

Ludlow Junior School

Child protection and safeguarding – Policy and procedure

February 2020 – Active Guidance- Trustees Approval February 2020

Updates included from Southampton LA



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](https://www.nspcc.org.uk). Staff can also call 0800 028 0285 from 8am to 8pm Monday to Friday or email help@nspcc.org.uk.

To be read in conjunction with the training handout – February 2020 updated version

Please also read the update guides circulated w/c 9.9.19

Schools and Education: Example Child Protection Policy, Procedure and Guidance			
Version	Version 2	Approved by	Trustees
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Lead officer	Alison Philpott	Review date	September 2020
Contact	Alison.philpott@southampton.gov.uk	Effective date	February 12th 2020

Compiled by – Ludlow Junior School senior team

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.

We welcome input from all members of community in developing further versions of this policy

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 and/or attend that provided by the LA

Further guidance

- [Working Together to Safeguard Children 2018](#)
- [Keeping Children Safe in Education 2019](#)
- [Disqualification under the Childcare Act 2006, 2018](#)
- [Working Together 2018](#)
- [Sexual Violence and Sexual Harassment between children in schools and colleges 2018](#)
- [Searching, screening and confiscation guidance 2018](#)

Scope

The policy relates to all staff, volunteers and trustees 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.

The effectiveness of this policy is monitored by trustees and they receive regular updates on safeguarding, safeguarding training, the work of the DSLs and wellbeing team and a termly safeguarding report – see appendices. The nominated safeguarding governor, Carmel Allen, has a dedicated remit to monitor the effectiveness of safeguarding at Ludlow Junior School.

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. Volunteers receive safeguarding training from a DSL
- **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 and

the Schools and Education Guidance for developing Safeguarding Policies document see appendix 13

- **DSL** is the Designated Safeguarding Lead – In our school this is Simon Watkins, but due to the large size of the school we have a number of deputy DSLs and they are Ms Locke, Mrs Stevenson, Mrs Hotston, Mrs Chandler and Mrs Rooke
- **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
- **LADO** – local area designated officer – safeguarding lead

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
- Implementing regular updates from partners
- Listening to our community. Currently key elements within the community are online and e safety (including social media), cyber bullying, substance abuse, mental health and domestic violence.

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 Stevenson – assistant head
- Vanessa Chandler – assistant head
- Maria Locke – pupil wellbeing lead
- Mrs Debbie Rooke – school business manager

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

For all allegations against the head teacher the LADO must be involved please see the updated guidance for allegation against staff members

As an employer we are aware of the “Disqualification under the childcare act 2006” guidance issued in July 2018 and we remind all staff of their obligations under this guidance in terms of updating us and any consideration of waivers – annual updates distributed to colleagues

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 February 2020 to reflect LA 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

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. It is also covered in our training materials relating to disclosure

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 prior to investigation

The LA's Designated Officer (LADO) is: Sue Sevier Phone: 023 8091 5535 E-mail: 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. The LADO should always be informed

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 "[Sexual Violence and Sexual Harassment between Children in Schools and Colleges - GOV.UK](https://www.gov.uk/guidance/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges)".

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

Next steps at our school applied on a case by case basis include:

- Allocating a single point of contact for each child
- Informing the relevant agencies – e.g. Police
- Undertake risk assessment that is regularly reviewed
- Consider the victims wishes in line with age and developmental understanding/ competence
- Ensure that consideration is given and recorded to the support needs for the victim/ alleged perpetrator and any other children affected
- Ensuring that both pupils can continue to receive education equitably- this may include changing classes, addressing the need to manage start and finish times in line with reduced timetable guidance for a short period of time
- Parental communication will be established through single points of contact in agreement with any agencies e.g. police
- Participate with other agencies to ensure that a full understanding is gained of context and information known that may be relevant to risk assessment or level of understanding

There are four potential ways education establishments may need to manage allegations if this nature. They are outlined in pages 69-77 KCSiE 2019. In our school we will use these examples to support our responses on a case by case basis.

Prevention

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

- Providing a developmentally appropriate effective PSHCE curriculum which develops students understanding of acceptable behaviour and keeping themselves safe, and offer an appropriately planned RSE provision which is statutory from September 2020. Many aspects of this are already in place
- Having systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and responded to
- 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 based on a range of behaviours

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. It is likely that, to be considered a safeguarding allegation against a pupil, some of the following features may be present.

If the allegation:-

- Is made against an older pupil and refers to their behaviour towards a younger pupil 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 (not an exhaustive list):

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 information raises a safeguarding concern, sometimes this will be beyond the information shared. If there is a safeguarding concern the designated safeguarding lead (DSL) should be informed, if not school behaviour policy procedures may be more appropriate.
- 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 rearrange educational provision for the pupil being complained about for a period of time according to the school's behaviour policy and procedures
- 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 including safeguarding partners or external agencies or organisations supporting anyone involved.

Sexual violence and sexual harassment between pupil in schools and colleges

[Sexual violence and sexual harassment between children in schools and colleges - GOV.UK/](#)

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

Adults are expected to:

- Be aware that this can happen to any person – it is not limited to females but recognise the majority of reports are from girls and women.
- 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.

- recognise that “Upskirting” is now a criminal offence. It typically involves taking a picture under someone’s clothes without them knowing with the intention of viewing someone’s genitals or buttocks with a view to sexual gratification or to cause the victim humiliation, distress or alarm.
- 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. This is why a whole school/college approach (especially preventative education) as described in Part 3 of recent government advice ([hyperlink above](#)) is important. In our school we will ensure that we educate our pupils through a well planned and age appropriate curriculum
- 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 (disclosure) should be followed as set out in this child protection policy.

Steps

1. 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.
2. The DSL will report to children’s social care through contact with MASH, and this will be in conjunction with the police in either order. Parents/carers will be informed unless there is a compelling reason not to, such as immediate safety or risk to the child be they victim or alleged perpetrator. The police will advise what information can or should be shared.
3. As allegations can arise between peers attending the same school it is important that both pupils must be managed supportively, in that both should be given a single point of contact, and both these points of contacts should liaise so that fair and proportionate response is made. Pupils should be aware that an allegation does not equate to guilt without there being an appropriate referral and investigation undertaken by the relevant organisations.
4. If this situation arises our school will assess the risk and identify if 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. A single point of contact for each pupil will be set up immediately and actions will be determined on a case by case basis. A risk assessment will include travel to and from school and any other relevant contextual information available.

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 discuss concerns 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 and also know where else they might be able to draw upon reliable advice appropriate to their age and development, especially when out of school
- 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, at least annually, in order to be aware of and alert to the signs of abuse and ask questions if unsure about any of what is covered or issues you hear about that have not been covered in training.
- Maintain an attitude of “it could happen here” with regards to all aspects of 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 ensuring that all DSLs are aware
- If the disclosure is an allegation against a member of staff they will follow the allegations’ procedures
- Follow the procedures set out by the Southampton Childrens Safeguarding Partnership and 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 within and beyond the school day or term times
- Treat information with confidentiality but never promising to “keep a secret”.
- Notify DSL immediately 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 and change the situation
- 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 2018, 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 school's 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), Southampton Childrens Safeguarding Partnership (SSCP) and Southampton City Council (SCC).
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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
- The SSCP is informed annually via local authority education safeguarding lead (Alison.philpott@southampton.gov.uk) about the discharge of duties via the safeguarding self-evaluation tool or other means – trustees should validate and approve the SEF annually
- 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 and follows the link to LADO
- 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.
- Ensure that oversight of the effectiveness of policies is undertaken, including staff and pupil discussions including people selected independently by trustees
- Staff have been trained appropriately and this is updated in line with KCSiE 2019 and all other relevant guidance
Ensure that the business team can provide an accurate record of all staff training and records of staff understanding the content
- 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 and this is Andrew Simpson, chair of governors or, in his absence Carmel Allen – safeguarding governor

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.
- Ensure every member of staff knows who the DSL is, is aware of the DSL role and has their contact details during the taught day, beyond hours and out of term time
- 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 and all supporting documentation
- Link with the SCSP and SCC to make sure staff are aware of training opportunities and the latest local and national policies on safeguarding

- 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
- Develop, implement and review procedures in our school that enable the effective identification and reporting of all cases, or suspected cases, of abuse.
- Ensure there is a robust risk assessment process for the checking of adults wishing to volunteer which includes checking if the adult is prohibited from working in childcare or with children in any way, and may include additional checks for example in line with people working in regulated activity if that applies to the volunteering role.
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Procedures for child protection – Ludlow Junior School

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, (and within 24 hours) 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/information 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 MASH/ police/ social worker if case open
- 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 MASH.
- 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. Advice should be sought from MASH if a professional has taken a decision that gaining consent is unlikely to be in the child's best interests. The child's views should also be taken into account.
- 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
 - d. include any contextual information relevant.

When speaking with a child/young person we will all ask and record:

- What happened?
- Where did it happen?
- When did it happen?
- Who was there?



Use the following guidelines:



The record of exact responses as given, word for word by the child is crucial. This is so the initial information that would be required for a DSL to make an informed decision about next steps that are relevant are gathered, ideally at the point of disclosure.

- If the DSL feels unsure about whether a referral is necessary they will 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 or follow other guidance from MASH/police.
- The DSL must confirm any referrals in writing to the MASH, within 24 hours, including the actions and decisions that have been taken by whom and any impact of the actions and decisions. 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. The DSL will include all information they are aware of and not assume anyone reading the referral has already got access to contextual or other relevant information.
- 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 and decisions made by whom.
- Where the information refers to FGM, or immediate risk of for example forced marriage the DSL will ask the adult who took the disclosure to contact the police under the mandatory reporting duty, or follow other guidance relevant to individual information or context.
- 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. Any decisions taken, in particular, not to notify parent should be recorded – who made decision and reasons decision is based on, with date and time of decision logged.

- When a pupil is in need of *urgent* medical attention and there is suspicion of abuse the DSL or head teacher should organise appropriate measures to ensure the child attends the accident and emergency unit at the nearest hospital urgently, having first notified police/MASH. The DSL should seek advice about what action school/children's social care/police will take and about informing the parents, remembering that parents should normally be informed that a child requires urgent hospital attention. This decision and reasons for it should be recorded as described as above.

Management

1. At Ludlow Junior School we will deal with any non compliance with this policy on a case by case basis taking into account the support and guidance of EPS, the LA and other external agencies or professional bodies. Outcomes will vary on a case by case basis and may include disciplinary measures or retraining
2. All staff are able to raise concerns regarding the practice of another in relation to child protection or responsibilities set out within this policy or wider safeguarding responsibilities. All staff will have the whistle blowing procedure made clear to them.

