is for internal use only
- We will seek consent for the period the pupil remains registered with us and, unless we have specific written permission we will remove photographs after a child (or teacher) appearing in them leaves the school or if consent is withdrawn.

- Photographs will only be taken on school owned equipment and stored on the school network. No images of pupils will be taken or stored on privately owned equipment by staff members.

### **Transporting pupils**

[http://www.southampton.gov.uk/Images/home-school-transport-policy\\_tcm63-393077.pdf](http://www.southampton.gov.uk/Images/home-school-transport-policy_tcm63-393077.pdf)

- We will give consideration to the transport needs of our pupils including in an emergency situation and out of hours. Safeguarding the needs of our pupils when travelling in school owned / private hire minibus or coaches / taxis with staff or parents as drivers in cars is imperative
- On occasions parents and volunteers support with the task of transporting children to visits and off-site activities arranged by the school. (This is in addition to any informal arrangements made directly between parents for after school clubs etc.). In managing these arrangements the school will put in place measures to ensure the safety and welfare of young people carried in parents' and volunteers' cars. This is based on guidance from the local authority and follows similar procedures for school staff using their cars on school business. Please see appendix for further information
- Where parents'/volunteers/staff cars are used on school activities the school will notify parents/volunteers/ staff of their responsibilities for the safety of pupils, to maintain suitable insurance cover and to ensure their vehicle is roadworthy. A record will be kept in school of insurance, evidence of roadworthiness and clarity of responsibilities. Evidence of the right to drive must be obtained.

### **Off site visits/ provision including overnight stay**

[www.hampshireoutdoors.com](http://www.hampshireoutdoors.com) <https://oeapng.info/evc/>

[https://evolve.edufocus.co.uk/evco10/evchome\\_public.asp?domain=](https://evolve.edufocus.co.uk/evco10/evchome_public.asp?domain=) the evolve site is used for preparing and recording all our offsite visits.

- All off site activities will have a range of risks and these must be assessed and addressed prior to the visit taking place. The school has a clear procedure for assessing risk and the lead member of staff, acting as the educational visits coordinator is Mrs Gillie Hotston.
- Once internal approval for a visit has been reached we will use the evolve portal to gain that approval too
- Homestay visits/ overnight visits/ visits using host families guidance found in KCSiE 2019 is followed as can be seen in our policy and processes
- A particular strand of health and safety is looking at risks when undertaking off site visits. Some activities, especially those happening away from the school and residential visits, can involve higher levels of risk. If these are annual or infrequent activities, a review of an existing assessment may be all that is needed.

- If it is a new activity, a visit involving adventure activities, residential, overseas or an 'Open Country' visit, a specific assessment of significant risks must be carried out.
- The school has an educational visits coordinator (Gillie Hotston) who liaises with the county outdoor education adviser and helps colleagues in school to manage risks and support with off site visits and provides training in the management of groups during off site visits, as well as First Aid in an outdoor context.
- The EVC ought to be appointed to the role and receive training for the role. It is recommended that any EVC completes suitable training for the role or refresher training every five years. The EVC will also provide in house training within school for those who run regular off site visits as well as staff new to off site visits.
- Where a visit includes at least one overnight stay in UK the school will have risk assessed the accommodation, and where it is with a family carried out an enhanced DBS check with barred list for adults responsible in the household, and consider and record if any persons over 16 in the house will also have these checks carried out.
- If no/expenses only are being paid a volunteer check can be applied for. If the stay is outside of the UK these checks cannot be carried out. Parents should be made aware of this and children given clear information about who to contact at any time if they need to report something or feel uncomfortable. The school may consider contacting the relevant embassy to confirm what checks could be carried out. (Annex E KCSiE 2019)

### **Behaviour and Safety**

- The school has a behaviour policy in place that meets the relevant requirements and this policy forms part of all staff induction. Our policy is based on positive rewards and recognition but also explains consequences of poor behaviour. Behaviour should be discussed with all parents regularly. Our policy is on the school website and includes aspects of tackling bullying and discrimination. Our policies will aim to support pupils positively but do also reference physical intervention and exclusion dependent on situation.
- We have a staff code of conduct that is a part of all staff induction and is on the website
- The school has reserved the right to use the behaviour policy beyond the school day and in the community where the safety/wellbeing of pupils is put at risk by others who are part of our school community. Sanctions may be applied in these instances
- We will seek assurances in writing and dated from users of the premises in line with SCC and Association of Chief Police Officers regarding speakers, that can be applied to groups (<http://www.hampshirepreventboard.org.uk/wp-content/uploads/2016/05/Prevent-ExtremistSpeaker-Guidance.pdf>) that they have appropriate policies and procedures in place related to safeguarding of children are aware of preventing extremism and how to report concerns to the multi-agency safeguarding hub (MASH).

- In school, systems for monitoring systems and volunteers can be found in our policy and procedure section of the server. These supplement our fire evacuation procedures.

- As a school we encourage staff to act upon patterns of absence for pupils, especially the most vulnerable by discussing their observations with staff e.g. wellbeing lead/senior ELSA, or DSL/deputy if an unexplained absence of a vulnerable pupil

### **Curriculum**

- Details of our school curriculum for all subjects can be found on our school website. This information includes details of regular PSHE learning planned to support pupils in age appropriate safeguarding issues as well as how we teach on-line / e-safety and the content of this.
- We welcome discussion with parents regarding the content of the curriculum to support our safeguarding aims and also ensure that where appropriate pupils are able to input and determine the effectiveness of such provision.
- We recognise that the curriculum may need revision in line with the changes to relationships education to come into force in 2020.  
[https://consult.education.gov.uk/pshe/relationships-education-rse-healtheducation/supporting\\_documents/Draft%20Regulations%201.0%20for%20HAC.pdf](https://consult.education.gov.uk/pshe/relationships-education-rse-healtheducation/supporting_documents/Draft%20Regulations%201.0%20for%20HAC.pdf)

### **Missing, Exploited and Trafficked Children**

(MET) MET action plan 2019 <http://southamptonlscb.co.uk/wp-content/uploads/2019/05/MET-Planfinal-Apr-2016-updated-May-18-1.pdf>

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

### **Children Missing Education**

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

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

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

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

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

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/395138/Children\\_missing\\_education\\_Statutory\\_guidance\\_for\\_local\\_authorities.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/395138/Children_missing_education_Statutory_guidance_for_local_authorities.pdf)

- Patterns of children missing education can be an indicator of either abuse or safeguarding risks. A relatively short length of time a child is missing does not reduce risk of harm to that child, and all absence or non-attendance should be considered with other known factors or concerns.

#### **DSLs and staff should consider:**

##### **Missing lessons:**

- Are there patterns in the lessons that are being missed?
- Is this more than avoidance of a subject or a teacher?
- Does the child remain on the school site or are they absent from the site?
- Is the child being sexually exploited during this time?
- Are they late because of a caring responsibility?
- Have they been directly or indirectly affected by substance misuse?
- Are other pupils routinely missing the same lessons, and does this raise other risks or concerns?
- Is the lesson being missed one that would cause bruising or injuries to become visible?

##### **Single missing days:**

- Is there a pattern in the day missed?
- Is it before or after the weekend suggesting the child is away from the area?
- Are there specific lessons or members of staff on these days?
- Is the parent informing the school of the absence on the day?
- Are missing days reported back to parents to confirm their awareness?
- Is the child being sexually exploited during this day?
- Do the parents appear to be aware?
- Are the pupil's peers making comments or suggestions as to where the pupil is at?

##### **Continuous missing days:**

- Has the school been able to make contact with the parent?
- Is medical evidence being provided?
- Are siblings attending school (either our or local schools)?
- Did we have any concerns about radicalisation, FGM, forced marriage, honour based violence, sexual exploitation?
- Have we had any concerns about physical or sexual abuse?

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

### **Child Missing from Home or Care**

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

[http://4lscb.proceduresonline.com/southampton/p\\_ch\\_miss\\_care\\_home\\_ed.html](http://4lscb.proceduresonline.com/southampton/p_ch_miss_care_home_ed.html)

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

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

### **Push factors include:**

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

### **Pull factors include:**

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

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

### **Child Sexual Exploitation**

(CSE) Child sexual exploitation: definition and guide for practitioners - GOV.UK

[http://staffinfo.southampton.gov.uk/Images/CSE-Concern-Process-Flowchart\\_tcm67-397285.pdf](http://staffinfo.southampton.gov.uk/Images/CSE-Concern-Process-Flowchart_tcm67-397285.pdf)

[http://staffinfo.southampton.gov.uk/Images/CSE-Practitioner-Guidance\\_tcm67-397286.pdf](http://staffinfo.southampton.gov.uk/Images/CSE-Practitioner-Guidance_tcm67-397286.pdf)

<https://ceop.police.uk/>

[http://www.barnardos.org.uk/what\\_we\\_do/our\\_projects/sexual\\_exploitation.htm](http://www.barnardos.org.uk/what_we_do/our_projects/sexual_exploitation.htm)

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/child-sexual-exploitation/>

- National definition “Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology”
- **Like all forms of child sexual abuse, child sexual exploitation:**
- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- - can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;

- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (through others copying videos or images they have created and posting on social media, for example);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse;
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.
- Child sexual exploitation is a complex form of abuse and it can be difficult for those working with children to identify and assess. The indicators for child sexual exploitation can sometimes be mistaken for 'normal adolescent behaviours'. It requires knowledge, skills, professional curiosity and an assessment which analyses the risk factors and personal circumstances of individual children to ensure that the signs and symptoms are interpreted correctly and appropriate support is given. Even where a young person is old enough to legally consent to sexual activity, the law states that consent is only valid where they make a choice and have the freedom and capacity to make that choice. If a child feels they have no other meaningful choice, are under the influence of harmful substances or fearful of what might happen if they don't comply (all of which are common features in cases of child sexual exploitation) consent cannot legally be given whatever the age of the child.

**Indicators a child may be at risk of CSE include:**

- Leaving home/care without explanation and persistently going missing or returning late;
- Exclusion or unexplained absences from school, college or work;
- Associating with other young people being sexually exploited ☐ Relationships with controlling or significantly older individuals or groups;
- Acquisition of money, clothes, mobile phones etc without plausible explanation;
- Drug and/or alcohol use – may return home or present at school under influence
- Increasing secretiveness around behaviours;
- Self-harm or significant changes in emotional well-being
- Excessive receipt of texts/phone calls;
- Multiple callers (unknown adults or peers);
- Concerning use of internet or other social media;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicions of physical or sexual assault;

- Frequenting areas known for sex work.
- CSE can happen to a child of any age, gender, ability or social status. Often the victim of CSE is not aware that they are being exploited and do not see themselves as a victim.
- As a school we educate all staff in the signs and indicators of sexual exploitation. We use advice from the multi-agency safeguarding hub, the sexual exploitation risk assessment form (SERAF) and associated guidance to identify pupils who are at risk and the DSL will share this information as appropriate with children's social care.
- We recognise that we may have information or intelligence that could be used to both protect children and prevent risk. Any relevant information that we have will be shared on the community partnership information (CPI) form and through contact with the multi-agency safeguarding hub.

### **Trafficked Children**

Practice to safeguard children who may have been trafficked

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/177033/DFE-00084-2011.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/177033/DFE-00084-2011.pdf)

Safeguarding unaccompanied asylum seeking and refugee children - GOV.UK

[https://www.barnardos.org.uk/what\\_we\\_do/our\\_work/trafficked\\_children.htm](https://www.barnardos.org.uk/what_we_do/our_work/trafficked_children.htm)

Human trafficking is defined by the UNHCR in respect of children as a process that is a combination of:

- Movement (including within the UK);
- For the purpose of exploitation
- Any child transported for exploitative reasons is considered to be a trafficking victim.
- For any child where exploitation is suspected or known, and there are indicators of movement which is facilitated, arranged or controlled by individuals who may be exploiting or intending to exploit them, trafficking should be considered.
- External (or international) trafficking describes trafficking which occurs from one country to another. Internationally trafficked children may first come to the attention of the local authority as Unaccompanied Children.
- Internal trafficking is the term used to describe trafficking which occurs within the borders of a country. This can be within a neighbourhood, city, county, country etc.

**There are a number of indicators which suggest that a child may have been trafficked into the UK, and may still be controlled by the traffickers or receiving adults. These are as follows:**

- Shows signs of physical or sexual abuse, and/or has contracted a sexually transmitted infection or has an unwanted pregnancy;
- Has a history with missing links and unexplained moves;
- Is required to earn a minimum amount of money every day; deprived of earnings by another person; or claims to owe money to another person (debt bondage)
- Works in various locations;
- Has limited freedom of movement;
- Appears to be missing for periods; • Is known to beg for money;
- Is being cared for by adult/s who are not their parents and the quality of the relationship between the child and their adult carers is not good;
- Performs excessive housework chores and/or rarely leaves the residence.
- Is one among a number of unrelated children found at one address;
- Has not been registered with or attended a GP practice;
- Is excessively worried about being deported
- Children or young people may be trafficked from town to town or city within the UK, having been groomed and coerced into sexual or criminal exploitation. There are a number of indicators associated with child exploitation that are displayed by young people in this situation (detailed in the child sexual exploitation section).
- **Other signs which may indicate trafficking risks:**
- -Talking about or rumours about new places the child has or they are planning to visit (without plausible explanation)
- -Talking about travel routes or modes of transport, or evidence of travel tickets / receipts
- Travelling / found out of area without plausible explanation
- Links with controlling or significantly older individuals or groups from other areas (without plausible explanation)

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

The above behaviours themselves do not indicate that a child is being trafficked, but should be considered as indicators that this may be the case. If staff believe that a child is being trafficked, this

will be reported to the designated safeguarding lead for referral to be considered to children's social care.

### **Child criminal exploitation: county lines**

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

Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism 98 should be considered.

#### **Like other forms of abuse and exploitation, county lines exploitation: •**

can affect any child or young person (male or female) under the age of 18 years; • can affect any vulnerable adult over the age of 18 years;

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

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

### **Gangs and Youth Violence including across county lines**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/418131/Preventing\\_youth\\_violence\\_and\\_gang\\_involvement\\_v3\\_March2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf)

[http://4lscb.proceduresonline.com/southampton/p\\_ch\\_affected\\_gang\\_act.html](http://4lscb.proceduresonline.com/southampton/p_ch_affected_gang_act.html)

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

As a school we have a duty and a responsibility to protect our pupils. It is also well established that success in learning is one of the most powerful indicators in the prevention of youth crime. Dealing with violence also helps attainment. While pupils generally see educational establishments as safe places, even low levels of youth violence can have a disproportionate impact on any education.

Primary schools are also increasingly recognised as places where early warning signs that younger children may be at risk of getting involved in gangs can be spotted. Crucial preventive work can be done within school to prevent negative behaviour from escalating and becoming entrenched.

#### **As a school we will:**

- develop skills and knowledge to resolve conflict as part of the curriculum;
- challenge aggressive behaviour in ways that prevent the recurrence of such behaviour;
- understand risks for specific groups, including those that are gender-based, and target interventions;
- safeguard, and specifically organise child protection, when needed;
- make referrals to appropriate external agencies;
- carefully manage individual transitions between educational establishments, especially into Pupil Referral Units (PRUs) or alternative provision;
- work with local partners to prevent anti-social behaviour or crime

#### **Multi-agency Public Protection Arrangements**

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

#### **Preventing Radicalisation and Extremism**

[www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty](http://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty)

<http://southamptonlscb.co.uk/key-documents/prevent-guidance/>

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

The person to contact in our school regarding Prevent is: Simon Watkins

The prevent duty requires that all staff are aware of the signs that a child maybe vulnerable to radicalisation. The risks will need to be considered for political; environmental; animal rights; or faith based extremism that may lead to a child becoming radicalised. All staff have received Prevent e-learning/received awareness training or have undertaken this as part of induction in order that they can identify the signs of children being radicalised. This is recorded as a part of the schools monitoring of the reading and understanding of policies and attendance at training. Certificates are held for all staff.

As part of the preventative process resilience to radicalisation will be built through the regular promotion of fundamental British values through the curriculum.

Any child who is considered vulnerable to radicalisation will be referred by the DSL to Southampton children's social care front door, where the concerns will be considered within the MASH Prevent process. If the police Prevent officer considers the information to be indicating a level of risk a "channel panel" will be convened and the school will attend and support this process

We also ensure and record that any hirer has appropriate awareness of safeguarding issues and how to contact the Multi-agency safeguarding hub or Police with any concerns, including regarding radicalisation and extremist views or material. There is a record of this awareness when required.

### **Gender based violence / Violence against women and girls**

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

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

### **Sexual violence and sexual harassment between pupil in schools and colleges**

In our school all adults are expected to make it clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up. This will be through the examples staff set as role models to our pupils as well as through PSHE and application of the behaviour policy and code of conduct.

Adults are expected to:

- not tolerate or dismiss sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys";
- challenge behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting up skirts.
- understand that all of the above can be driven by wider societal factors beyond the school and college, such as everyday sexist stereotypes and everyday sexist language.

Recognise the inclusion of upskirting within the guidance and its seriousness - '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

This may constitute sexual harassment

**This is why a whole school/college approach (especially preventative education) as described in Part 3 of recent government advice is important.**

- recognise that pupils with SEN are three times more likely to be abused and ensure they have awareness of pupil behaviours that may be inappropriate towards pupils with SEN
- recognise that allegations of sexual violence or sexual harassment are likely to be complex and will require difficult professional decisions to be made.

The DSL must be notified without delay and decisions made on a case-by-case basis. As with other disclosures the person disclosing must be able to disclose the information in a supportive environment with clear record of factual information made as soon after the disclosure as possible. The same procedures should be followed as set out in the child protection policy.

Where information includes an online element staff including the DSL must be aware of the searching, screening and confiscation advice for schools and UKCCIS sexting advice for schools and college.

A risk assessment must be made following the disclosure by the DSL on a case-by-case basis this may need to be amended once other agencies become involved

The DSL will report to children's social care through MASH, and this will be in conjunction with the police. Parents/carers will be informed unless there is a compelling reason not to, such as safety of the child. The police will advise what information can or should be shared.

There may need to be a temporary revision of education arrangements including class moves, arrangements for arriving and leaving school and at break times to ensure that both pupils are supported in continuing their education whilst any investigation is carried out.

### **So-called Honour Based Violence**

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

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

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

Women and girls are the most common victims of honour based violence however it can also affect men and boys. Crimes of 'honour' do not always include violence. Crimes committed in the name of 'honour' might include:

- a. domestic abuse
- b. threats of violence
- c. sexual or psychological abuse
- d. forced marriage
- e. being held against your will or taken somewhere you don't want to go
- f. assault

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

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

[www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilationprocedural-information](http://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilationprocedural-information)

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

- FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons. It has no health benefits and harms girls and women in many ways. It involves removing and damaging healthy and normal female genital tissue, and hence interferes with the natural function of girls' and women's bodies.
- The age at which girls undergo FGM varies enormously according to the community. The procedure may be carried out when the girl is new-born, during childhood or adolescence, just before marriage or during the first pregnancy. However, the majority of cases of FGM are thought to take place between **the ages of 5 and 8** and therefore girls within that age bracket are at a higher risk.

- FGM is illegal in the UK. On the 31 October 2015, **it became mandatory for teachers to report known cases of FGM directly to the police.** In these situations, the DSL and/or head must be informed that the member of teaching staff has called the police to report information that they believe indicates that FGM has happened. Advice can be sought from the DSL if required. If the information is gained by a non-teacher they must report to the DSL without delay.
- At no time will staff examine pupils to confirm FGM concerns.
- For cases where it is believed that a girl may be vulnerable to FGM or there is a concern that she may be about to be genitally mutilated the staff will inform the DSL who will report it as with any other child protection concern. If the female is 18 or over teachers should follow local safeguarding procedures and contact the DSL, who in turn will contact MASH.

### **Forced Marriage**

[www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/322307/HMG\\_MULTI\\_AGENCY\\_PRACTICE\\_GUIDELINES\\_v1\\_180614\\_FINAL.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf)

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

### **Characteristics that may indicate forced marriage**

While individual cases of forced marriage, and attempted forced marriage, are often very particular, they are likely to share a number of common and important characteristics, including:

- an extended absence from school/college, including truancy;
- a drop in performance or sudden signs of low motivation;
- excessive parental restriction and control of movements;
- a history of siblings leaving education to marry early;
- poor performance, parental control of income and students being allowed only limited career choices;
- evidence of self-harm, treatment for depression, attempted suicide, social isolation, eating disorders or substance abuse; and/or
- evidence of family disputes/conflict, domestic violence/abuse or running away from home.

On their own, these characteristics may not indicate forced marriage. However, it is important to be satisfied that where these behaviours occur, they are not linked to forced marriage. It is also important to avoid making assumptions about an individual pupil's circumstances or act on the basis of stereotyping. For example, an extended holiday may be taken for entirely legitimate reasons and may not necessarily represent a pretext for forced marriage.

### **Domestic Abuse**

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

[https://www.nspcc.org.uk/what-you-can-do/events/-abuse/research-andresources/research/findings/understandingthelinks\\_wda48278.html](https://www.nspcc.org.uk/what-you-can-do/events/-abuse/research-andresources/research/findings/understandingthelinks_wda48278.html)

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

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

Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

- Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.
- Research indicates that living within a home where domestic abuse takes place is harmful to children and can have a serious impact on their behaviour, wellbeing and understanding of what a normal relationship is.
- Children witnessing domestic abuse is recognised as '**significant harm**' in law. These children may become aggressive; display anti-social behaviours; suffer from depression or anxiety; or fail to reach their educational potential. Indicators that a child is living within a relationship with domestic abuse include:
  - a. withdrawn
  - b. suddenly behaves differently
  - c. anxious
  - d. clingy
  - e. depressed
  - f. aggressive
  - g. problems sleeping
  - h. eating disorders
  - i. wets the bed
  - j. soils clothes
  - k. takes risks
  - l. misses school
  - . changes in eating habits
  - n. obsessive behaviour
  - o. nightmares
  - p. drugs

- q. alcohol
- r. self-harm
- s. thoughts about suicide
- These behaviours themselves do not indicate that a child is living with domestic abuse, but should be considered as indicators that this may be the case. If staff believe that a child is living with domestic abuse, this will be reported to the designated safeguarding lead for referral to be considered to children's social care.