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 25th 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.
- 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. 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.
- Non compliance by staff with this policy may result in the consideration of disciplinary or competency measures
- All staff receive training in relation to whistle blowing should concerns involve a member of staff
- Governance
- As a school, we review this policy at least annually in line with Department of Education, SSCP and SCC and other relevant statutory guidance together with our wider safeguarding policy/ies.
- The policy in practice is monitored by the safeguarding governor in partnership with the DSL so the governing body can be assured of effectiveness of this policy in practice.
- The governing body ensures that staff at the school understand when and how the school or SCC whistleblowing policies could be used if required by employees. It identifies for staff how whistleblowing is different to raising a grievance.
[https://www.southampton.gov.uk/images/whistleblowing-\(duty-to-act\)-policy_tcm63-405861.pdf](https://www.southampton.gov.uk/images/whistleblowing-(duty-to-act)-policy_tcm63-405861.pdf)

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

Site security

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

- 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

See appendix 14

Key staff members have been trained in the Maybo methodology

Key safeguarding support and guidance

- Keeping Children Safe in Education September 2019
- Keeping Children Safe in Education (September 2018)
- Working Together (2018)
[Working Together to Safeguard Children](#)
- [Staffing and Employment advice for schools \(February 2017\)](#)
<https://www.gov.uk/government/publications/staffing-and-employment-advice-for-schools>
- Safe working practice for the protection of Children and Staff in education settings (May 2019)
<https://www.saferrecruitmentconsortium.org/GSWP%20Sept%202019.pdf>
- Inspecting safeguarding in early years, education and skills (September 2019)
[Inspecting safeguarding in early years, education and skills settings - GOV.UK](#)
- In addition to the above other documents are present throughout the guidance or linked for relevant reading when developing policy for specific aspects of safeguarding. Additional information can be found in KCSiE 2019.

NOTE: *The Hampshire, Isle of Wight, Portsmouth and Southampton (HIPS) safeguarding children partnership has replaced the 4LSCB, and the Southampton Safeguarding children partnership has replaced the Southampton LSCB. This came into effect October 2019. The new website to refer to for all local procedures (across HIPS) can be found at: [Welcome | Hampshire, Isle of Wight, Portsmouth and Southampton](#)*

Safeguarding is taken to mean “All agencies working with children, young people and their families take all reasonable measures to ensure that the risk of harm to children’s welfare are minimised” and “where there are concerns about children and young people’s welfare, all agencies take all appropriate actions to address those concerns, working to agreed local policies and procedures in full partnership with other agencies”. This applies to all young people up to the age of 18.

At Ludlow Junior School we aim:

- to provide an environment in which all adults recognise that safeguarding is everyone’s responsibility. It is not solely the responsibility of Designated Safeguarding Leads (DSLs).
- To ensure that all children and young people in school will feel safe, secure, valued and respected, and feel confident to approach adults if they are in difficulties and that adults will, at all times, consider what is in the best interests of the child.
- to provide 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. This curriculum must evolve and change to meet new trends and issues that arise in the community e.g. e safety, cyber bullying, social media. It should also reflect the views and feedback of the pupils.
- to raise the awareness of all leaders, teaching and non-teaching staff, volunteers and visitors of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- to develop structured procedures within the school that will be followed by all members of the school community in cases of suspected abuse/ need to safeguard young people.
- to provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure the school, contributes 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.

- to 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.
- ensure that all adults within our school who have access to children have been checked as to their suitability and appropriate supervision is given to visitors and adults on trips, key information or training for visiting staff and adults who may lead for example sports clubs / out of hours activities at or for the school. This includes appropriate raising of awareness for out of hours community users of our facilities and checks and training for governors in line with national guidance and school policy.
- Ensure that appropriate safeguarding arrangements are in place for children on work placements or alternative provision offsite.

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 proactively 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 KCSiE 2019. In all cases consent will be sought unless it is not in the child's best interests to do so. These decisions will be clearly recorded with their reason in the school safeguarding information system - CPOMS

Safeguarding processes are intended to put in place measures that minimise harm to children. There may be situations where new national guidance, 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 and may require policies to be amended sooner than the annually scheduled review.

All pupils in our school are encouraged to talk to any member of staff to share concerns or talk about situations which are giving them worries. The staff will listen to the pupil, take their worries seriously and share the information with the safeguarding lead

In addition, we provide pupils with information of who they can talk to outside of school both within the community and with local or national organisations who can provide support or help appropriate to their age and development

It is acknowledged by our school that no one person or organisation holds all information about a young person. The DSL's at our school will proactively work with external agencies where concerns exist around the safeguarding of any young person to enable reduction of risk or refer for support appropriately

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 decisions should be taken in the best interests any the child (KCSiE 2019). This cannot include keeping their concerns confidential and all adults have a responsibility to ensure that concerns are recorded and acted upon appropriately and in a timely manner, this may include referrals to agencies and this will always be communicated to the child (may be communicated differently for different ages of children/ develop.

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

[Home-to-school travel and transport - GOV.UK](#)

<http://www.southampton.gov.uk/schools-learning/in-school/school-travel-support/>

- 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 understanding of responsibilities. Evidence of the right to drive must be obtained.
- For school trips private providers may be used such as coach companies. Copies of any insurance will be sought by the school and retained with trip documentation

Off site visits/ provision including overnight stay

www.hampshireoutdoors.com <https://oeapng.info/evc/>

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.
- The school predominantly uses pre approved centres and will check the DBS status of staff at centres
- 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.

If poor behaviour leads to a reduced timetable being implemented we will risk assess this in partnership with the parent and the process should include a home visit by a member of the senior team

- We have a staff code of conduct that is a part of all staff induction and is on the website and is provided to all staff

- 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 and this includes online behaviour

- The school has sought and retained signed and dated assurances in writing from users of the premises that they have appropriate awareness or policy and procedure in place relating to the safeguarding of children, are aware of preventing extremism and how to report concerns to the school designated safeguarding lead, head teacher or Multi-agency safeguarding hub through

Southampton Childrens Advice and Duty Service in line with SCC and Association of Chief Police Officers (replaced by National police chiefs council, NPCC, 1/4/2015) regarding speakers, that can be applied to groups (<http://www.hampshirepreventboard.org.uk/wp-content/uploads/2016/05/Prevent-Extremist-Speaker-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

1. 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 use the new teaching online safety guidance and During Spring/Summer term 2020 we will be updating our curriculum and policy for Relationships education, Relationships and sex education and health education in line our phase of schooling, as well as the [statutory guidance](#) that will become mandatory from September 2020.
- We will have some open meetings at this time to ensure parents are kept informed of any changes and to advise parents of the statutory duties of the school. We will develop our policy in line with the statutory guidance and any local advice from statutory groups such as Southampton SACRE which is expected to be available from January 2020.
 - 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

Exploitation

This can take many forms.

For example, it can be sexual, emotional or criminal and can lead to increased vulnerability, for example, through grooming or radicalisation into other aspects of safeguarding concerns.

Exploitation occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive any child or young person under the age of 18. We recognise that any child or young person is vulnerable to this activity and ensure through our annual safeguarding training for all staff that awareness of raising concerns is vital, including the use of CPI form (safe4me website- <https://www.safe4me.co.uk/portfolio/sharing-information/>) if concerns exist and could be important in a wider context that the police may hold in addition to our own internal reporting to DSL and CPOMS/other system.

Missing, Exploited and Trafficked Children

- MET action plan 2018 <http://southamptonlscb.co.uk/wp-content/uploads/2018/05/MET-Plan-final-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. (add own info)
- We recognise that any child or young person is vulnerable to exploitation and ensure through our annual safeguarding training for all staff that they are aware of the importance of identifying risks, raising safeguarding concerns, and sharing intelligence with Police using the CPI form (safe4me website <https://www.safe4me.co.uk/portfolio/sharing-information/>).
- Locally the Southampton Safeguarding Children Partnership (September 2019) will retain a sub-group to oversee these safeguarding issues. At (add school) we will ensure our DSLs keep up to date with these issues through attendance at local DSL networks and awareness of published guidance or recommendations from partners, practice reviews or government documents.

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-Practitioner-Guidance_tcm67-397286.pdf
<https://ceop.police.uk/>
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/>

2. *National definition of Child Sexual Exploitation is “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”.*

3. *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; and*
 - *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.*

4. *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.*

5. *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/suspicious of physical or sexual assault;
 - Frequenting areas known for sexual exploitation or adult sex work.
6. 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.
7. As a school we educate all staff in the signs and indicators of sexual exploitation. We will use the sexual / criminal exploitation risk assessment form (SERAF) and associated guidance to identify pupils who are at risk and follow safeguarding procedures where there is a concern about a child being at risk of or experiencing CSE/CCE. We use advice from the multi-agency safeguarding hub and the DSL will share this information as appropriate with children's social care.
8. Our curriculum in school includes:

A developing set of resources to enable pupils to stay safe appropriate to their age and development

9. 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 <https://www.safe4me.co.uk/portfolio/sharing-information/> and through contact with the multi-agency safeguarding hub and where required the police directly by 101 or 999 depending on circumstance and the information.

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

- 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

- 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-Practitioner-Guidance_tcm67-397286.pdf

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

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

[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 multi-agency 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 including county lines

- **Child Criminal Exploitation** occurs where an individual or group takes advantage of a person under the age of 18 and may coerce, manipulate or deceive a child or young person under that age into any criminal 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 and/or
 - (c) Through violence or the threat of violence.

The victim may be exploited even if the activity appears consensual (i.e. moving drugs or the proceeds of drugs from one place to another). Child Criminal Exploitation does not always involve physical contact; it can also occur through the use of technology. (Home Office 2018)
- CCE can take various forms and may involve the child being coerced into
 - Carrying or selling drugs
 - Hiding stolen goods or weapons
 - Stealing
 - Involvement in burglaries

- Money laundering
- **County Lines** is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas (within the UK), using dedicated mobile phone lines or other form of “deal line”. They are likely to exploit children and vulnerable adults to move (and store) the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons. (Home Office 2018)
 - a. County lines is a form of Child Exploitation (CE). It is a major, cross-cutting issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery, and missing persons. The response to tackle it involves the Police, the NCA (National Crime Agency) and a wide range of Government departments, local government agencies and VCS (voluntary and community sector) organisations. County lines activity and the associated violence, drug dealing and exploitation has a devastating impact on children, vulnerable adults and local communities.
 - b. Children exploited through County Lines activity are particularly vulnerable to be being trafficked. Modern slavery, including child trafficking, is child abuse. When an agency comes into contact with a child who may have been exploited or trafficked, Local Authority Children’s Services and the police should be notified immediately and who will consider if a National Referral Mechanism (NRM) needs completing alongside child protection procedures.