### **Bullying**

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

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

The school works to a separate bullying policy, has a child friendly version of the policy and runs anti bullying awareness a part of the curriculum.

### **Prejudice based abuse**

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

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

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

- threatened or actual physical assault
- derogatory name calling, insults, for example racist jokes or homophobic language
- hate graffiti (e.g. on school furniture, walls or books)
- provocative behaviour e.g. wearing of badges or symbols belonging to known right wing, or extremist organisations
- distributing literature that may be offensive in relation to a protected characteristic

- verbal abuse
- inciting hatred or bullying against pupils who share a protected characteristic
- prejudiced or hostile comments in the course of discussions within lessons
- teasing in relation to any protected characteristic e.g. sexuality, language, religion or cultural background
- refusal to co-operate with others because of their protected characteristic, whether real or perceived
- expressions of prejudice calculated to offend or influence the behaviour of others
- attempts to recruit other pupils to organisations and groups that sanction violence, terrorism or hatred.

**As a school we will respond by:**

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

**Faith Abuse**

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

[http://www.proceduresonline.com/4lscb/southampton/p\\_faith\\_belief.html?zoom\\_highlight=faith+abuse](http://www.proceduresonline.com/4lscb/southampton/p_faith_belief.html?zoom_highlight=faith+abuse)

The number of known cases of child abuse linked to accusations of “possession” or “witchcraft” is small, but children involved can suffer damage to their physical and mental health, their capacity to learn, their ability to form relationships and to their self-esteem. Such abuse generally occurs when a carer views a child as being “different”, attributes this difference to the child being “possessed” or involved in “witchcraft” and attempts to exorcise him or her.

A child could be viewed as “different” for a variety of reasons such as, disobedience; independence; bed-wetting; nightmares; illness; or disability. There is often a weak bond of attachment between the carer and the child. There are various social reasons that make a child more vulnerable to an accusation of “possession” or “witchcraft”. These include family stress and/or a change in the family structure. The attempt to “exorcise” may involve severe beating, burning, starvation, cutting or stabbing and isolation, and usually occurs in the household where the child lives.

If the school become aware of a child who is being abused in this context, the DSL will follow the normal referral route in to children’s social care.

### **Hate Crime**

These are incidents or offences which are motivated by hostility, prejudice or hatred towards someone's actual or perceived:

- colour of skin, race, ethnicity, nationality and/or national origin
- disability
- sexual orientation
- faith, religion or belief , gender or gender identity
- age

### **Mate Crime and Peer on peer abuse**

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

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

Mate crime is a rapidly increasing problem across the country and is defined as: “the exploitation, abuse or theft from any vulnerable person by those they consider to be their friends. Those that commit such abuse or theft are often referred to as 'fake friends'.” Mate crime is most prevalent when the victim suffers with a mental disability and is especially common when that disability is Autism or Asperger’s.

For the specific guidance relating to allegations against other pupils please familiarise yourself with the guidance contained in Appendix 8

### **Internet / e-safety/ on-line safety**

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

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

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

Technological hardware and software is developing continuously with an increase in functionality of devices that people use. The majority of children use online tools to communicate with others locally, nationally and internationally. Access to the Internet and other tools that technology provides is an invaluable way of finding, sharing and communicating information. While technology itself is not harmful, it can be used by others to make children vulnerable and to abuse them.

With the current speed of on-line change, some parents and carers have only a limited understanding of online risks and issues. Parents may underestimate how often their children come across potentially harmful and inappropriate material on the internet and may be unsure about how to respond. Some of the risks could be:

- unwanted contact
- grooming
- online bullying including sexting
- digital footprint

Also refer to the teaching online safety guidance

The school will therefore seek to provide information and awareness to both pupils and their parents through:

- Acceptable use agreements for children, teachers, parents/carers and governors
- Curriculum activities involving raising awareness around staying safe online
- Information included in letters, newsletters, web site
- Parents evenings / sessions
- High profile events / campaigns e.g. Safer Internet Day
- Building awareness around information that is held on relevant web sites and or publications
- Ensuring the safeguards in place for the school electronic systems are effective and monitored for any threats to safety

### **Cyberbullying**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/374850/Cyberbullying\\_Advice\\_for\\_Headteachers\\_and\\_School\\_Staff\\_121114.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf)

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

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

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

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

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

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

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

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

### **Sexting**

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

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

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

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

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

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

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

### **Gaming**

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

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

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

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

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

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

### **Online reputation**

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

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

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

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

### **Grooming**

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

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

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

- Online grooming is the process by which one person with an inappropriate sexual interest in children will approach a child online, with the intention of developing a relationship with that child, to be able to meet them in person and intentionally cause harm.
- The school will build awareness amongst children and parents about ensuring that the child:
- only has friends online that they know in real life

- is aware that if they communicate with somebody that they have met online, that relationship should stay online

That parents should:

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

The school will raise awareness by:

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

### **Substance misuse including alcohol and drugs**

[http://4lscb.proceduresonline.com/southampton/p\\_ch\\_par\\_misuse\\_subs.html](http://4lscb.proceduresonline.com/southampton/p_ch_par_misuse_subs.html)

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

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

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

### **Parental substance misuse**

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

For children the impact of parental substance misuse can include:

- Inadequate food, heat and clothing for children (family finances used to fund adult's dependency)
- Lack of engagement or interest from parents in their development, education or wellbeing
- Behavioural difficulties- inappropriate display of sexual and/or aggressive behaviour
- Bullying (including due to poor physical appearance)
- Isolation – finding it hard to socialise, make friends or invite them home
- Tiredness or lack of concentration
- Child talking of or bringing into school drugs or related paraphernalia
- Injuries /accidents (due to inadequate adult supervision )
- Taking on a caring role
- Continued poor academic performance including difficulties completing homework on time

k. Poor attendance or late arrival

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

#### **Substance misuse including alcohol and drugs - children**

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

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

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

#### **Pupils with medical conditions (in school) including emergency evacuation**

[www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3](http://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3)

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

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

#### **Intimate care**

[http://www.proceduresonline.com/4lscb/southampton/p\\_intimate\\_disabilities.html?zoom\\_highlight=intimate+care+personal+care](http://www.proceduresonline.com/4lscb/southampton/p_intimate_disabilities.html?zoom_highlight=intimate+care+personal+care)

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

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

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

Intimate care can include:

- Feeding
- Oral care

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

### **Fabricated or induced illness**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/277314/Safeguarding\\_Children\\_in\\_whom\\_illness\\_is\\_fabricated\\_or\\_induced.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277314/Safeguarding_Children_in_whom_illness_is_fabricated_or_induced.pdf)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/508847/Mental\\_Health\\_and\\_Behaviour\\_-\\_advice\\_for\\_Schools\\_160316.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/508847/Mental_Health_and_Behaviour_-_advice_for_Schools_160316.pdf)

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

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

There are three main ways that a carer could fabricate or induce illness in a child. These are not mutually exclusive and include: ☐ fabrication of signs and symptoms. This may include fabrication of past medical history; ☐ fabrication of signs and symptoms and falsification of hospital charts and records, and specimens of bodily fluids. This may also include falsification of letters and documents; ☐ induction of illness by a variety of means.

If we are concerned that a child may be suffering from fabricated or induced illness we will follow the established procedures of the LSCB.

### **Mental Health**

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

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

The term "mental ill health" is used to cover a wide range of conditions, from eating disorders, mild depression and anxiety to psychotic illnesses such as schizophrenia or bipolar disorder. Parental mental illness does not necessarily have an adverse impact on a child's developmental needs, but it is essential to always assess its implications for each child in the family. It is essential that the diagnosis of a parent/carer's mental health is not seen as defining the level of risk. Similarly, the absence of a diagnosis does not equate to there being little or no risk.

For children the impact of parental mental health can include:

- The parent / carer's needs or illnesses taking precedence over the child's needs
- Child's physical and emotional needs neglected

- A child acting as a young carer for a parent or a sibling
- Child having restricted social and recreational activities
- Child finds it difficult to concentrate- impacting on educational achievement
- A child missing school regularly as (s)he is being kept home as a companion for a parent / carer
- Adopt paranoid or suspicious behaviour as they believe their parent's delusions.
- Witnessing self-harming behaviour and suicide attempts (including attempts that involve the child)
- Obsessional compulsive behaviours involving the child

Form tutors and class teachers see their pupils day in, day out. They know them well and are well placed to spot changes in behaviour that might indicate an emerging problem with the mental health and emotional wellbeing of pupils.

The balance between the risk and protective factors are most likely to be disrupted when difficult events happen in pupils' lives. These include: I

- loss or separation – resulting from death, parental separation, divorce, hospitalisation, loss of friendships (especially in adolescence), family conflict or breakdown that results in the child having to live elsewhere, being taken into care or adopted;
- life changes – such as the birth of a sibling, moving house or changing schools or during transition from primary to secondary school, or secondary school to sixth form; and
- traumatic events such as abuse, domestic violence, bullying, violence, accidents, injuries or natural disaster.

If staff become aware of any of the above indicators, or others that suggest a child is suffering due to parental mental health, the information will be shared with the DSL to consider a referral to children's social care.

When concerns are identified, school staff will provide opportunities for the child to talk or receive support within the school environment. Parents will be informed of the concerns and a shared way to support the child will be discussed.

Where the needs require additional professional support referrals will be made to the appropriate team or service with the parent's agreement (or child's if they are competent as per Fraser guidelines).

### **Children Looked After**

All staff have a responsibility to keep all children safe. Staff need to be aware of the child's care arrangements including the levels of authority delegated to the carer by the authority looking after him or her. The Designated Safeguarding Lead will have all details of the child's social worker, the name of the Virtual School Head Teacher in the authority that looks after the child.

The Designated Teacher in our school has received training to undertake their role. The role is clearly set out in their job description and they have appointed into role. The designated teacher will ensure that they liaise with the relevant Virtual School and ensure that a personal education plan (PEP) is in place and regularly reviewed. Appropriate staff will have the information they need in relation to a child's looked after legal status and contact arrangements in place for the child.

The Designated Teacher for our school are Gillie Hotston/Emma Renouf

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

Contact details: [maria.anderson@southampton.gov.uk](mailto:maria.anderson@southampton.gov.uk)

### **Private fostering**

[http://www.proceduresonline.com/4lscb/southampton/p\\_ch\\_living\\_away.html?zoom\\_highlight=private+fostering](http://www.proceduresonline.com/4lscb/southampton/p_ch_living_away.html?zoom_highlight=private+fostering)

Private fostering is an arrangement by a child's parents for their child (under 16 or 18 if disabled) to be cared for by another adult who is not closely related and is not a legal guardian with parental responsibility for 28 days or more. It is not private fostering if the carer is a close relative to the child such as grandparent, brother, sister, uncle or aunt.

The law requires that the carer/s and parents must notify the children's services department of any private fostering arrangement. If the school becomes aware that a pupil is being privately fostered we will inform the children's services department and inform both the parents and carers that we have done so.

### **Children and the court system**

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds (Young witness booklet for 5 to 11 year olds - GOV.UK and 12-17 year olds (Young witness booklet for 12 to 17 year olds - GOV.UK . They explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers. If this situation arises for a child at Ludlow Junior School we will work with the relevant agencies and families to ensure that the child feels supported through the process and after through assessment on a case by case basis.

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

NICCO

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children. If this occurs at Ludlow Junior School we will work together with the relevant agencies including NICCO to ensure that the child is fully supported and actions can be taken to aim to mitigate the circumstances ensuring that all communication and access to information is fully adhered to.

### **Key reminders**

**Reporting and recording.** Any member of staff who has concerns about the welfare of a child must share this information with the DSL. Staff will make a brief, accurate and verbatim record of the concerns including the child's own words (if a disclosure / allegation) or the evidence that has led to the concerns. This report is given to the DSL who will analyse risk and refer onwards as necessary and appropriate. Remember to CPOMS your report

**Referrals** where urgent action is required should never be delayed in order for a full record to be written. CP records will be stored securely and away from the main pupil records (CPOMS).

### **Confidentiality**

We maintain that all matters relating to child protection are to be treated as confidential and only shared as per the 'working together' guidance.

Information will only be shared with agencies who we have a statutory duty to share with or individuals within the school who 'need to know'.

All staff are aware that they cannot promise a child that they will keep a secret

Disciplinary action will be considered for any breach of confidentiality.

### **Reporting**

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

b. Staff will report to DSL any additional concerns, disclosures or observations after the initial referral, not assuming that a referral in itself will protect children.

### **Referral**

a. The DSL will assess the information and consider if significant harm has happened or there is a risk that it may happen. If the evidence suggests the threshold of significant harm, or risk of significant harm has been reached; or they are not clear if the threshold is met, then the DSL will contact MASH for further advice.

b. Generally the DSL will inform the parents prior to making a referral however there are situations where this may not be possible or appropriate.

A DSL will ensure that a report is always sent to every meeting. They or another appropriately informed member of staff may also attend case conferences or other planning meetings, contributing to the assessment process alongside the report.

### **Internal safeguarding checks and balances**

#### **Staff and recruitment**

\_Safer Recruitment

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

(February 2017)

[www.gov.uk/government/publications/keeping-children-safe-in-education--2](http://www.gov.uk/government/publications/keeping-children-safe-in-education--2)

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

The school operates a safer recruitment process as part of the school's Recruitment Procedure]. On all recruitment panels there is at least one member who has undertaken safer recruitment training. This training is undertaken every 3 years. This should be regularly updated.

The process checks the identity, criminal record (enhanced DBS), mental and physical capacity, right to work in the U.K., professional qualification and seeks confirmation of the applicant's experience and history through references. It must include barred list checks and prohibition checks for teachers. A Disqualification under the childcare act declaration where appropriate.

#### **Single Central Register**

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

The Single Central Register is fully compliant with current guidance as of September 2019 in line with Ofsted's guidance, "Inspecting Safeguarding in early years, education and skills" August 2016, and KCSiE 2019.

#### **Teacher Status Checks**

This includes prohibition from teaching checks. These are carried out via the DfE secure access portal <https://sa.education.gov.uk/idp/Authn/UserPassword>.

This information must be recorded and dated on the Schools Single Central Register. We check all qualified teachers that are appointed to positions in our school.

### **Staff Induction**

The DSL or their deputy will provide all new staff with training to enable them to both fulfil their role and also to understand the child protection policy, the safeguarding policy, the staff behaviour policy/code of conduct, part one (and annex A) of Keeping Children Safe in Education, September 2019. 172. This induction may be covered within the annual training if this falls at the same time; otherwise it will be carried out separately during the initial starting period. A record of training undertaken as well as clarification of understanding will be kept up to date in school

### **Training**

All staff in Education should be aware of the signs and symptoms of abuse and be able to respond appropriately. Training is provided to the whole school every year with separate training to all new staff on appointment if this falls at a different point in the year. The DSL will attend initial training for their role and then refresh this specific training for DSL's every two years in addition to having regular updates.

Any update in national or local guidance will be shared with all staff in briefings and then captured in the next whole school training. A record will be kept and policy updated.

Information for visitors should be clear so as they can raise any concerns whilst in school. It should include the names of DSL/s and how to contact them. It should also set out any expectations regarding for example use of mobile phones.

## **Appendix 1**

### **Appendix 1: Transporting of Pupils by Parents**

Draft letter:

Dear Parent / Volunteer

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

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

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

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

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

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

Signed

Head Teacher

## **Appendix 2 - DECLARATION FORM**

Safeguarding statement

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

All drivers must:  Hold a valid driving licence for the type of vehicle being driven  Be fit to drive  Have no medical condition which affects their ability to drive  Have a valid MOT for any vehicle older than 3 years old  Ensure that any vehicle is roadworthy, including brakes, lights, tyres, bodywork, wipers, mirrors etc.  Ensure that any vehicle used has current road tax  Ensure that they adhere to the appropriate speed limit  Ensure that all seat belts are working and worn by everybody in the vehicle Insurance:  Maintain valid insurance, as a minimum, for third part liability  Check with their insurance company and inform them that the driver occasionally conveys children on school activities. (This is unlikely to affect the cost of your insurance premium.) Safety:  Be familiar with, and drive in accordance with, the Highway Code at all times  Drive safely and observe the speed limit  Before driving not to consume alcohol or drugs which may impair driving  Ensure that all passengers wear seat belts as appropriate  Use child proof locks on rear doors where necessary  Child seats such as booster seats are to be used at all times according to the height and age of each child in the vehicle

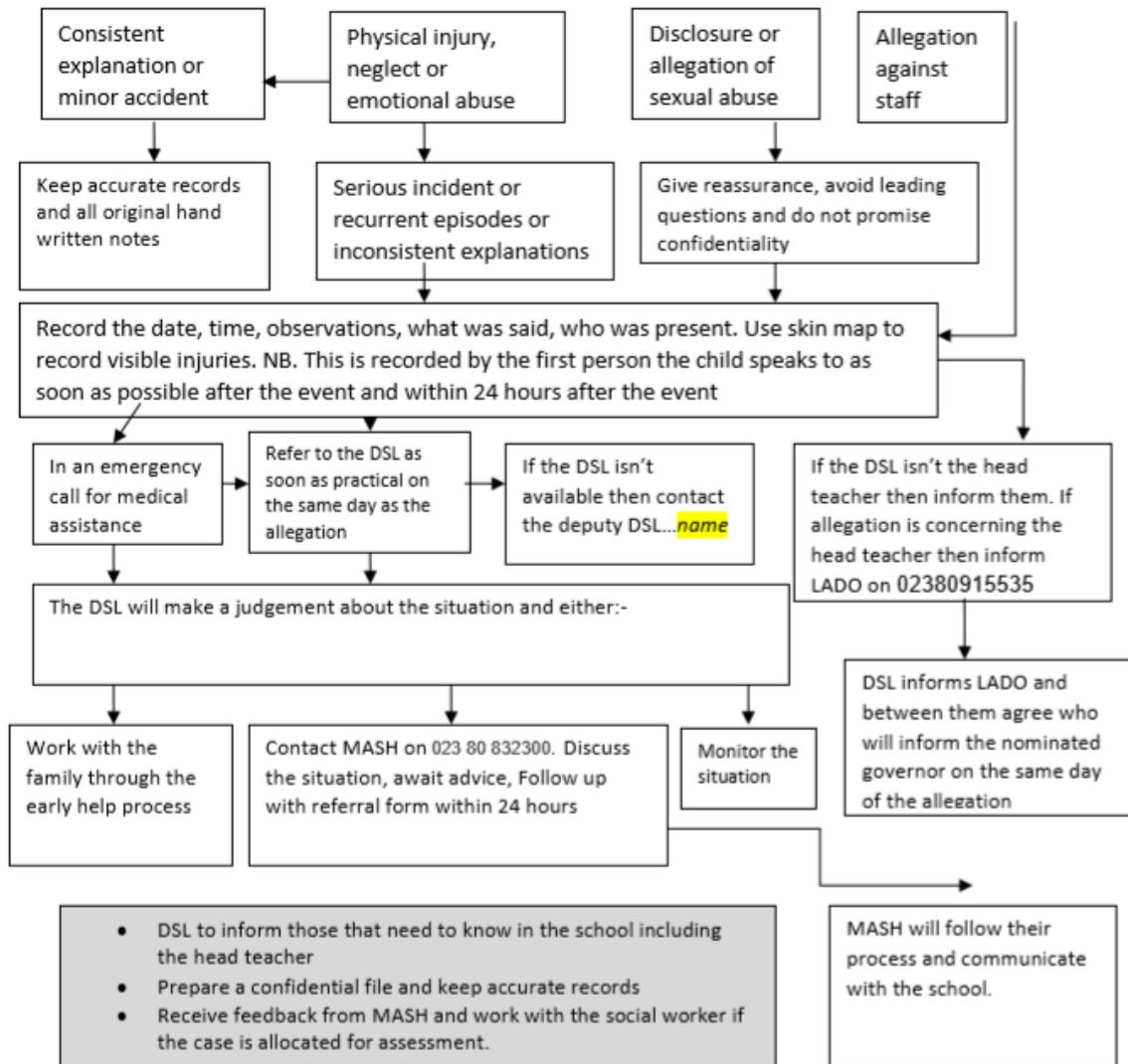
I have read and understood the above requirements and agree to comply with them. I agree to inform the school if circumstances change and I can no longer comply with these arrangements.