41. Cuckooing - Urban gangs establish a base in the market location, often by taking over the homes of local vulnerable adults by force and/or coercion, in a practice referred to as ‘cuckooing’. Urban gangs then use children and vulnerable people to move drugs and money.

Like other forms of abuse and exploitation, criminal exploitation can:

- affect any child or young person (male or female) under the age of 18 years;
 - affect any vulnerable adult over the age of 18 years;
 - still be exploitation even if the activity appears consensual;
 - involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
 - 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.
42. Any person in our school who has concerns that a child is being criminally exploited should report their concern to the DSL without delay. The DSL will contact the multi-agency safeguarding hub for advice / to make a referral. It may be that the DSL decides to refer to the police.

As a school we educate all staff in the signs and indicators of criminal exploitation. We use advice from the multi-agency safeguarding hub, the sexual/criminal 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 will use the CPI (community partnership information) form to share relevant intelligence information with Police that will assist in building a bigger picture of potential exploitation issues in the community. Once a CPI form is submitted (use form on Safe4me website) it can be destroyed. Information may be relevant to record in a child's record of concern in school as per other concerns.
- The Local Authority lead officer for juvenile employment (Danielle Rutherford, Danielle.Rutherford@southampton.gov.uk) can check the working hours of young people are within the requirements, and ensure that the employer has appropriate knowledge and safeguards in place. If we were concerned about a young person from our school, or another where information was reported to us this would be acted on by (add in school person/ DSL)
- The same officer (Danielle Rutherford) will also ensure the correct performance licencing is in place for children who perform in shows/concerts. In school (add person) will liaise with the LA officer regarding child performance.

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

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;
- develop a curriculum which reflects the trends and issues of our community;

- 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
- We will use the CPI (community partnership information) form to share relevant intelligence information with Police that will assist in building a bigger picture of gang issues in the community. Once a CPI form is submitted (use form on Safe4me website) it can be destroyed. Information may be relevant to record in a child's record of concern in school as per other concerns and can be recorded on CPOMS

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://southamptonscb.co.uk/key-documents/prevent-guidance/>

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

[Prevent duty guidance April 2019](#)

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

[Sexual violence and sexual harassment between children in schools and colleges - GOV.UK/](#)

43. 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.)

44. Adults are expected to:

- Be aware that this can happen to any person – it is not limited to females.
- 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.
- Recognise that "Upskirting" is now a criminal offence. It typically involves taking a picture under someone's clothes without them knowing with the intention of viewing someone's genitals or buttocks with a view to sexual gratification or to cause the victim humiliation, distress or alarm.
- 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. This is why a whole school/college approach (especially preventative education) as described in Part 3 of recent government advice (hyperlink above) 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.

45. 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.
46. The DSL will report to children's social care through contact with 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 immediate safety or risk to the child be they victim or alleged perpetrator. The police will advise what information can or should be shared.
47. As allegations can arise between peers attending the same school it is important that both pupils must be managed supportively, in that both should be given a single point of contact, and both these points of contacts should liaise so that fair and proportionate response is made. Pupils should be aware that an allegation does not equate to guilt without there being an appropriate referral and investigation undertaken by the relevant organisations.

If this situation arises our school will assess the risk and identify if 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. A single point of contact for each pupil will be set up immediately and actions will be determined on a case by case basis. A risk assessment will include travel to and from school and any other relevant contextual information available.

So-called Honour Based Violence

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

www.nationalfgmcentre.org.uk – resources and guidance
[NHS information and guidance](#)

- FGM comprises any of four different procedures involving partial or total cutting, removal of the external female genitalia or other deliberate injury to the female genital organs for non-medical reasons (See NHS link). It has no health benefits and harms girls and women in many ways. It is one of a number of forms of abuse that are specifically linked to gender. It involves removing and damaging healthy and normal female genital tissue, and hence interferes with the natural function of girls' and women's bodies.

- Procedures can be extremely high risk for the woman or girl, they are pre-meditated and organised. The safeguarding of the woman/girl is the priority whilst ensuring professionals remain culturally sensitive and inclusive.
- 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, or before puberty and therefore girls within that age bracket are at a higher risk, but this is not always the case.
- Girls may report being excited that they are going to have a ceremony or celebration in their honor, a female relative visiting, possibly from overseas, that they are going to become a woman soon. These can be indicators of risk but are not always an indicator of FGM and should not be treated as such. They should raise awareness if appropriate and be reviewed case by case, in context. Staff should always refer to the DSL for advice and record clearly what they have heard and from whom without delay. Unless this information has come directly from the victim is not sufficient to warrant the mandatory reporting duty coming into force if it is known that FGM has occurred from this third party information alone. It is recommended that staff seek advice from the DSL, or police if unsure if the mandatory duty applies.
- FGM is illegal in the UK. UK nationals and habitual residents are protected under the law when in the UK and when abroad. On the 31 October 2015, it became **mandatory for teachers and other regulated professionals** to report known or disclosed 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-regulated professional they must report to the DSL without delay for advice on actions, if a child is at immediate risk call 999, and then MASH.
- **At no time will school staff examine pupils to confirm FGM concerns.**
- For cases where it is believed that a girl (under 18) may be vulnerable to FGM or there is a concern that she may be about to be affected by this issue the staff will inform the DSL who will report it in line 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/police. UK nationals and habitual residents are protected under the law when in the UK and when abroad.

Breast flattening (sometimes referred to as breast ironing)

- The process can occur in a single incident, but most likely over an extended period of time, sometimes years.

A rock, spoon, implement is heated and is then pressed and massaged over the breast area to damage the breast tissue. This causes extreme pain. The girl then is wrapped or has a band over the breast area to ensure that the tissues repair in such a way that it flattens the tissue and breast area. It can result in a range of outcomes including severe burns, infections, cancer risks as well as psychological and emotional turmoil.

- Girls are encouraged by family to be brave and not cry. They are placed under a significant emotional toll and expectations placed upon them by the family members who are likely to be carrying out this act. Family members are likely to report trying to protect the girl from becoming a woman too early, being attractive to males for example.
- Girls may be seen to be experiencing pain, have absences from school, wearing a band across chest, reluctant to change at school, there may be smell from the damage/ burns indicating infections or lack of washing due to injury.
- Reports of concerns should be made through the usual process in school and the DSL will determine how and when to report to MASH, depending on circumstance and consider contextual factors such as a female relative staying or arriving, possibly from overseas.

Forced Marriage

[Forced marriage DfE.gov.uk document](#)

- Forced marriage is illegal in the UK. A forced marriage is where one or both people do not (or in cases of people with learning disabilities or reduced capacity, cannot) consent to the marriage as they are pressurised, or abuse is used, to force them to do so. It is recognised in the UK as a form of domestic or child abuse and a serious abuse of human rights.

The pressure put on people to marry against their will may be:

- physical – for example, threats, physical violence or sexual violence
 - emotional and psychological – for example, making someone feel like they are bringing ‘shame’ on their family
 - financial abuse, for example taking someone’s wages, may also be a factor.
- *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 on three victims of forced marriage in the UK are under 18, two out of three are under 25.*
 - 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, the link above gives awareness and advice on how to apply for a prevention order to help safeguard the child or adult.

- 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, but recognises that direct action may need to be taken if to not do so would increase the risk for the young person.

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
 - siblings or family members becoming withdrawn / upset due to pressure to stay silent

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. *In our school we will consider all extended leave of absence requests sensitively and in context for each individual. Staff managing these requests will ensure they have considered, recorded and if required referred any safeguarding concerns regarding any request. Staff will consider the "one chance rule" – in the case of forced marriage it is likely that there will be only one chance to speak to a victim.*

Teenage Relationship Abuse

- Research has shown that teenagers didn't understand what constituted abusive behaviours such as controlling behaviours, which could escalate to physical abuse, e.g. checking someone's phone, telling them what to wear, who they can/can't see or speak to and that this abuse was prevalent within teen relationships. Further research showed that teenagers didn't understand what consent meant within their relationships. They often held the common misconception that

rape could only be committed by a stranger down a dark alley and didn't understand that it could happen within their own relationships. This led to these abusive behaviours feeling 'normal' and therefore left unchallenged as they were not recognised as being abusive.

- In response to this the school will provide education to prevent teenagers from becoming victims and perpetrators of abusive relationships by encouraging them to rethink their views of violence, abuse and controlling behaviours, and understand what consent means within their relationships. Relationships education will be included in all year groups at our school and will be differentiated so as to be developmentally appropriate for pupils. This will be in line with the statutory guidance to become mandatory from September 2020. For Relationships education, Sex and relationships education and health education. At (add school) our policy and provision will be developed during Spring term 2020 and consultations with parents/carers will be held at this time so all are clear about the duty.
- Reports of sexual violence and sexual harassment are complex and require difficult professional decisions to be made, often quickly and under pressure. The process in our school will ensure all parties feel supported and is in line with SCC Child protection policy in that a single point of contact will be established for both the alleged victim and perpetrator, as well as any other person the DSL deems it to be necessary for. Each report will be evaluated on a case by case basis with children's social care and/ or the police being involved at the earliest opportunity where necessary.
- A risk assessment will be carried out to ensure that where appropriate timetables/class groups are in place mindful of the allegations made and being investigated on a case by case basis. This will also include a risk assessment of travel to and from school by the pupils involved. Any risk assessment will take in to account detailed assessments by other professionals as soon as they are available, but will be made through professional decisions if they are not and take into account the wishes of the alleged victim.

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

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. At Ludlow Junior School we recognise that witnessing domestic abuse, or becoming involved has an impact on a young person that needs support. All staff know, through training that they must be alert to signs and may be asked to support a young person at the request of a DSL with short notice if the school has been alerted to an incident by the police. Staff have received training linked to the ACEs research
- 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 m
- . 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.

Sexual Harassment and sexual violence

- Sexual harassment refers to 'unwanted conduct of a sexual nature' this can often occur online and offline. Reports of sexual violence and sexual harassment can be extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted.
- Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police.
- Ludlow Junior School will do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment. It is also important that other

children, adult students and school and college staff are supported and protected as appropriate.

- Ludlow Junior School will carefully consider any report of sexual violence and/or sexual harassment. The designated safeguarding lead (or deputy) will advise following careful consideration what appropriate action will be put in place to support the victim, perpetrator and any others involved

Prejudice based abuse

- Our school will use the Pan-Hampshire prejudicial language and behaviour toolkit (launch October 15th 2019) for all issues it applies to and to support us in tackling this issue. Thus, educating our adults and young people to understand its impact and how to tackle it if they see it or hear it effectively. We will report our findings annually (end of summer term) to the LA vulnerable pupil team to support any multi agency response to any issues that arise.