Signature:      Date:

Name (Please print)

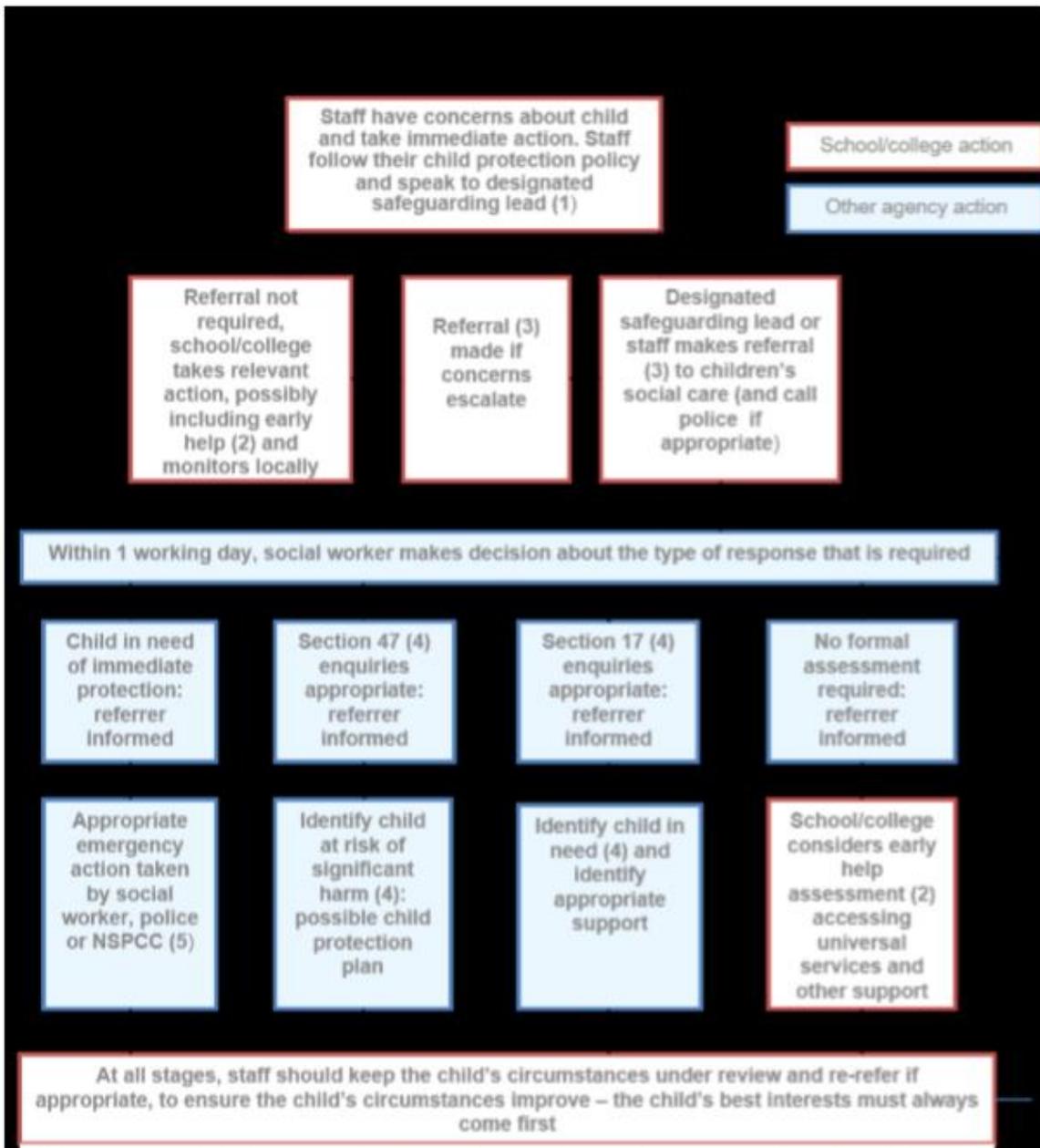
Number of seats in vehicle:

**Appendix 3 – Flow chart**



## Appendix 4 Flowchart KCSiE 2018 p 13

### What to do if there are concerns about a child



## Appendix 5

### Annex 3: Body Map

Body Maps should be used to document and illustrate visible signs of harm and physical injuries. Always use a black pen (never a pencil) and do not use correction fluid or any other eraser. Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

**\*At no time should an individual teacher/member of staff or school take photographic evidence of any injuries or marks to a child's person, the body map below should be used. Any concerns should be reported and recorded without delay to the appropriate safeguarding services, e.g. Social Care direct or child's social worker if already an open case to social care/ Police.**

**When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:**

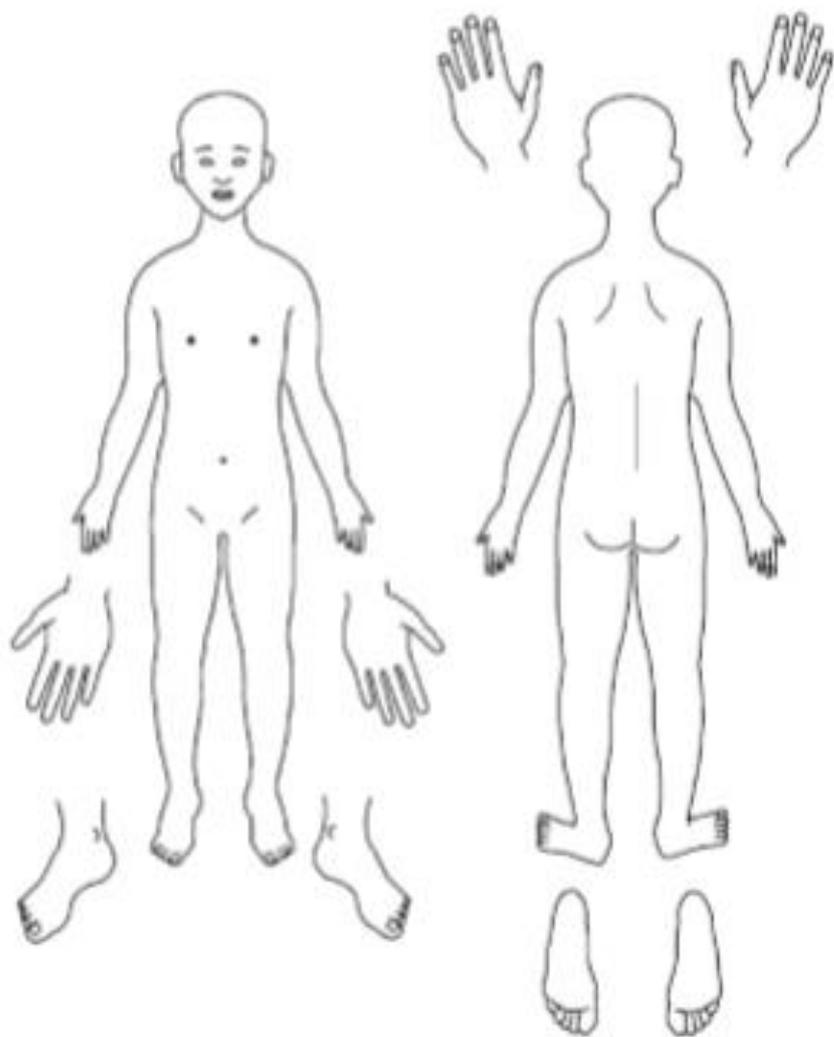
- Exact site of injury on the body, e.g. upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g. round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

**Ensure First Aid is provided where required and record**

A copy of the body map should be kept on the child's concern/confidential file.

Appendix 5

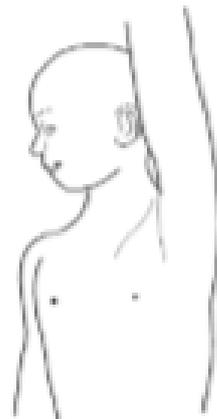
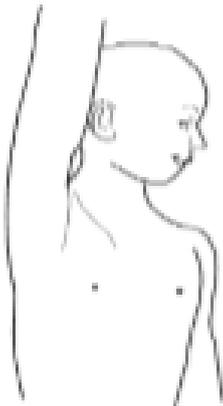


Name of Child: \_\_\_\_\_

Date of birth: \_\_\_\_\_ Date of recording: \_\_\_\_\_

Name of completer: \_\_\_\_\_

Appendix 5



**Any additional information:**

## **Appendix 6**

Dealing with disclosures All staff should:

A member of staff who is approached by a child should listen positively and try to reassure them. They cannot promise complete confidentiality and should explain that they may need to pass information to other professionals to help keep the child or other children safe. The degree of confidentiality should always be governed by the need to protect the child.

Additional consideration needs to be given to children with communication difficulties and for those whose preferred language is not English. It is important to communicate with them in a way that is appropriate to their age, understanding and preference.

All staff should know who the DSL is and who to approach if the DSL is unavailable. Ultimately, all staff have the right to make a referral to the police or social care directly and should do this if, for whatever reason, there are difficulties following the agreed protocol, e.g. they are the only adult on the school premises at the time and have concerns about sending a child home or witness something out of hours.

### **Guiding principles, the seven R's**

#### **Receive**

- 
- Listen to what is being said, without displaying shock or disbelief
- Accept what is said and take it seriously
- Make a note of what has been said as soon as practicable

**Reassure** the pupil, but only so far as is honest and reliable

- Don't make promises you may not be able to keep e.g. 'I'll stay with you' or 'everything will be alright now' or 'I'll keep this confidential'
- Do reassure e.g. you could say: 'I am glad you have been able to tell me this', 'I am sorry this has happened', 'We are going to do something together to get help'
- Do not pass any judgement or ask why questions.

#### **Respond**

- Respond to the pupil only as far as is necessary for you to establish whether or not you need to refer this matter, but do not interrogate for full details
- Do not ask 'leading' questions i.e. 'did he touch your private parts?' or 'did she hurt you?' Such questions may invalidate your evidence (and the child's) in any later prosecution in court

- Do not criticise the alleged perpetrator; the pupil may care about him/her, and reconciliation may be possible
- Do not ask the pupil to repeat it all for another member of staff. Explain what you have to do next and whom you have to talk to.
- Reassure the pupil that it will be a senior member of staff

### **Report**

- Share concerns with the designated safeguarding lead as soon as possible
- If you are not able to contact your designated safeguarding lead, and the child is at risk of immediate harm, contact the children's services department directly
- If you are dissatisfied with the level of response you receive following your concerns, you should press for re-consideration

### **Record**

- If possible make some very brief notes at the time, and write them up as soon as possible  
CPOMS
- Keep your original notes on file
- Record the date, time, place, person's present and noticeable nonverbal behaviour, and the words used by the child.
- Record the actual words used, rather than translating them into 'proper' words
- Complete a body map to indicate the position of any noticeable bruising/injury
- Record facts and observable things, rather than your 'interpretations' or 'assumptions'

### **Remember**

- Support the child: listen, reassure, and be available
- Complete confidentiality is essential. Share your knowledge only with appropriate professional colleagues
- Try to get some support for yourself if you need it

### **Review (led by DSL)**

- Has the action taken provided good outcomes for the child?
- Did the procedure work?
- Were any deficiencies or weaknesses identified in the procedure?
- Have these been remedied?
- Is further training required?

### **What happens next?**

It is important that concerns are followed up and it is everyone's responsibility to ensure that they are. The member of staff should be informed by the DSL what has happened following the report being made. If they do not receive this information they should be proactive in seeking it out.

If they have concerns that the disclosure has not been acted upon appropriately they might inform the head teacher/ safeguarding governor of the school and/or may ultimately contact the children's services department or the Local Authority Designated Officer LADO. They may use the whistleblowing procedure.