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 – faith, religion or belief, including non faith

- Gender identity

- Sexual orientation

- Age

Any protected characteristics can be a target and additional characteristics such as related to socio-economic/ parental characteristics may also be present with protected characteristics or alone.

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
- training staff to ensure staff recognise what constitutes hate crime, or early indicative behaviour and take action to challenge it effectively
- supporting victims of prejudice based incidents and hate crimes
- recognising that anyone can be a perpetrator and that this can take place within groups who have a protected characteristic as well as those who do not
- considering the use of the [Pan-Hampshire Prejudicial language and behaviours toolkit](https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief) launched in October 2019 to support the school and wider agencies to tackle this issue.

Faith/belief Abuse- abuse linked to faith/belief or perceived linked to faith/belief or culture

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

<https://hipsprocedures.org.uk/zkyysy/harmful-practices-linked-to-faith-or-culture/child-abuse-linked-to-spiritual-cultural-or-religious-beliefs>

48. Faith/belief based abuse can be targeted to individuals or groups and can be in person or online the same as any other abuse. It can be any person of any faith/belief group abusing any person of any faith/belief or group. It can also be experienced from within faith/belief groups.
49. Faith/belief and no faith/belief is a protected characteristic within the Equality Act 2010 and therefore should be managed within this understanding. At our school pupils will be spoken with and asked for their account and understanding of what has been said or done. The toolkit for prejudicial language and behaviours includes a reporting form that should be used and there is also a leaflet which can be useful when discussing any incidents with parents.
([young southampton prejudicial language and behaviours – PLAB- toolkit link – leaflet for parents](#))

Possession or witchcraft allegations

50. Sometimes faith/belief issues are believed to be linked to accusations of “possession” or “witchcraft”. Whilst this is not common, 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 an adult/ carer views a child as being “different” for any reason, and this is the reason for bad things happening to them/family or community. The adult attributes this difference to the child being “possessed” by a spirit or involved in “witchcraft” and attempts to exorcise him or her. This is sometimes attributed to faith/belief, or other protected characteristics.
51. A child could be viewed as “different” for a wide variety of reasons, these could include, disobedience; independence; bed-wetting; nightmares; illness; or disability. There is often a weak bond of attachment between the carer and the child or for example, different family structures present such as private fostering arrangement. 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, or sometimes a place of worship.
52. 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.

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/advice-centre>

www.safe4me.co.uk

[*trolls resource – to be published Summer 2020*](#)

[*Child net online advice for parents*](#)

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
- Regular pupil surveys to ensure that the content of lessons are up to date and relevant and effective
- 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

Social Media

Resources – Safe4Me

<https://360safe.org.uk/> - online safety self review for schools

[Social networking links for advice -](#)

<https://www.childnet.com/Content/Childnet/Childnet/Assets/forms/create-send-new-letter-light.html>

[Child net online advice for parents](#)

53. 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
 - sexting
 - digital footprint
 - information accessed by accident
 - information accessed beyond a child's ability to comprehend or understand
54. The school will therefore seek to provide information and awareness to both staff, pupils and their parents through:
 - Acceptable use agreements for children, teachers, parents/carers and governors
 - Curriculum activities involving raising awareness around staying safe online
 - Regular student surveys to ensure the content of lessons/ assemblies is up to date and relevant and effective
 - Information included in letters, newsletters, web site, VLE
 - 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
 - Social media policy for pupils, parents and staff
 - 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
55. The school uses the 360 Online safety toolkit (<https://360safe.org.uk>) to assess its provision and effectiveness. Pupil, parent and staff surveys also inform leaders and governors of the relevance of our provision to ensure pupils are kept safe online in school, and also know how to keep themselves safe when using any electronic devices.

Cyberbullying

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>

[*Safe4me- resources*](#)

[*Child net online advice for parents*](#)

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/>

[Safe4me- resources](#)

[Child net online advice for parents](#)

'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

Upskirting

[Child net online advice for parents](#)

120. At Ludlow Junior School we recognise that "Upskirting" is a criminal offence and any incidents will be recorded and reported to the DSL and the police.

121. It is recognised that incidents are likely to be upsetting and support and sensitivity are required when dealing with both victim and perpetrator. The DSL will determine how the school will approach any incident on a case by case basis ensuring a clear record is made by the person who it was first reported to.

Gaming

*[Professionals Online Safety Helpline / Safer Internet Centre](#)
<http://www.childnet.com/search-results/?keywords=gaming> – support documents
[Child net online advice for parents](#)*

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/>
[Child net online advice for parents – hot topics](#)*

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/>
[safe4me – resources](#)*

- 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

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

[*safe4me – resources*](#)

[*Searching, screening and confiscating advice*](#)

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

- h. Injuries /accidents (due to inadequate adult supervision)
- i. Taking on a caring role
- j. 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>

[Safe4me- resources](#)

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

- [Using emergency adrenaline auto-injectors in schools](#)
- [Health and safety: advice for schools](#)
- [Emergency asthma inhalers for use in schools](#)
- [Health and safety in schools](#)
- [First aid in schools](#)

<http://www.youngsouthampton.org/working-with-children/schools-guidance/health-and-safety/manual/managing-medicines-in-schools.aspx>

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.

Pupils with medical conditions (out of school)

<http://www.youngsouthampton.org/working-with-children/schools-guidance/health-and-safety/manual/managing-medicines-in-schools.aspx>

56. There will be occasions when children are temporarily unable to attend our school on a full time basis because of their medical needs. These children and young people are likely to be:
- children and young people suffering from long-term illnesses
 - children and young people with long-term post-operative or post-injury recovery periods
 - children and young people with long-term mental health problems (emotionally vulnerable)
57. Where it is clear that an absence will be for more than 15 continuous school days the Education Welfare Service will be contacted to discuss how to best support with the pupil's education. A "bear in the seat" approach may be taken to continue a child's presence and support their return following absence.
58. Where a long term condition is recognised a more flexible approach to schooling and attendance may have to be discussed

Intimate care

Intimate and Personal Care for Children with Disabilities

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

[NHS advice and guidance for what to do if worried about a child](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

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 SSCP.

Mental Health

<https://www.time-to-change.org.uk/about-us> - link with information that may be helpful

<http://www.youngminds.org.uk/> - link with information that may be helpful

[Guidance for promoting children's emotional , mental health and wellbeing](#)

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

<https://hipsprocedures.org.uk/qkyyht/children-in-specific-circumstances/looked-after-children-and-other-children-living-away-from-home>

59. 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.
60. 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 been 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 is: (insert name)

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

Contact details: maria.anderson@southampton.gov.uk

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 unless there is a reasonable belief that by informing a parent/carer this may increase the risk of harm to a child.

Parenting

61. All parents will struggle with the behaviour of their child(ren) at some point. This does not make them poor parents or generate safeguarding concerns. Rather it makes them human and provides them with opportunities to learn and develop new skills and approaches to deal with their child(ren).
62. Some children have medical conditions and/or needs e.g. Tourette's, some autistic linked conditions, ADHD; that have a direct impact on behaviour and can cause challenges for parents in dealing with behaviours. This does not highlight poor parenting either.
63. Parenting becomes a safeguarding concern when the repeated lack of supervision, boundaries, basic care or medical treatment places the child(ren) in situations of risk or harm.
64. In situations where parents struggle with tasks such as setting boundaries and providing appropriate supervision, timely interventions can make drastic changes to the wellbeing and life experiences of the child(ren) without the requirement for a social work assessment or plan being in place.
65. As a school we will support parents in understanding the parenting role and provide them with strategies to make a difference by:
 - a. providing details of community based parenting courses
 - b. linking to web based parenting resources (<http://www.familylives.org.uk/>)
 - c. referring to the school parenting worker/home school link worker (where available)

- d. discussing the issue with the parent and supporting them in making their own plans of how to respond differently (using evidence based parenting programmes)
- e. Considering appropriate early help services

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.

If we become aware of a family member being in prison without having had contact with external agencies the DSL will establish contact through taking advice from MASH professional line advisors

Homelessness

<https://www.southampton.gov.uk/housing/housing-help/homelessness-advice/>

66. We recognise that being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) will where needed

contact/ refer into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. An Early help referral may be an integral/ additional action depending on the circumstances.

67. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Referrals and/ or discussion with the Local Housing Authority/ Early Help team should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

68. In most cases staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. (Determine if relevant to own setting- add, amend, remove) However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/ or require accommodation.

69. Local process for homelessness concerns is to complete the referral form in the link below:

Contact homelessness advice

During office hours you can contact on:

telephone number 023 8083 2327

email homelessness.advice@southampton.gov.uk.

If the query or information is that someone is homeless as a result of an emergency outside of normal office hours, you can contact the council's out of hours service on 023 8023 3344

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).

- We recommend that when recording information in records that the member of staff recording indicates reasons for decisions made e.g. why not referred to MASH, or why information shared with/without consent. This enables records to be evaluated, if necessary in the future and provide context to decisions taken were that member of staff to leave and a new staff member take over responsibility.
- Where it has been determined that it will not increase the risk to the child to do so consent will be sought from the parent in all cases where referral to any partner is going to be made.
- Records should clearly record time and date, and who has made the record. It should record specific words/ information used by the child.

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 as it would increase the risk to the child or lead to considerable delay in sharing of information.

A DSL will ensure that a report is always sent to every multi-agency/ child in need or child protection 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.

How to notify the Local Authority of removal from roll

70. The local authority has recently re-issued detailed operational guidance to schools on steps that must be taken prior to removal from roll to ensure that removal from roll is lawful and that steps have been taken that will highlight any safeguarding concerns. Copies are available from the Children Missing Education Officer, and on www.youngsouthampton.gov.uk.
71. We recognise that the Local Authority may contact the school or parent to ensure that the off-rolling of the pupil is lawful and in the best interests of the child, and that the school has not acted unlawfully in the off-rolling.

Transfer of child protection records or welfare concerns

<http://www.youngsouthampton.org/images/retention-of-records-update-of-policy-july-2019.pdf>

72. It is stated in KCSiE 2019 that it is our, the sending schools, responsibility to pass on any records to any new school in a timely manner, and that if there is provision that should be in place for day 1 or information that should be known to safeguard a child then this can be shared prior to day 1.
73. We follow SCC policy for the retention and transfer of child protection and child welfare records, September 2019 and always do this with parental consent unless to do so would increase the risk to the child. These decisions to share with/ without consent are recorded in the safeguarding log/school system. A record of transfer and receipt by the new organisation is obtained and recorded in the safeguarding log/ school system or securely in line with the storage of child protection records.