Receiving a disclosure can be upsetting for the member of staff and schools should have a procedure for supporting them after the disclosure. This might include reassurance that they have followed procedure correctly and that their swift actions will enable the allegations to be handled appropriately.

In some cases additional counselling might be needed and they should be encouraged to recognise that disclosures can have an impact on their own emotions.

Children may become subject to Child in Need plans or Child Protection plans. This will always involve multiagency working around the child / family. All agencies are required to provide written reports for each meeting. Our school may also send a representative to the meeting to share this report and hear the wider picture.

## **Appendix 7 – Allegation against a member of staff**

### Procedure

This procedure should be used in all cases in which it is alleged a member of staff or volunteer in a school has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children

In dealing with allegations or concerns against an adult in the school, staff must:

- Report any concerns about the conduct of any member of staff or volunteer to the Head teacher or the DSL as soon as possible
  
- If an allegation is made against the Head teacher, the concerns need to be raised with the LADO or nominated governor as soon as possible
  
- Once an allegation has been received by the Head teacher or nominated governor they will contact the Local Authority Designated Officer on 02380 915535 as soon as possible and before carrying out any investigation into the allegation other than preliminary enquiries.
  
- Inform the parents of the allegation unless there is a good reason not to

In liaison with the LADO, the school will determine how to proceed and if necessary the LADO will refer the matter to children's social care and/or the police.

If the matter is investigated internally, the LADO will advise the school to seek guidance from their personnel/HR provider in following procedures set out in 'keeping children safe in education' (2019) and the LSCB procedures.

If it is agreed that suspension is required the school will provide the employee facing any allegation with a named contact.

### **Appendix 8 Managing allegations against other pupils**

DfE guidance keeping children safe in education (2019) says that 'governing bodies should ensure that there are procedures in place to handle allegations against other children'. The guidance also states the importance of minimising the risks of peer-on- peer abuse. In most instances, the conduct of students towards each other will be covered by the school's behaviour policy.

Some allegations may be of such a serious nature that they may raise safeguarding concerns. These allegations are most likely to include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is also likely that incidents dealt with under this policy will involve older students and their behaviour towards younger students or those who are vulnerable. DfE issued guidance in May 2019 "Sexual violence and sexual harassment between children in schools and colleges - GOV.UK It is recognised that this could happen and therefore the guidance will be followed.

The safeguarding implications of sexual activity between young people

The intervention of child protection agencies in situations involving sexual activity between children can require difficult professional judgments. Some situations are statutorily clear – for example, a **child under the age of 13 cannot consent to sexual activity.**

But it will not necessarily be appropriate to initiate safeguarding procedures where sexual activity involving children and young people below the age of legal consent (16 years) comes to notice. In our society generally the age at which children become sexually active has steadily dropped.

**It is important to distinguish between consensual sexual activity between children of a similar age** (where at least one is below the age of consent), and sexual activity involving a power imbalance, or some form of coercion or exploitation. It may also be difficult to be sure that what has or has been alleged to have taken place definitely does have a sexual component.

As usual, important decisions should be made on a case by case basis, on the basis of an assessment of the children's best interests. Referral under safeguarding arrangements may be necessary, guided by an assessment of the extent to which a child is suffering, or is likely to suffer, significant harm.

**Key specific considerations will include:**

The age, maturity and understanding of the children;

Any disability or special needs of the children;

Their social and family circumstance;

Any evidence in the behaviour or presentation of the children that might suggest they have been harmed;

Any evidence of pressure to engage in sexual activity;

Any indication of sexual exploitation;

There are also contextual factors. Gender, sexuality, race and levels of sexual knowledge can all be used to exert power. A sexual predator may sometimes be a woman or girl and the victim can be a boy

Taken from The safeguarding implications of events leading to the closure of Stanbridge Earls School – A Serious Case Review (2015)

At Ludlow Junior School 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 students.

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's behaviour policy.

**Prevention**

As a school we will minimise the risk of allegations against other pupils by:-

- Providing a developmentally appropriate PSHE syllabus which effectively develops students understanding of acceptable behaviour and keeping themselves safe
- Having systems in place for any student to raise concerns with staff, and staff to raise concerns about pupils knowing that they will be listened to, believed and valued
- Delivering targeted work on assertiveness and keeping safe to those pupils identified as being at risk
- Developing robust risk assessments & providing targeted work for pupils identified as being a potential risk to other pupils.

**Allegations against other pupils which are safeguarding issues**

Occasionally, allegations may be made against students 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. They may include Sexual violence or sexual harassment. It is likely that, to be considered a safeguarding allegation against a pupil, some of the following features will be found.

If the allegation:-

- Is made against an older pupil and refers to their behaviour towards a younger pupil or where there may be a coercion/power imbalance, or a more vulnerable pupil
- Is of a serious nature, possibly including a criminal offence
- Raises risk factors for other pupils in the school
- Indicates that other pupils may have been affected by this student
- Indicates that young people outside the school may be affected by this student

**Examples of safeguarding issues against a student could include:**

- Physical Abuse
  - Violence, particularly pre-planned
  - Forcing others to use drugs or alcohol
  - Emotional Abuse
  - Blackmail or extortion
  - Threats and intimidation
- 
- Sexual Abuse
  - Indecent exposure, indecent touching or serious sexual assaults
  - Forcing others to watch pornography or take part in sexting

### **Sexual Exploitation**

- Encouraging other children to engage in inappropriate sexual behaviour (For example - having an older boyfriend/girlfriend, associating with unknown adults or other sexually exploited children, staying out overnight)
- Photographing or videoing other children performing indecent acts

### **Procedure:-**

When an allegation is made by a pupil against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the designated safeguarding lead (DSL) should be informed

- A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances

- The DSL should contact the multi-agency safeguarding hub to discuss the case
- The DSL will follow through the outcomes of the discussion and make a referral where appropriate
- If the allegation indicates that a potential criminal offence has taken place, once referred to the multi-agency agency safeguarding hub, the police will become involved
- Parents, of both the student being complained about and the alleged victim, should be informed and kept updated on the progress of the referral
- The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils' files
- It may be appropriate to arrange for alternative education provision for a short period for either or both pupils as the allegation is an allegation and will need to be fully investigated
- Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures-
- In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan
- The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

## Appendix 9 Briefing

### **For volunteers/ supply staff and those on short contracts in Ludlow Junior school**

While working/volunteering in our school, you have a duty of care towards the children/pupils/students here. This means that at all times you should act in a way that is consistent with their safety and welfare. In addition, if at any time you have a concern about an adult, child or young person, particularly if you think they may be at risk of abuse or neglect, it is your responsibility to share that concern with the school designated safeguarding lead (DSL), who is Simon Watkins, executive head or the deputy DSLs Gemma French, Emma Renouf, Gillie Hotston, Vanessa Chandler, Maria Locke and Debbie Rooke

This is not an exhaustive list but you may have become concerned as a result of:

- observing a physical injury, which you think may have been non-accidental
- observing something in the appearance of a child or young person which suggests they are not being sufficiently well cared for
- observing behaviour that leads you to be concerned about a child or young person
- a child or young person telling you that they have been subjected to some form of abuse.

In any of the circumstances listed here, you must write down what you saw or heard, date and sign your account, and give it to the DSL. This may be the beginning of a legal process – it is important to understand that legal action against a perpetrator can be seriously damaged by any suggestion that the child has been led in any way. Just record factual information shared including exact words/phrases used.

**If a child talks to you about abuse, you should follow these guidelines:**

- Rather than directly questioning the child, just listen and be supportive
- Never stop a child who is freely recalling significant events, but don't push the child to tell you more than they wish
- Make it clear that you may need to pass on information to staff in other agencies who may be able to help – do not promise confidentiality. You are obliged to share any information relating to abuse or neglect
- Write an account of the conversation immediately, as close to verbatim as possible. Put the date and timings on it, and mention anyone else who was present. Then sign it, and give your record to the designated safeguarding lead/ deputy who should contact children's social care if appropriate.
- If you are a teacher and have information that an act of FGM has occurred it is your duty to report this to the police. You may wish to ask for advice from the DSL. The DSL must be informed in all circumstances. If you are not a teacher report the information to the DSL. .

The school has a policy on safeguarding children and young people which you can find, together with the local procedures to be followed by all staff on the server – public – teachers only - policies. Remember, if you have a concern, discuss it with the DSL.

Appendix 10

## Brook sexual behaviours traffic light tool

### Behaviours: age 0 to 5

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

<p><b>What is a green behaviour?</b></p> <p>Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability. They are reflective of natural curiosity, experimentation, consensual activities and positive choices.</p>	<p><b>What is an amber behaviour?</b></p> <p>Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.</p>	<p><b>What is a red behaviour?</b></p> <p>Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur.</p>
<p><b>What can you do?</b></p> <p>Green behaviours provide opportunities to give positive feedback and additional information.</p>	<p><b>What can you do?</b></p> <p>Amber behaviours signal the need to take notice and gather information to assess the appropriate action.</p>	<p><b>What can you do?</b></p> <p>Red behaviours indicate a need for immediate intervention and action.</p>
<p><b>Green behaviours</b></p> <ul style="list-style-type: none"> <li>• holding or playing with own genitals</li> <li>• attempting to touch or curiosity about other children's genitals</li> <li>• attempting to touch or curiosity about breasts, bottoms or genitals of adults</li> <li>• games e.g. mummies and daddies,</li> <li>• doctors and nurses</li> <li>• enjoying nakedness</li> <li>• interest in body parts and what they do</li> <li>• curiosity about the differences between boys and girls.</li> </ul>	<p><b>Amber behaviours</b></p> <ul style="list-style-type: none"> <li>• preoccupation with adult sexual behaviour</li> <li>• pulling other children's pants down/skirts up/trousers down against their will</li> <li>• talking about sex using adult slang</li> <li>• preoccupation with touching the genitals of other people</li> <li>• following others into toilets or changing rooms to look at them or touch them</li> <li>• talking about sexual activities seen on TV/online.</li> </ul>	<p><b>Red behaviours</b></p> <ul style="list-style-type: none"> <li>• persistently touching the genitals of other children</li> <li>• persistent attempts to touch the genitals of adults</li> <li>• simulation of sexual activity in play</li> <li>• sexual behaviour between young children involving penetration with objects</li> <li>• forcing other children to engage in sexual play.</li> </ul>

This is intended to be used as a guide only. Please refer to the guidance tool at <https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool> for further information

Print date: 01/10/2015 - Brook has taken every care to ensure that the information contained in this publication is accurate and up-to-date at the time of being published. As information and knowledge is constantly changing, readers are strongly advised to use this information for up to one month from print date. Brook accepts no responsibility for difficulties that may arise as a result of an individual acting on the advice and recommendations it contains.

Brook sexual behaviours traffic light tool adapted from Family Planning Queensland. (2012). Traffic Lights guide to sexual behaviours. Brisbane: Family Planning Queensland, Australia.