Transfer of educational records

74. SCC have defined Educational neglect and recognise that this can be parental, child, professional or organisational. (See Appendix 4). The failure to transfer records to the next educational establishment or training provider in a timely manner constitutes to potential educational neglect if, for example, the records support assessments made that support the education of the

child. Failure to transfer may also be neglectful under the statutory duties set out within the SEN Code of Practice 2014. Transfer of educational records is set out in the transfer of child protection, child welfare and education learning records policy September 2019 (link above)

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.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

September 2019 [Inspecting safeguarding in early years, education and skills settings - GOV.UK](#)

- The Single Central Register is fully compliant with current guidance as of September 2019, KCSiE 2019, in line with Ofsted's guidance, "Inspecting Safeguarding in early years, education and skills" September 2019.
- At least termly monitoring, as recommended by the LA, of the SCR is undertaken by senior leaders or governors and a record of this monitoring and any actions required is held in meeting minutes

Where any adults have regular access to our building, for example on-site pre-school staff, and therefore our children the information that we would require if they were a member of staff is held by the school on the single central register and is checked regularly in line with our own staff

Regulated or unregulated activity

- This is determined for all staff, governors and volunteers in our school and recorded . Going forward it means that different checks may be completed depending on the role being undertaken for example, by volunteers or governors. It is recorded on the Single Central register with other relevant information pertaining to checks completed.
- Where it is determined that a person is engaging in their role in regulated activity an enhanced DBS certificate with children's (and if relevant adults) barred list check will be carried out, in addition to any other checks relevant to role. Guidance in KCSiE 2019 is used in our school.
- Where it is determined that someone is not engaging in regulated activity an enhanced DBS certificate which does not include any barred list check will be appropriate , as outlined in KCSiE 2019.
- Annex F KCSiE 2019 provides supportive guidance regarding supervision and is followed in our practice.

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. We include the EEA / overseas checks if required.
- There are a number of individuals who are subject to disciplinary sanctions imposed by the GTCE prior to its abolition in 2012- it is a pre-appointment check for all staff to whom this could apply at our school.

Section 128 checks

- For all governors in a maintained school/setting a Section 128 check will be carried out and outcome recorded on the single central register. In academies/free schools a Section 128 check will be carried out and outcome recorded on the single central register for all those in management positions (head of department or above). This is carried out via the DfE secure portal as for prohibition from teaching.
- The Section 128 check will also be disclosed **IF** an enhanced DBS with Barred list information is requested **PROVIDING THAT** "Children's workforce of independent schools is specified for the

barred list check. In our school we include the Section 128 for those it is relevant for within our DBS process or we check the Section 128 for all new relevant roles on appointment , and termly.

Disqualification under the Childcare Act

<https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006>

- The Childcare Act of 2006 was put in place to prevent adults who have been cautioned or convicted of a number of specific offences from working within childcare.
- Staff (meaning individuals employed by the school or local authority, those undertaking training in schools (both salaried and unsalaried), casual workers and volunteers) are covered by this legislation in the following circumstances:
 - a. They are employed and/or provide early years childcare (this covers the age range from birth until 1 September following a child's fifth birthday, i.e. up to and including reception age). This includes education in nursery and reception classes (e.g. teachers and support staff in a reception class) and/or any supervised activity (such as breakfast clubs, lunchtime supervision and after school care provided by the school) both during and outside of school hours for children in the early years age range; and
 - b. They work in childcare provided by the school outside of school hours for children who are above reception age but who have not attained the age of 8. This includes before school settings, such as breakfast clubs, after school provision and holiday clubs. It does NOT include education or supervised activity for children above reception age during school hours including extended school hours for co-curricular learning activities, such as the school's choir or sports teams.
- The legislation also applies to any staff directly concerned in the management of such early or later years' provision. In 2009 additional regulations were made to include those living in the same household as another person who is (or would be) disqualified under the Act, this "by association" responsibility to report was removed 31/8/2018, staff are clear the disqualification responsibilities to report relate to themselves.
- As a school we require all staff who may be impacted by this piece of legislation to complete a self-declaration form and to inform the head teacher immediately if they become aware of any changes to their circumstances that would require us to be aware that they may become or have become disqualified.

If a member of staff is impacted we will seek advice from the LADO or HR provider as to how to manage the situation proportionately and appropriately under current guidance ensuring our ability to safeguard all children is not reduced

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

Induction of volunteers

75. Induction should be undertaken with volunteers proportionate to their role. This should include informing them of actions they are reasonably expected to take within the role they are volunteering within to safeguard children in their care, it would include how to report any incidents or concerns and how to recognise any concerns and what to avoid in line with our child protection policy.

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 an annual update and regular updates in between training through for example, DSL networks, reading related articles or research and keeping a record of the ways that they have kept up to date.

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.

Staff Responsibilities

76. Staff have a key role to play in identifying concerns early and provide help for children.

Listening and responding

- All staff receive training in how to listen and respond to children. They will allow the child to speak and only ask open questions to aid clarification.

Record keeping

- 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, and recorded by the teacher in the school system who will analyse risk and refer onwards as necessary and appropriate, requesting advice from Children's Services if necessary.
- Referrals where urgent action is required should never be delayed in order for a full record to be written within 48 hours.
- CP records will be stored securely and away from the main pupil records.
- Disciplinary action will be considered for staff not reporting or recording information in a timely manner

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

- Staff will notify DSL (or attendance officer if nominated) of any child on a Child Protection Plan where there is an unexplained absence, who in turn will inform the DSL, and allocated Social Worker or Child Protection Chair.
- 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.
- Further information and procedures can be found in Southampton City Council Child Protection Policy or online link to school Child protection policy.

How to escalate professional disagreement

[7.3 Escalation Policy for the Resolution of Professional Disagreement | Hampshire, Isle of Wight, Portsmouth and Southampton](#)

77. At no time will professional dissent detract from ensuring that any child is safeguarded. If professionals are unable to resolve differences, this will then be addressed by the line manager in conjunction with the DSL in the first instance.
78. If any professional in our school remains dissatisfied with another professional/agencies response to the raising of a concern then the LSCB procedures for escalation should be followed. Advice may be sought from SCC officers.

79. SCC provide a regular monthly drop- in to discuss any procedural issues (first Tuesday of each month from 3/9/19 onwards for safeguarding professionals to raise concerns about process or discuss any issues prior to the need to escalate and to ensure that the systems for the protection of children is effective).

Allegations against Staff

80. Southampton City Council's Designated Officer is: Sue Sevier

Phone: 023 8091 5535

E-mail: LADO@southampton.gov.uk

81. Ludlow Junior School has clear procedures for dealing with allegations against staff. Which are clear that all allegations should be reported straight away, normally to the Head Teacher unless the allegation involves the Head Teacher. The procedures also identify the person, the Chair of governors, to whom reports should be made in the absence of the Head Teacher or in cases where they themselves (the head teacher) are the subject of the allegation or concern. Procedures should also include contact details for the local authority designated officer (LADO) responsible for providing advice and monitoring cases.

Whistleblowing policy – all staff are made aware of the Whistleblowing policy and how to use it. This is through their initial and subsequent annual training

Governance

82. Key personnel

- The Designated Safeguarding Lead for the school is: Simon Watkins
- The Deputy Safeguarding Leads is/are: Ms Locke, Mrs Hotston, Mrs Stevenson, Mrs Chandler and Mrs Rooke
- The Designated Teacher for Looked After Children is: Gillie Hotston
- The Person to contact for Prevent is: Simon Watkins
- The Safeguarding Governor/s is/are: Carmel Allen
- Southampton Virtual School Head teacher is Maria Anderson: 02380 833060
- The Local Authority Designated Officer is Sue Sevier: 02380 915535
- Southampton City Council's Strategic Lead Officer for Safeguarding in Education is: Hilary Brooks, Director for Children and Families

- Safeguarding lead within Southampton Local Authority school improvement is: Alison Philpott Alison.philpott@southampton.gov.uk

Child performance and work related hours LA lead : Danielle Rutherford
Danielle.rutherford@southampton.gov.uk

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

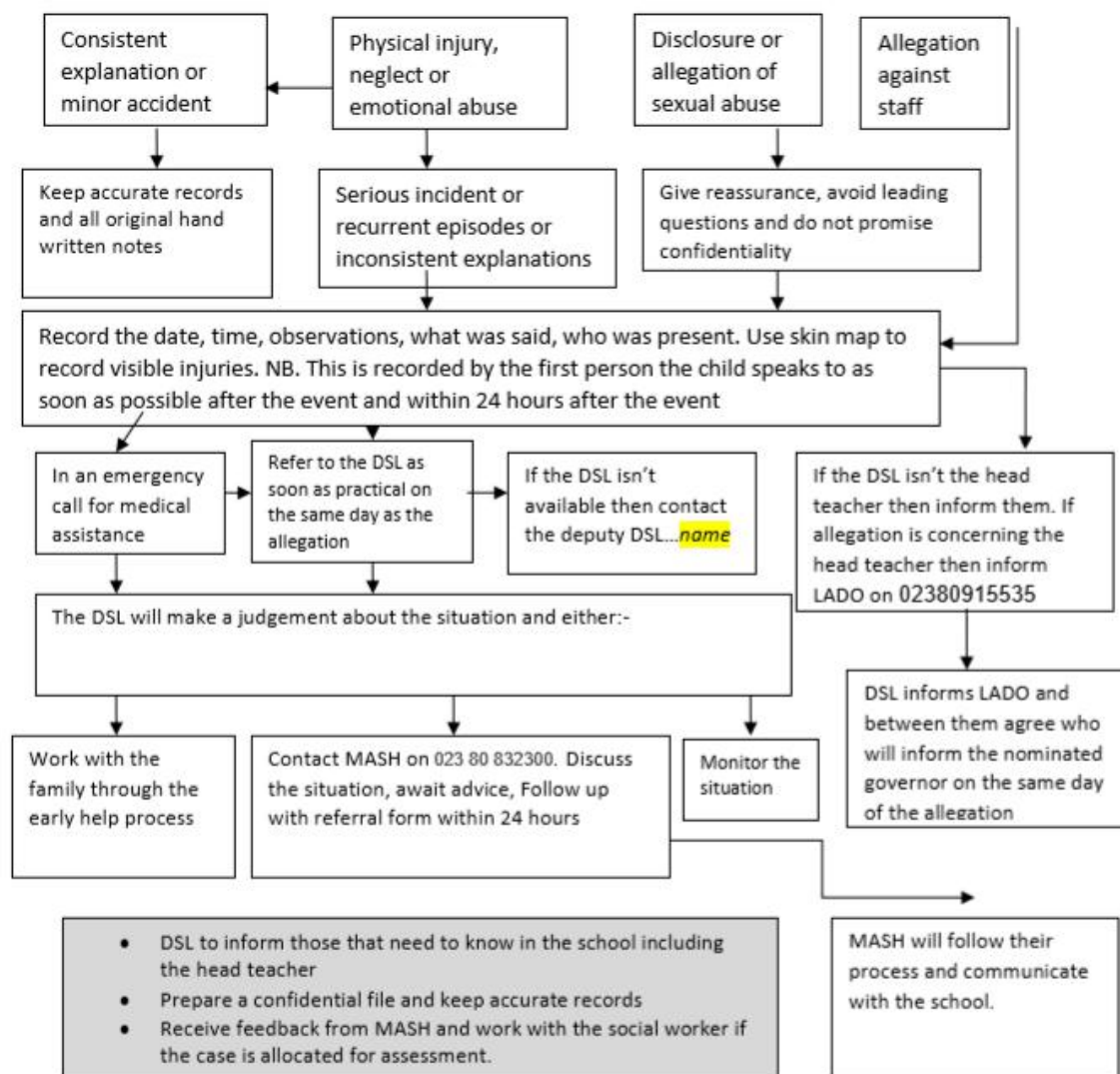
I have read and understood the above requirements and agree to comply with them. I agree to inform the school if circumstances change and I can no longer comply with these arrangements.

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:

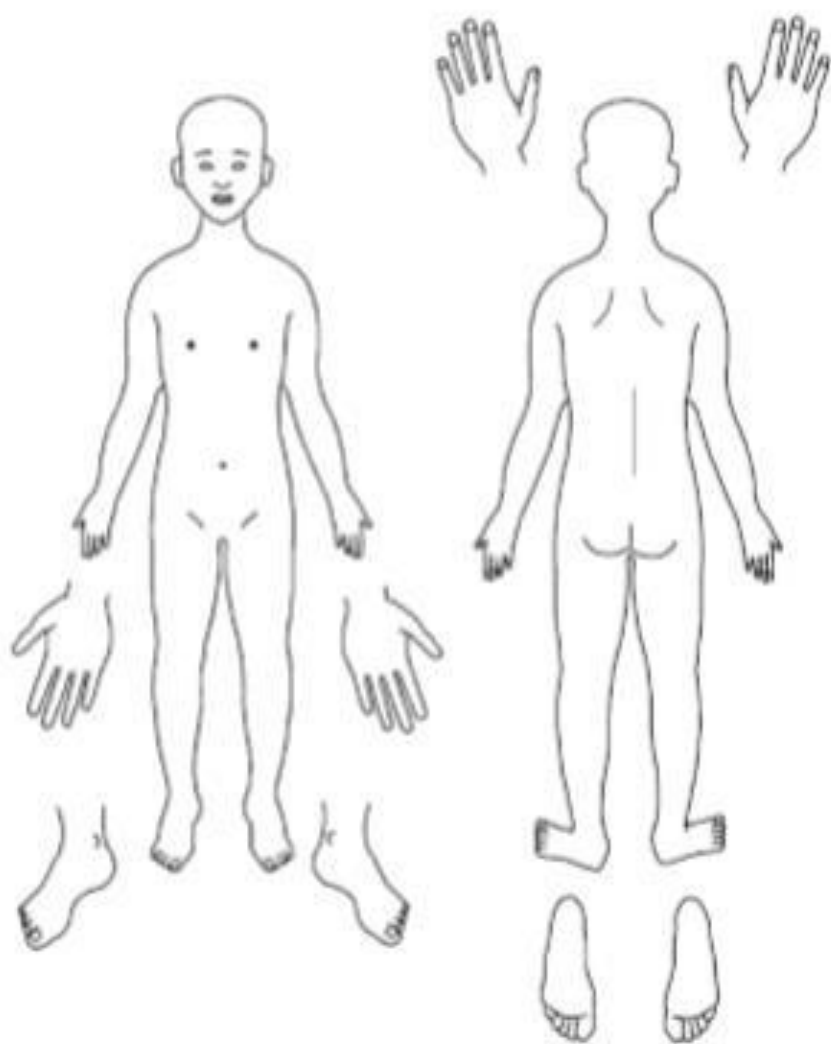
- Exact site of injury on the body, e.g. upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g. round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site 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

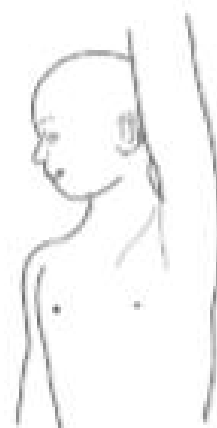
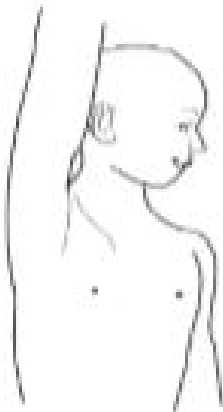


Name of Child: _____

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 for staff:

- Listen to what is being said, without displaying shock or disbelief or asking child to repeat anything unnecessarily
- Accept what is said and take it seriously
- Make a note of what has been said as soon as practicable
- 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 the pupil e.g. you could say: 'I am glad you felt able to say this', "I will speak to someone who will know what to do next", "I know you might be feeling upset but there are people trained to know what to do to help you next", "x is trained to help pupils who need it Im going to go and speak to x as they will know what we should do now"

- **Do not** ask 'leading' questions i.e. 'did x touch your private parts?' or 'did x 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
-
- Share concerns with the designated safeguarding lead as soon as possible
 - Confidentiality is essential. Share your knowledge only with appropriate professional colleagues
 - 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/ police directly, recording decisions for doing so.
 - If you are dissatisfied with the level of response you receive following your concerns, you should press for re-consideration indicating why you feel decisions have not been made in the best interests of a child if this is the case. Ensure that all known information, including contextual information has been shared for assessment of the information to be made
 - Ensure that you consider if you need some time to process what you have heard to ensure you look after your own mental health and well-being, and our DSL will ensure that staff are offered support and time to manage their emotions when having received information from a child.

Helpful notes:

- If possible make some very brief notes at the time, and write them up as soon as possible
- Keep your original notes on file
- Record the date, time, place, person's present/named and noticeable non-verbal behaviours, and the words used by the child. If the child uses sexual 'pet'/slang words, record the actual words used, rather than translating them into 'proper' terms – this is essential that the record is word for word.
- Complete a body map to indicate the position of any noticeable bruising, or where a child has indicated something to you.
- Record facts and observable things, rather than your 'interpretations' or 'assumptions'

After decisions and referral:

Review (led by DSL)

- Has the action taken provided positive outcomes for the child?
- Did the steps taken by staff work? Is there a clear record and timeframe of information and decisions taken?
- Did staff follow policy?
- 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 safeguarding governor of the school and/or may ultimately contact the children's services department. Procedures to follow can be found within our complaints policy or whistleblowing policies.

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 contextual picture so as to ensure we can apply the any specific safeguarding procedures with good understanding of the context.

Allegations against 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.
- Inform the parents of the allegation unless there is a good reason not to. The decision to inform or not inform should be recorded as to who made the decision and the reasons for it.

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 SCSP and HIPS procedures.

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

Briefing sheet for temporary, supply staff - and those on short contracts in *Ludlow Junior school*

While working in *Ludlow Junior 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. You should follow any policies or procedures the school has made you aware of, some of which may be specific to the context or individuals. In addition, if at any time you have a concern about a 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* and can be found *in the leadership suite on the WISH corridor*

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 behavior that leads you to be concerned about a child or young person
- a child or young person telling you/overhearing that they/another pupil 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.

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. If they have told you little but it is clear you need to pass the information on, do so, do not ask for more information or ask any leading questions.
- You could ask "Who was involved", "What happened" "Where did it happen and when?"
- 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. You may need to report under the mandatory reporting duty directly to the police if known FGM is disclosed to you.
- 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 or head teacher who will then follow the school procedure

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, in *location*.

Remember, if you have a concern, discuss it with the DSL as soon as possible.

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>What is a green behaviour?</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>What is an amber behaviour?</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>What is a red behaviour?</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>What can you do?</p> <p>Green behaviours provide opportunities to give positive feedback and additional information.</p>	<p>What can you do?</p> <p>Amber behaviours signal the need to take notice and gather information to assess the appropriate action.</p>	<p>What can you do?</p> <p>Red behaviours indicate a need for immediate intervention and action.</p>
<p>Green behaviours</p> <ul style="list-style-type: none"> • holding or playing with own genitals • attempting to touch or curiosity about other children's genitals • attempting to touch or curiosity about breasts, bottoms or genitals of adults • games e.g. mummies and daddies, • doctors and nurses • enjoying nakedness • interest in body parts and what they do • curiosity about the differences between boys and girls. 	<p>Amber behaviours</p> <ul style="list-style-type: none"> • preoccupation with adult sexual behaviour • pulling other children's pants down/skirts up/trousers down against their will • talking about sex using adult slang • preoccupation with touching the genitals of other people • following others into toilets or changing rooms to look at them or touch them • talking about sexual activities seen on TV/online. 	<p>Red behaviours</p> <ul style="list-style-type: none"> • persistently touching the genitals of other children • persistent attempts to touch the genitals of adults • simulation of sexual activity in play • sexual behaviour between young children involving penetration with objects • forcing other children to engage in sexual play.

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.