## Behaviours: age 5 to 9 and 9 to 13

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

<p><b>What is a green behaviour?</b> Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability and reflective of natural curiosity, experimentation, consensual activities and positive choices.</p>	<p><b>What is an amber behaviour?</b> Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.</p>	<p><b>What is a red behaviour?</b> Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur.</p>
<p><b>What can you do?</b> Green behaviours provide opportunities to give positive feedback and additional information.</p>	<p><b>What can you do?</b> Amber behaviours signal the need to take notice and gather information to assess the appropriate action.</p>	<p><b>What can you do?</b> Red behaviours indicate a need for immediate intervention and action.</p>
<p><b>Green behaviours 5-9</b></p> <ul style="list-style-type: none"> <li>• feeling and touching own genitals</li> <li>• curiosity about other children's genitals</li> <li>• curiosity about sex and relationships, e.g. differences between boys and girls, how sex happens, where babies come from, same-sex relationships</li> <li>• sense of privacy about bodies</li> <li>• telling stories or asking questions using swear and slang words for parts of the body</li> </ul>	<p><b>Amber behaviours 5-9</b></p> <ul style="list-style-type: none"> <li>• questions about sexual activity which persist or are repeated frequently, despite an answer having been given</li> <li>• sexual bullying face to face or through texts or online messaging</li> <li>• engaging in mutual masturbation</li> <li>• persistent sexual images and ideas in talk, play and art</li> <li>• use of adult slang language to discuss sex</li> </ul>	<p><b>Red behaviours 5-9</b></p> <ul style="list-style-type: none"> <li>• frequent masturbation in front of others</li> <li>• sexual behaviour engaging significantly younger or less able children</li> <li>• forcing other children to take part in sexual activities</li> <li>• simulation of oral or penetrative sex</li> <li>• sourcing pornographic material online</li> </ul>
<p><b>Green behaviours 9-13</b></p> <ul style="list-style-type: none"> <li>• solitary masturbation</li> <li>• use of sexual language including swear and slang words</li> <li>• having girl/boyfriends who are of the same, opposite or any gender</li> <li>• interest in popular culture, e.g. fashion, music, media, online games, chatting online</li> <li>• need for privacy</li> <li>• consensual kissing, hugging, holding hands with peers</li> </ul>	<p><b>Amber behaviours 9-13</b></p> <ul style="list-style-type: none"> <li>• uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing</li> <li>• verbal, physical or cyber/virtual sexual bullying involving sexual aggression</li> <li>• LGBT (lesbian, gay, bisexual, transgender) targeted bullying</li> <li>• exhibitionism, e.g. flashing or mooning</li> <li>• giving out contact details online</li> <li>• viewing pornographic material</li> <li>• worrying about being pregnant or having STIs</li> </ul>	<p><b>Red behaviours 9-13</b></p> <ul style="list-style-type: none"> <li>• exposing genitals or masturbating in public</li> <li>• distributing naked or sexually provocative images of self or others</li> <li>• sexually explicit talk with younger children</li> <li>• sexual harassment</li> <li>• arranging to meet with an online acquaintance in secret</li> <li>• genital injury to self or others</li> <li>• forcing other children of same age, younger or less able to take part in sexual activities</li> <li>• sexual activity e.g. oral sex or intercourse</li> <li>• presence of sexually transmitted infection (STI)</li> <li>• evidence of pregnancy</li> </ul>

This is intended to be used as a guide only. Please refer to the guidance tool at <https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool> for further information

Print date: 01/10/2015 - Brook has taken every care to ensure that the information contained in this publication is accurate and up-to-date at the time of being published. As information and knowledge is constantly changing, readers are strongly advised to use this information for up to one month from print date. Brook accepts no responsibility for difficulties that may arise as a result of an individual acting on the advice and recommendations it contains.

Brook sexual behaviours traffic light tool adapted from Family Planning Queensland. (2012). Traffic Lights guide to sexual behaviours. Brisbane: Family Planning Queensland, Australia. 27



## Behaviours: age 13 to 17

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

<p><b>What is a green behaviour?</b> Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability and reflective of natural curiosity, experimentation, consensual activities and positive choices.</p>	<p><b>What is an amber behaviour?</b> Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.</p>	<p><b>What is a red behaviour?</b> Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur.</p>
<p><b>What can you do?</b> Green behaviours provide opportunities to give positive feedback and additional information</p>	<p><b>What can you do?</b> Amber behaviours signal the need to take notice and gather information to assess the appropriate action.</p>	<p><b>What can you do?</b> Red behaviours indicate a need for immediate intervention and action.</p>
<p><b>Green behaviours</b></p> <ul style="list-style-type: none"> <li>solitary masturbation</li> <li>sexually explicit conversations with peers</li> <li>obscurities and jokes within the current cultural norm</li> <li>interest in erotica/pornography</li> <li>use of internet/e-media to chat online</li> <li>having sexual or non-sexual relationships</li> <li>sexual activity including hugging, kissing, holding hands</li> <li>consenting oral and/or penetrative sex with others of the same or opposite gender who are of similar age and developmental ability</li> <li>choosing not to be sexually active</li> </ul>	<p><b>Amber behaviours</b></p> <ul style="list-style-type: none"> <li>accessing exploitative or violent pornography</li> <li>uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress,</li> <li>withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing</li> <li>concern about body image</li> <li>taking and sending naked or sexually provocative images of self or others</li> <li>single occurrence of peeping, exposing, mooning or obscene gestures</li> <li>giving out contact details online</li> <li>joining adult- only social networking sites and giving false personal information</li> <li>arranging a face to face meeting with an online contact alone</li> </ul>	<p><b>Red behaviours</b></p> <ul style="list-style-type: none"> <li>exposing genitals or masturbating in public</li> <li>preoccupation with sex, which interferes with daily function</li> <li>sexual degradation/humiliation of self or others</li> <li>attempting/forcing others to expose genitals</li> <li>sexually aggressive/exploitative behaviour</li> <li>sexually explicit talk with younger children</li> <li>sexual harassment</li> <li>non-consensual sexual activity</li> <li>use of/acceptance of power and control in sexual relationships</li> <li>genital injury to self or others</li> <li>sexual contact with others where there</li> <li>is a big difference in age or ability</li> <li>sexual activity with someone in authority and in a position of trust</li> <li>sexual activity with family members</li> <li>involvement in sexual exploitation and/or trafficking</li> <li>sexual contact with animals</li> <li>receipt of gifts or money in exchange for sex</li> </ul>

This is intended to be used as a guide only. Please refer to the guidance tool at <https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool> for further information

Print date: 01/10/2015 - Brook has taken every care to ensure that the information contained in this publication is accurate and up-to-date at the time of being published. As information and knowledge is constantly changing, readers are strongly advised to use this information for up to one month from print date. Brook accepts no responsibility for difficulties that may arise as a result of an individual acting on the advice and recommendations it contains.

Brook sexual behaviours traffic light tool adapted from Family Planning Queensland. (2012). Traffic Lights guide to sexual behaviours. Brisbane: Family Planning Queensland, Australia.

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Appendix 11 – other Summer 2019 updates to be aware of:

*Further reference for allegations against pupils:*

***Dealing with allegations against pupils*** . *If a concern is raised that there is an allegation of a pupil abusing another pupil within the school, the ‘dealing with allegations against pupils’ guidance will be followed (Appendix 8). This has been reviewed in line with the “Sexual violence and sexual harassment guidance issued by the Government May 2019*

And

- *These allegations are most likely to include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is also likely that incidents dealt with under this policy will involve older students and their behaviour towards younger students or those who are vulnerable. DfE issued guidance in May 2019 “Sexual violence and sexual harassment between children in schools and colleges - GOV.UK It is recognised that this could happen and therefore the guidance will be followed.*
- *The safeguarding implications of sexual activity between young people*
- *The intervention of child protection agencies in situations involving sexual activity between children can require difficult professional judgments. Some situations are statutorily clear – for example, a child under the age of 13 cannot consent to sexual activity. But it will not necessarily be appropriate to initiate safeguarding procedures where sexual activity involving children and young people below the age of legal consent (16 years) comes to notice. In our society generally the age at which children become sexually active has steadily dropped. It is important to distinguish between consensual sexual activity between children of a similar age (where at least one is below the age of consent), and sexual activity involving a power imbalance, or some form of coercion or exploitation. It may also be difficult to be sure that what has or has been alleged to have taken place definitely does have a sexual component.*
- *As usual, important decisions should be made on a case by case basis, on the basis of an assessment of the children’s best interests. Referral under safeguarding arrangements may be necessary, guided by an assessment of the extent to which a child is suffering, or is likely to suffer, significant harm. Key specific considerations will include:*
  - *The age, maturity and understanding of the children;*
  - *Any disability or special needs of the children;*
  - *Their social and family circumstance;*
  - *Any evidence in the behaviour or presentation of the children that might suggest they have been harmed;*
  - *Any evidence of pressure to engage in sexual activity;*
  - *Any indication of sexual exploitation;*

- *There are also contextual factors. Gender, sexuality, race and levels of sexual knowledge can all be used to exert power. A sexual predator may sometimes be a woman or girl and the victim can be a boy*

-

*Taken from The safeguarding implications of events leading to the closure of Stanbridge Earls School – A Serious Case Review (2015)*

### **Parents and PR**

*Where the parents were not married to each other at that time, the child's father can gain parental responsibility:*

- *by registering the child's birth jointly with the mother*
  - *by subsequently marrying the child's mother*
  - *through a 'parental responsibility agreement' between him and the child's mother which is registered with the court*
  - *by obtaining a court order for parental responsibility*
- *PR and court orders:*
  - *Schools should ask parents to ensure they provide schools with a copy of the most recent court order in place, to support the school's duties in respect of child safeguarding.*
  - *Parents may first need to seek the permission of the court to share orders with third parties, including the child's school.*
  - ***Also the section on being a parent and PR***

*For the purposes of education law, the department considers a 'parent' to include:*

- *all biological parents, whether they are married or not*
- *any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative*

- Also:
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

*Taking this into account we need to consider who we deem to be a parent and remember:*

*Individuals who have parental responsibility for, or care of, a child have the same rights as biological parents. For example to:*

- receive information – such as pupil reports
- participate in statutory activities – such as voting in elections for parent governors
- be asked to give consent - such as to the child taking part in school trips
- be informed about meetings involving the child - such as a governors’ meeting on the child’s exclusion

**Parental conflict**

*Schools should avoid becoming involved in any disagreement between parents but might want to suggest that where parents cannot agree they seek independent legal advice about obtaining a court order setting out exactly what decisions each parent can make in respect of the child (a Specific-Issue or Prohibited Steps Order as appropriate)*

**Medical treatment and ‘in loco parentis’**

*Schools may experience problems when a child has had an accident and consent might be needed for emergency medical treatment. The [Children Act 1989, section 3](#) provides that people who do not have parental responsibility but nonetheless have care of a child may:*

*...do what is reasonable in all the circumstances of the case for the purpose of safeguarding or promoting the child’s welfare.*

**This would allow schools to act ‘in loco parentis’**, in place of a parent, or allow them to seek consent from a parent who may not hold parental responsibility.

*It would clearly be reasonable for a school to take a child who needs to have a wound stitched up to hospital, but the parents, including the non-resident parent who has asked to be kept informed of events involving the child, should be informed as soon as possible*

### **Changing a registered surname**

#### **Changing a surname**

*A change of surname is a private law matter and should be resolved between parents. Where one parent seeks to change the surname by which their child is known, schools should ensure that they do not change the surname without written evidence that consent has been given by the other parent or by anyone else who has parental responsibility for the child. Schools should source this evidence independent of the parent seeking to make the change.*

*Regulation 5(1)(a) of the Education (Pupil Registration) Regulations 2006 requires a school to record the full name of every pupil in alphabetical order in the admissions register. This means the child's full legal name and not any other name that the child is known by.*

*However, there may be circumstances where an informal name change has already been adopted in the school and it would not be in the best interests of the child, who might be called by a new name, to refer back to a different name. In these circumstances, schools should decide what action to take but the best interests of the child must be the paramount consideration when making a decision.*

*Where a child is subject to a special guardianship order, there are particular considerations in cases where a school receives a request to use a different surname for a pupil.*

*Section 14C(3) of the Children Act 1989 (CA 1989) states that:*

*While a special guardianship order is in force with respect to a child, no person may cause the child to be known by a new surname.....without either the written consent of every person who has parental responsibility for the child or the leave of the court. Schools must therefore decline requests from special guardians for a child to be known by a different surname unless the above criteria are met.*

**Additional reading to be used in conjunction with this policy:**

**Keeping children safe in education – Especially section 1 and Appendix A 2019**

Teaching Online Safety in schools 2019

The LA Safeguarding SEF document 2019

Young Southampton – valuable guidance documents including neglect, outlines local partnership arrangements too

Sexual violence and sexual harassment between children in schools and colleges 2018

*Appendix 12*

*Local updates:*

**Keeping Children Safe in Education 2019** is now statutory.

Southampton City Council “**Guidance for safeguarding policies in education settings**”, example “**Child Protection policy**” are awaiting final approval and will be shared with education settings as soon as they are available in a separate email. Please contact me in the meantime with any queries. Approved versions will be uploaded to Young Southampton as soon as possible.

“**Retention and transfer of child protection information, Child welfare concerns and educational information**” policy is attached and can be found on Young Southampton, as well as “**Guidance for practitioners regarding educational neglect**” which stems from recommendations from a serious case review.

**Self-evaluation tool** has been updated and is attached. It is requested that settings provide their self-evaluation or report from an external safeguarding review by the **4<sup>th</sup> December 2019** to [Alison.philpott@southampton.gov.uk](mailto:Alison.philpott@southampton.gov.uk) if you have a secure email or by anycomms to LA moderators Early Years account to enable accurate reporting to the HIPS partnership board in December where the expectation is that there will be 100% return. The city evaluation will also again inform input at SCC training and DSL networks.

Any DSL changes or contact details for **Encompass** changes please notify

[Alison.philpott@southampton.gov.uk](mailto:Alison.philpott@southampton.gov.uk) by the end of 13/9/2019 or as soon as any changes are required.

Encompass password remains the same for all Encompass PNN1’s please call Alison Philpott 07500050277 if you do not have the password now so you have it when you need it.



**HIPS – Hampshire, Isle of Wight and Portsmouth Safeguarding partnership** – from end of September 2019 replaces the 4LSCB in line with national timeframe for changes.

**Southampton Children’s Safeguarding Partnership** will come into effect from the end of September also. There will be a new website, policies and procedures have been updated and this will be communicated in a more detailed email to come out before October half term.

All contact for DSLs e.g. to the safeguarding hub / Early Help remain the same – please continue with the same good, local practice to safeguard all young people and vulnerable adults.

There is an opportunity for a small number of experienced DSLs to become involved in the safeguarding partnership sub-group work, and LA education safeguarding reviews over this academic year. **An expression of interest form** is attached for those DSLs who may wish to be considered to be returned to [Alison.philpott@southampton.gov.uk](mailto:Alison.philpott@southampton.gov.uk) **by Friday 4<sup>th</sup> October**. There would be a potential time commitment of 6/8 whole day or part days over the year. This is not a funded opportunity but a professional development one. Time will be agreed with Head teachers/ Lead for the organisation and will be dependent upon aspects the DSL becomes involved with. It is anticipated there may more DSLs interested than we have spaces for so all who submit expression of interest may not be offered involvement this year.

**Governor safeguarding training** is planned for 2/10/19 6-9pm Newlands Primary School – booking is via training support, up to 5 governors per school.

**Network information for DSL** updates and role specific training offer by SCC is attached in a flyer for information. Please note from feedback we have agreed to continue to **drop-in session for DSLs**

**Early Help** - Please be aware that Early Help referrals can now be submitted online using the link below. The consent for the Online Early Help Referral can be given verbally, or families can self-refer if they feel that they need some support. For note: this has begun to happen since the online referral was introduced especially for families with teenagers.

Once completed the referral form will be opened and the referrer will be contacted within five working days to discuss the referral further. If the referral has been completed by a professional we will call the family and discuss the referral with them and identify what support they would like. If you would like to discuss or have any more information contact The Early Help Hub on 023 8083 3311 or via email:

[EarlyHelpHub@southampton.gov.uk](mailto:EarlyHelpHub@southampton.gov.uk)

[https://my.southampton.gov.uk/AchieveForms/?mode=fill&consentMessage=yes&form\\_uri=sandbox-publish://AF-Process-b0d8df9e-97a4-4053-a9c5-cf63239b2cb2/AF-Stage-449d957e-d840-4e98-b358-64bab9c38864/definition.json&process=1&process\\_uri=sandbox-processes://AF-Process-b0d8df9e-97a4-4053-a9c5-cf63239b2cb2&process\\_id=AF-Process-b0d8df9e-97a4-4053-a9c5-cf63239b2cb2](https://my.southampton.gov.uk/AchieveForms/?mode=fill&consentMessage=yes&form_uri=sandbox-publish://AF-Process-b0d8df9e-97a4-4053-a9c5-cf63239b2cb2/AF-Stage-449d957e-d840-4e98-b358-64bab9c38864/definition.json&process=1&process_uri=sandbox-processes://AF-Process-b0d8df9e-97a4-4053-a9c5-cf63239b2cb2&process_id=AF-Process-b0d8df9e-97a4-4053-a9c5-cf63239b2cb2)

### **Relationships and Relationships and Sex Education**

Southampton SACRE are developing advice for schools to use when reviewing/updating their policy, curriculum and practice which will be available to schools by the end of the Autumn term. This working group includes representatives from a wide range of faith groups across the city. Any education staff wishing to be involved in the working group even if you can't make the first meeting – please let Alison Philpott know. **First meeting is Monday 9<sup>th</sup> September 5.30-6.30 Civic Centre.**

It is anticipated that schools will be looking to hold stakeholder events in the spring term hence the timeframe.

SACRE will look to support specific conversations with schools where needed and capacity allows.

If your school is an early adopter of the statutory guidance please inform

[Alison.philpott@southampton.gov.uk](mailto:Alison.philpott@southampton.gov.uk).

### **Training and networks – DSLs and others**

Training can be purchased on a bespoke basis for schools or groups of schools – please contact [Danielle.rutherford@southampton.gov.uk](mailto:Danielle.rutherford@southampton.gov.uk) for discussion or more details.

The SCC training and DSL dates are included as an attachment to this communication.

### **Other information:**

- CPI form link: <https://www.safe4me.co.uk/portfolio/sharing-information/>
- Policing Southampton newsletter- attached to email

- Training and free resources for education and other services working with children - <http://www.emotioncoachinghampshire.co.uk/>

- **Neglect Workshop – bookable through Learning & Development**

Contact Tel: 023 8091 7770 (option 1)

By Email - [learning.development@southampton.gov.uk](mailto:learning.development@southampton.gov.uk)

**Course: Neglect Workshop**

**Dates & Times: 23<sup>rd</sup> September 13:00-16:00 OR  
21<sup>st</sup> October 09:30-12:30**

**Times: 09:30 – 12:30 or 13:00 - 16:00**

**Trainer: Sue Boniface**

**Venue: Mayflower Theatre**

### **Overview**

A practical workshop to share good practice and consider how adult issues contribute to neglectful behaviour towards children and young people.

### **Who is it for?**

Children and Families Staff

### **What will I learn?**

By the end of this course participants will be (better) able to:

- Consider how assessment, case management and actions may differ for passive, chaotic and active neglect.
- Understand how the presentation of neglect differs with the age of the child or young person.
- Consider the context of adult issues such as domestic abuse, substance misuse, poor mental health, past trauma and poverty.

### **Notes**

Reference will be made to the Safeguarding Partnerships Neglect Guidance, which can be downloaded in advance if attendees haven't previously seen this.

### **Attached:**

- Expression of interest form re DSL representation on HIPS safeguarding sub groups/ SCC safeguarding reviews
- Retention and transfer of child protection, child welfare and learning records policy
- Educational neglect- guide for practitioners
- Speak now or forever hold your peace – presentation regarding forced marriage
- Policing Southampton July newsletter
- Autumn term DSL diary training dates
- Information from MASH manager regarding DSL drop-ins

## Appendix 13

### Safeguarding network guidance

[NSPCC's website](#). Staff can also call 0800 028 0285 from 8am to 8pm Monday to Friday or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

1. *Ensure your policy reflects your local safeguarding partnership arrangements. The last guidance talked about transitional arrangements but by the end of June all areas should be clear about the change they have made. Make sure you are using the correct terminology - there's more in the draft guidance paragraphs 68-75.*

2. *Include the definition of upskirting in your policy as part of how you respond to peer on peer abuse and sexual harassment. We will be talking more about how you can ensure your staff are brought up to date later in the week. You could use the following, taken from paragraph 27 of the guidance: '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 and may constitute sexual harassment*

3. *Ensure your policy captures the emphasis on serious violence, now set out in paragraphs 29 & 30. You may wish to include indicators of concern or more information from our resource page on Child Criminal Exploitation. This area is not new, but has added emphasis in the guidance.*

4. *Alongside the draft KCSiE 2019 the DfE published Teaching Online Safety in Schools. This is a useful reminder to include reporting and acting on online safety concerns in the child protection policy, school behaviour policy and bullying policy. "Pupils should be just as clear about what is expected of them online as offline".*

5. *Amend your child protection policy and whistleblowing policy to reflect the NSPCC's new helpline details: You can include the link to information on the NSPCC's website. Staff can also call 0800 028 0285 from 8am to 8pm Monday to Friday or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk).*

6. *Where you talk about proactive approaches to safeguarding be sure to mention your setting's work around relationships education, relationships & sex education and health education.*

7. *Ensure policies relating to the recruitment of governors mention the requirement for s128 checks (not required for associate members on committees)*