What is a green behaviour? 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.	What is an amber behaviour? 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.	What is a red behaviour? 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.
What can you do? Green behaviours provide opportunities to give positive feedback and additional information.	What can you do? Amber behaviours signal the need to take notice and gather information to assess the appropriate action.	What can you do? Red behaviours indicate a need for immediate intervention and action.
Green behaviours 5-9 <ul style="list-style-type: none"> feeling and touching own genitals curiosity about other children's genitals curiosity about sex and relationships, e.g. differences between boys and girls, how sex happens, where babies come from, same-sex relationships sense of privacy about bodies telling stories or asking questions using swear and slang words for parts of the body 	Amber behaviours 5-9 <ul style="list-style-type: none"> questions about sexual activity which persist or are repeated frequently, despite an answer having been given sexual bullying face to face or through texts or online messaging engaging in mutual masturbation persistent sexual images and ideas in talk, play and art use of adult slang language to discuss sex 	Red behaviours 5-9 <ul style="list-style-type: none"> frequent masturbation in front of others sexual behaviour engaging significantly younger or less able children forcing other children to take part in sexual activities simulation of oral or penetrative sex sourcing pornographic material online
Green behaviours 9-13 <ul style="list-style-type: none"> solitary masturbation use of sexual language including swear and slang words having girl/boyfriends who are of the same, opposite or any gender interest in popular culture, e.g. fashion, music, media, online games, chatting online need for privacy consensual kissing, hugging, holding hands with peers 	Amber behaviours 9-13 <ul style="list-style-type: none"> 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 verbal, physical or cyber/virtual sexual bullying involving sexual aggression LGBT (lesbian, gay, bisexual, transgender) targeted bullying exhibitionism, e.g. flashing or mooning giving out contact details online viewing pornographic material worrying about being pregnant or having STIs 	Red behaviours 9-13 <ul style="list-style-type: none"> exposing genitals or masturbating in public distributing naked or sexually provocative images of self or others sexually explicit talk with younger children sexual harassment arranging to meet with an online acquaintance in secret genital injury to self or others forcing other children of same age, younger or less able to take part in sexual activities sexual activity e.g. oral sex or intercourse presence of sexually transmitted infection (STI) evidence of pregnancy

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

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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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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>What is a green behaviour?</p> <p>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>What is an amber behaviour?</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>What is a red behaviour?</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>What can you do?</p> <p>Green behaviours provide opportunities to give positive feedback and additional information</p>	<p>What can you do?</p> <p>Amber behaviours signal the need to take notice and gather information to assess the appropriate action.</p>	<p>What can you do?</p> <p>Red behaviours indicate a need for immediate intervention and action.</p>
<p>Green behaviours</p> <ul style="list-style-type: none"> solitary masturbation sexually explicit conversations with peers obscenities and jokes within the current cultural norm interest in erotica/pornography use of internet/e-media to chat online having sexual or non-sexual relationships sexual activity including hugging, kissing, holding hands consenting oral and/or penetrative sex with others of the same or opposite gender who are of similar age and developmental ability choosing not to be sexually active 	<p>Amber behaviours</p> <ul style="list-style-type: none"> accessing exploitative or violent pornography 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 concern about body image taking and sending naked or sexually provocative images of self or others single occurrence of peeping, exposing, mooning or obscene gestures giving out contact details online joining adult- only social networking sites and giving false personal information arranging a face to face meeting with an online contact alone 	<p>Red behaviours</p> <ul style="list-style-type: none"> exposing genitals or masturbating in public preoccupation with sex, which interferes with daily function sexual degradation/humiliation of self or others attempting/forcing others to expose genitals sexually aggressive/exploitative behaviour sexually explicit talk with younger children sexual harassment non-consensual sexual activity use of/acceptance of power and control in sexual relationships genital injury to self or others sexual contact with others where there is a big difference in age or ability sexual activity with someone in authority and in a position of trust sexual activity with family members involvement in sexual exploitation and/or trafficking sexual contact with animals receipt of gifts or money in exchange for sex

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

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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

Working together to safeguard children

EIF Ofsted handbook 2019

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 **4th December 2019** to 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 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 **by Friday 4th 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

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 9th 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.

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 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

Course: Neglect Workshop

Dates & Times: 23rd September 13:00-16:00 OR

21st 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.

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.*

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)*

What is child abuse?

The following definitions are taken from *working together to safeguard children* HM Government (2015). In addition to these definitions, it should be understood that children can also be abused by honour based violence, forced marriage or female genital mutilation

What is abuse and neglect?

Abuse and neglect are forms 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 a stranger. They may be abused by an adult or adults, or another child or children.

Physical abuse

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

Emotional abuse

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

Sexual abuse

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

perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect

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

- provide adequate food, 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)
- ensure access to appropriate medical care or treatment

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

Indicators of abuse

Neglect - The nature of neglect

Neglect is a lack of parental care but poverty and lack of information or adequate services can be contributory factors. Far more children are registered to the category of neglect on child protection plans than to the other categories. As with abuse, the number of children experiencing neglect is likely to be much higher than the numbers on the plans.

Neglect can include parents or carers failing to:

- provide adequate food, clothing and shelter
- protect a child from physical and emotional harm or danger
- ensure adequate supervision or stimulation
- ensure access to appropriate medical care or treatment.

NSPCC research has highlighted the following examples of the neglect of children under 12:

- frequently going hungry
- frequently having to go to school in dirty clothes
- regularly having to look after themselves because of parents being away or having problems such as drug or alcohol misuse
- being abandoned or deserted
- living at home in dangerous physical conditions
- not being taken to the doctor when ill
- not receiving dental care.

In addition to these factors SCC has also defined "Educational neglect" and produced guidance for practitioners that should be considered (Young Southampton – safeguarding local guidance)

Neglect is a difficult form of abuse to recognise and is often seen as less serious than other categories. It is, however, very damaging: children who are neglected often develop more slowly than others and may find it hard to make friends and fit in with their peer group. Neglect is often linked to other forms of abuse, so any concerns school staff have should at least be discussed with the designated person/child protection co-ordinator.

The Neglect toolkit and advice (<http://southamptonlscb.co.uk/neglect/>) is used by our school when reviewing individual cases or processes.

Indicators of neglect

The following is a summary of some of the indicators that may suggest a child is being abused or is at risk of harm. It is important to recognise that indicators alone cannot confirm whether a child is being abused. Each child should be seen in the context of their family and wider community and a proper assessment carried out by appropriate persons. What is important to keep in mind is that if you feel unsure or concerned, do something about it. Don't keep it to yourself.

Physical indicators of neglect

- Constant hunger and stealing food
- Poor personal hygiene - unkempt, dirty or smelly
- Underweight
- Dress unsuitable for weather
- Poor state of clothing
- Illness or injury untreated

Behavioural indicators of neglect

- Constant tiredness
- Frequent absence from school or lateness
- Missing medical appointments
- Isolated among peers
- Frequently unsupervised
- Stealing or scavenging, especially food
- Destructive tendencies

Emotional abuse - The nature of emotional abuse

Most harm is produced in *low warmth, high criticism* homes, not from single incidents.

Emotional abuse is difficult to define, identify/recognise and/or prove.

Emotional abuse is chronic and cumulative and has a long-term impact.

All kinds of abuse and neglect have emotional effects although emotional abuse can occur by itself.

Children can be harmed by witnessing someone harming another person – as in domestic violence.

It is sometimes possible to spot emotionally abusive behavior from parents and carers to their children, by the way that the adults are speaking to, or behaving towards children. An appropriate challenge or intervention could affect positive change and prevent more intensive work being carried out later on.

Indicators of emotional abuse

Developmental issues

- Delays in physical, mental and emotional development
- Poor school performance
- Speech disorders, particularly sudden disorders or changes.

Behaviour

- Acceptance of punishment which appears excessive
- Over-reaction to mistakes
- Continual self-deprecation (I'm stupid, ugly, worthless etc)
- Neurotic behaviour (such as rocking, hair-twisting, thumb-sucking)
- Self-mutilation
- Suicide attempts
- Drug/solvent abuse
- Running away
- Compulsive stealing, scavenging
- Acting out
- Poor trust in significant adults
- Regressive behaviour – e.g., wetting
- Eating disorders
- Destructive tendencies
- Neurotic behaviour
- Arriving early at school, leaving late

Social issues

- Withdrawal from physical contact
- Withdrawal from social interaction
- Over-compliant behaviour
- Insecure, clinging behaviour
- Poor social relationships

Emotional responses

- Extreme fear of new situations

- Inappropriate emotional responses to painful situations (“I deserve this”)
- Fear of parents being contacted
- Self-disgust
- Low self-esteem
- Unusually fearful with adults
- Lack of concentration, restlessness, aimlessness
- Extremes of passivity or aggression

Physical abuse - The nature of physical abuse

Most children collect cuts and bruises quite routinely as part of the rough and tumble of daily life. Clearly, it is not necessary to be concerned about most of these minor injuries. But accidental injuries normally occur on the *bony prominences* – e.g., shins. Injuries on the *soft* areas of the body are more likely to be inflicted intentionally and should therefore make us more alert to other concerning factors that may be present.

A body map (annex 3) can assist in the clear recording and reporting of physical abuse. The body map should only be used to record observed injuries and no child should be asked to remove clothing by a member of staff of the school.

Indicators of physical abuse / factors that should increase concern

- Multiple bruising or bruises and scratches (especially on the head and face)
- Clusters of bruises – e.g., fingertip bruising (caused by being grasped)
- Bruises around the neck and behind the ears – the most common abusive injuries are to the head
- Bruises on the back, chest, buttocks, or on the inside of the thighs
- Marks indicating injury by an instrument – e.g., linear bruising (stick), parallel bruising (belt), marks of a buckle
- Bite marks
- Deliberate burning may also be indicated by the pattern of an instrument or object – e.g., electric fire, cooker, cigarette
- Scalds with upward splash marks or *tide marks*
- Untreated injuries
- Recurrent injuries or burns
- Bald patches.

In the social context of the school, it is normal to ask about a noticeable injury. The response to such an enquiry is generally light-hearted and detailed. So, most of all, concern should be increased when:

- the explanation given does not match the injury

- the explanation uses words or phrases that do not match the vocabulary of the child (adults words)
- no explanation is forthcoming
- the child (or the parent/carer) is secretive or evasive
- the injury is accompanied by allegations of abuse or assault

You should be concerned if the child or young person:

- is reluctant to have parents/carers contacted
- runs away or shows fear of going home
- is aggressive towards themselves or others
- flinches when approached or touched
- is reluctant to undress to change clothing for sport
- wears long sleeves during hot weather
- is unnaturally compliant in the presence of parents/carers.
- has a fear of medical help or attention
- admits to a punishment that appears excessive.

Sexual abuse – the nature of sexual abuse

Sexual abuse is often perpetrated by people who are known and trusted by the child – e.g., relatives, family friends, neighbours, babysitters, and people working with the child in school, faith settings, clubs or activities. Children can also be subject to child sexual exploitation.

Characteristics of child sexual abuse:

- it is often planned and systematic – people do not sexually abuse children by accident, though sexual abuse can be opportunistic
- grooming the child – people who abuse children take care to choose a vulnerable child and often spend time making them dependent
- grooming the child's environment – abusers try to ensure that potential adult protectors (parents and other carers especially) are not suspicious of their motives.

Most people who sexually abuse children are men, but some women sexually abuse too.

Indicators of sexual abuse

Physical observations

- Damage to genitalia, anus or mouth
- Sexually transmitted diseases
- Unexpected pregnancy, especially in very young girls
- Soreness in genital area, anus or mouth and other medical problems such as chronic itching
- Unexplained recurrent urinary tract infections and discharges or abdominal pain

Behavioural observations

- Sexual knowledge inappropriate for age
- Sexualised behaviour or affection inappropriate for age
- Sexually provocative behaviour/promiscuity
- Hinting at sexual activity Inexplicable decline in school performance
- Depression or other sudden apparent changes in personality as becoming insecure or clinging
- Lack of concentration, restlessness, aimlessness
- Socially isolated or withdrawn
- Overly-compliant behaviour
- Acting out, aggressive behaviour
- Poor trust or fear concerning significant adults
- Regressive behaviour, Onset of wetting, by day or night; nightmares
- Onset of insecure, clinging behaviour
- Arriving early at school, leaving late, running away from home
- Suicide attempts, self-mutilation, self-disgust
- Suddenly drawing sexually explicit pictures
- Eating disorders or sudden loss of appetite or compulsive eating
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Become worried about clothing being removed
- Trying to be 'ultra-good' or perfect; overreacting to criticism.

Ludlow Junior School
Physical intervention guidelines
Reviewed September 2019

Rationale

This policy has been adopted with reference to government guidelines on the use of physical intervention in schools, maintaining good order, understanding 'reasonable force' and taking into account the school's behaviour and child protection guidelines/policies. We understand that physical intervention can be distressing for pupils and parents and that there will be an impact on staff too. However, we recognise that there may be times when physical intervention is warranted and this is outlined within the guidelines. It is expected that the need to use physical intervention will result in consequences for the pupil in line with the behaviour policy and that this may include exclusion.

Mission Statement

Ludlow Junior School does not support the routine use of physical interventions with children. We are committed to ensuring that all our children and staff are able to live and work in a supportive and caring environment, demonstrating a mutual respect, so that teaching and learning can take place in order to maximise children's potential and achievement.

In the circumstances that it becomes appropriate/necessary to use physical intervention, it will be used as an act of care and not punishment, and staff will follow the guidelines outlined below. Staff are required, whilst taking any of the action detailed in these guidelines, to ensure that the child understands that this is a last resort and that the security of the child should be continually maintained. Good communication with the child should be maintained, if at all possible, explaining choices, alternatives, timescales and consequences.

Circumstances when physical intervention might be appropriate

The Department for Education Non statutory Guidance was issued in July 2013. It states the following:

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.

- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances

The Department for Education states that schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so:
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others:
- Prevent a pupil from attacking another member of staff or another pupil, or to stop a fight in the playground; and
- Restrain a pupil at risk of harming themselves through physical outbursts

It may be necessary to engage in physical interventions to move a child in the above situations, but only when all other possible tactics outlined in our behaviour policy have been tried. Staff are trained and reminded to use alternative options, to outline choices, to try de-escalation techniques, to swap out of the situation to see if alternate member of staff can persuade a child and to have colleagues present whenever possible.

A member of staff will sometimes need to rely on their professional judgement about whether or not to physically intervene by placing her/himself in a hazardous situation, or stand back and by that allow a child or colleague to face a potential hazard.

Staff must balance the level and duration of their intervention against the seriousness and likely consequences of the incident that may occur if intervention is declined.

Procedures for staff before and during any physical intervention

Before physically intervening, staff will:

- remain calm and attempt to engender calm, considering their body language and proximity to the child
- tell the child to stop and explain to them what will happen if they do not
- Use a range of non-physical alternatives aimed at calming or defusing situations in order to prevent further escalation.

These might include:

- continuing to speak and listen to the child/children
- employing an appropriate level of eye contact during any dialogue
- diverting, distracting, cajoling or humouring the child where appropriate
- Reasoning with and offering appropriate choices to the child/children

- Seek to change any environmental features that might aid de-escalation – light, heat, sound, other pupils, staff

Sometimes a teacher should not intervene in an incident without help. For example, when dealing with physically large children, or with groups of children, or if the teacher believes he or she may be at risk of injury, the teacher should remove other children who may be at risk and summon assistance from a colleague or colleagues, or where necessary telephone the police. The teacher should tell the child/children that he or she has sent for help. Until assistance arrives the teacher should continue to attempt to defuse the situation through talking to the children and try to prevent the incident from escalating.

Whilst physically intervening, staff will:

- Use the minimum amount of force required to achieve the desired result.
- Tell the child that physical restraint will stop as soon as it is no longer necessary
- Continue to use a range of non-physical alternatives aimed at calming or defusing situations in order to prevent further escalation, as above.
- Remove the rest of the class when a child persistently refuses to leave or offers any kind of resistance to being removed from a classroom. Communication with the child concerned can continue in isolation if required.

Ways in which staff may use reasonable force

Whilst there is no legal definition of reasonable force, DFE Guidance July 2013 advises that 'The term 'reasonable force' covers the broad range of actions used by most teachers at some point during their career that involve a degree of physical contact with pupils.'

During a potentially dangerous/challenging situation staff may be required to:

- physically step in between children
- block a child's path
- hold a child
- lead a child by the hand or arm
- guide a child away by placing a hand in the centre of the back
- In more extreme circumstances use more restrictive holds or an escorted walk
- Deny entry or exit from a dedicated space if this will improve safety, reduce risk and promote good order for the other staff and children

Staff are not permitted to act in a way that might cause injury, for example by:

- holding a child round the neck, or by the collar, or in any other way that might restrict the child's ability to breathe
- slapping, punching, pushing, pulling or kicking a child (however an escorted may include an element of directed movement)

- twisting or forcing limbs against a joint
- tripping up a child
- holding or pulling a child by the hair or ear
- holding a child face down on the ground

Physical force cannot be justified in a situation that could clearly be resolved without force, for example to prevent a child from committing a trivial offence. Staff are expected to use their professional judgment prior to considering physical intervention. Wherever possible senior members of staff should be consulted but this may not always be possible.

Staff who are permitted to use reasonable force to control or restrain children

Section 550A of the Education Act 1996 permits adults who have lawful charge or control of children to use reasonable force to control or restrain them. These include:

- teachers
- learning mentors
- learning support assistants
- midday supervisors
- site team
- other members of the support team
- HLTA's

Training

Our school will ensure that all permanent and long term supply staff have access to These guidelines and understand it.

Our school aims to identify, address and review the training needs of school staff, with a view to developing a shared awareness of:

- how and when to intervene
- how to prevent, defuse and/or resolve disputes, including the appropriate use of anger management, de-escalation and conflict resolution skills and techniques.

Elements of this training will be covered in whole school INSET around child protection, safeguarding, behaviour and physical intervention. Ongoing training around the management of behaviour forms part of the coaching expectation for all staff.

Planning for the needs of individual children

Our school aims to identify, in consultation with parents/carers, any child whose behaviour is potentially thought to require a physical intervention response, and to consider the needs of those children in relation to:

- any individual medical, social, behavioural, learning or cultural factors
- any Individual plans that are linked to the child
- any support or input from other agencies

Any plan should:

- identify basic risks (risk assessing the behaviours)
- outline the likely behaviours
- identify triggers
- strategies to be used in advance of intervention (where possible)
- identify support provided
- outline any agency involvement e.g. ed psych or behaviour outreach
- potential consequences of intervention
- parental views

If a member of staff thinks that a particular child may, at sometime, need such intervention, the circumstances and requirements will be presented for discussion at an appropriate meeting of relevant staff.

Parents should be updated as to the views of the school and their views may contribute to the planning for their child. However, plans need to ensure that they consider the individual pupils, other pupils, staff and the commitment we have to maintaining good order, a safe environment and high expectations.

Whilst parents are invited to make a contribution to the plan it should owned by the school and they will have the final decision making responsibility in relation to boundaries, guidelines and judgments.

Other physical contact with children

Our school believes that some use of appropriate, positive physical contact with children can contribute to its development as a safe and friendly school. Some physical contact may be necessary or unavoidable when staff are working with:

- younger children who may need encouraging or guiding
- children with special educational needs who may need physical prompts or help
- children requiring first aid
- children receiving coaching in sport or as part of another curriculum activity
- Children in distress

Note: some children may be very averse to physical contact. Where this is known to be the case staff should be made aware to avoid a potential trigger point.

Our staff will make professional and sensitive judgements about the nature and extent of their physical contact with children. We will take into account cultural sensitivities and gender differences, the needs of all children who may be particularly vulnerable following previous trauma or abuse.

Record-keeping

Our school uses the CPOMS system to record all key behaviour aspects for pupils. Any physical intervention should be recorded in CPOMS and brought to the attention of the DSL and DSL team. Parents should be informed as soon as possible that an intervention has taken place.

In some instances it may be necessary to pre warn a parent that an intervention may take place if behaviour does not de-escalate.

The number and nature of interventions should be discussed at the weekly safeguarding meeting. A plan should be drawn up for a pupil where it is believed it is not an isolated incident. The key content for the plan has been outlined above.

Sharing of information

All members of the school community should know of the existence of these guidelines. In principle, as few people as possible should know of any specific incident and staff should maintain confidentiality to the greatest possible extent. This is to enable governors and staff involved in any consequence or complaint to do so without having acquired hearsay knowledge. Please ensure that CPOMS records are accurate, up to date and factual

Complaints

Complaints following a dispute about the use of physical intervention by an adult should, in the first instance, be referred to the executive headteacher. This will generally result in an investigation, which will take account of the written or verbal reports which have been collected.

Any complaint should be dealt with in line with the school's complaints procedure.

Implementation, monitoring and review

At Ludlow Junior School the executive headteacher is responsible for:

- ensuring that all staff are familiar with these guidelines and where to find them

- ensuring that all relevant staff have received training in non-physical interventions in order reduce the need for physical intervention
- ensuring that all staff are familiar with national guidance including the use of reasonable force
- ensuring that staff understand that physical intervention most often a last resort unless immediate danger has to be averted
- monitoring and reviewing the implementation of the school's guidelines in light of safeguarding considerations

Appendix 1

Physical interventions with children

Guidelines for short-term supply and casual staff and other adults authorised by the headteacher to work with children at Ludlow Junior School

Physical intervention must never be used as a punishment.

- It should only be used if there is an immediate danger to children, staff or school property
- It must only be used if all other tactics have failed unless immediate danger is present and it would be negligent not to intervene
- Any force used in a physical intervention must be of minimum strength and duration to deal with the immediate danger (use of reasonable force)
- Send for help as soon as you can, probably using another child to do so.
- Be careful how you handle a child. Never hold them by the neck, collar, ear or hair. Do not slap, punch, kick or trip them. Do not twist limbs, force limbs against the joint or hold a children face down on the ground. Avoid contact with breasts, bottoms and genital areas.

- All incidents of physical intervention must be reported to the executive headteacher, or in his absence a member of the DSL team, on the day of the intervention. It should be written up immediately if possible and you may be asked to dictate your notes to a CPOMS user or they may be scanned and added to the school system.

Appendix 2

Ludlow Junior School

1. Outline the potential behaviours
2. Identify basic risks presented by the behaviours (risk assessing the behaviours)

3. Identify potential triggers

4. Identify support provided already

5. Strategies to be used in advance of intervention (where possible)

6. Outline any agency involvement e.g. ed psych or behaviour outreach

7. Potential consequences of intervention

8. Parental views