

Shirley Schools



Safeguarding and Child Protection Policy

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1. Introduction

1.1 Policy Statement

Shirley Schools fully recognises its moral and statutory responsibility to safeguard and promote the welfare of all children. This policy applies to all adults, including volunteers, working in or on behalf of the school.

Everyone working in our school has a responsibility to promote the welfare of all children and young people and to keep them safe. We are committed to practice in a way that protects them.

We make every effort to provide a safe and welcoming environment underpinned by a culture of openness where both children and adults feel secure, resilient, valued and respected and are encouraged to talk, believing they will be listened to. We will ensure children know there are adults at the school whom they can approach if they are worried.

1.2 Our commitment to safeguarding

Environment:

- To provide a safe environment within which children can learn and flourish.
- To provide an environment in which all adults recognise that safeguarding and ensuring children and young people's welfare is everyone's responsibility.
- To ensure that all children and young people 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 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.

Safeguarding procedures:

- To ensure that all concerns, however small, are recorded so as to establish the wider picture for a child and ensure that sufficient oversight by the Designated Safeguarding Lead (DSL) enables a context to be known and therefore support the identification of for example, risks or exploitation.
- 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 multi-agency partners and children's social care team and other safeguarding partners.
- To provide attendance by a nominated member of staff or a report with up-to-date information at multi-agency meetings for all children at their school, and for the DSL to liaise with any future school DSL with any information that is required to plan for an effective transition for the child/family.
- To work proactively together with partners such as other education settings where there are siblings, or GP surgeries to ensure that where there are concerns, they are shared and addressed swiftly, with a strong base of information ensuring that the best interests of a child/the children are placed at the centre of referrals.
- To refer to Early Help services so that children, and their wider families can be supported by professionals, intervening as early as possible 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 and this is recorded.

External factors:

- Appropriate supervision is given to visitors and adults on-site. Key information or training for visiting staff and adults will be provided to those who may lead for example sports clubs / out of hours activities at or for the school.
- Have information available for all hirers to ensure the setting must not be used for the promotion of extremism or radicalisation, including the handing out of materials or speakers.
- Ensure that appropriate safeguarding arrangements are in place for children on work placements or alternative provision offsite, or in flexi-school arrangements.
- Transfer of child protection, welfare concerns and learning records that provide support for pupil development when pupils move on from their current setting will be carried out in accordance with local procedures.

Curriculum:

- To ensure that the school complies with the statutory guidance September 2020 for relationships, sexual relations, health and well-being.
- 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 safe and where to get help from if they, or others need it.

The protection of children is of the highest priority for our school. Children have the 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 opportunity 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 the Multi-Agency Safeguarding Hub (in line with current safeguarding procedures) without notifying parents if this is in the child's best interests. In all cases, consent must be sought unless it is not in the child's best interests to do so. These decisions will be clearly recorded with their reason and will be held with the child's record of concerns or child protection file with a level of protection determined by the Designated Safeguarding Lead (DSL).

1.3 Purpose

The purpose of this policy is to:

- provide staff, volunteers and governors with the framework they need in order to keep children safe and secure in our school. The policy will inform parents and guardians how we will safeguard their children whilst they are in our care.
- protect children and young people who attend our school.

- ensure consistent good practice across the school.
- demonstrate our commitment to protecting children.

1.4 Definitions used within this policy

Safeguarding, as defined in KCSIE 2021, is “protecting children from maltreatment; preventing impairment of children’s mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes” Part One para 4).

Child protection is an aspect of safeguarding, but is focused on how we respond to children who have been significantly harmed or at risk of significant harm.

The term **staff** applies to all those working for or on behalf of the school, full-time or part-time, in either a paid or voluntary capacity. This also includes parents and governors.

Child refers to all young people who have not yet reached their 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.

Parent refers to birth parents and other adults in a parenting role for example adoptive parents, step parents, guardians and foster carers.

1.5 Legal Context

This policy is based on statutory guidance from the Department for Education:

- [Keeping Children Safe in Education \(September 2021\)](#)
- [Working Together to Safeguard Children \(2018\)](#)
- [Sexual violence and sexual harassment between children in schools and colleges \(Sept 2021\)](#)
- [What to do if you're worried a child is being abused - Advice for Practitioners \(March 2015\)](#)

It is also based on the following child protection legislation:

- [Children Act 1989](#) and [Children Act 2004](#)
- [Education Act 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.
- Sections 175 and 157 of the [Education Act 2002](#) which clearly states that the governing body of an academy 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.

Where national guidance changes within the approved policy year, or learning from practice reviews becomes available addendum to policies and process may be made through the governing body.

2. Providing a Safe and Supportive Environment

2.1 Safer Recruitment

We create a culture of safe recruitment and, as part of that, adopt robust recruitment processes and volunteer checking processes that help deter, reject or identify people who might abuse children.

This enables the governing body and if applicable the Trust to act reasonably in making decisions about prospective employees and volunteers using evidence and checks carried out.

The school follows the safer recruitment process outlined in Part Three of KCSIE 2021. On all recruitment panels there is at least one member who has undertaken safer recruitment training which is updated regularly. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional references, checking previous employment history, checking any gaps in employment history and ensuring that a candidate has the health and physical capacity for the job, alongside effective induction processes. It also includes undertaking interviews and, in all cases, instigating Disclosure and Barring Service (DBS) checks.

The Single Central Record (SCR) includes a record of all checks undertaken, the date they were completed and who carried out the checks. It also includes the identification of the person's role to ensure regulated or unregulated activity is accurately recorded. Where an individual's details or role has changed the SCR will be updated and files supporting the SCR will include the updated information. For supply staff, information is received from the supply agency, downloaded, stored securely and checked prior to the individual starting regarding checks carried out for the role. Regular monitoring of the SCR is undertaken by senior leaders or governors and a record is made of this monitoring and any actions required.

2.2 Staff Training and Staff Induction

All staff in our school should be aware of the signs of abuse and be able to respond appropriately. All staff will receive an induction programme which will include basic information relating to signs and symptoms of abuse, how to manage a disclosure from a child, when and how to record a concern about the welfare of a child and advice on safe working practice. All staff are expected to read at least Part One of KCSIE 2021.

All Governors are expected to know and understand their safeguarding responsibilities as described in Part Two and Senior Leaders and the school safeguarding Governor should read the whole of KCSIE 2021.

In line with KCSIE 2021 safeguarding training for staff is provided to the whole school every year with separate training to all new staff and volunteers as part of their induction (if this falls at a different point in the year). All staff are provided with the school's Safeguarding and Child Protection Policy and are informed about safeguarding arrangements on induction to ensure they fully understand their role in identifying concerns and their responsibility to report concerns.

The DSL attends Level 3 Safeguarding training for their role and then refresh this specific training for DSLs every two years. It is the responsibility of the DSL to maintain an overview of new developments so, in addition to having an annual update, they will receive regular updates between training through Local Authority Network meetings, safeguarding updates from the Trust and reading safeguarding related articles or research. Records of training and updates will be kept which identifies that staff have attended, read and understood the information shared.

2.3 Roles and Responsibilities

We recognise that all staff and Governors have a full and active part to play in ensuring there is a culture of safeguarding that is effective in protecting our pupils from harm. We recognise that staff anxiety around child protection can compromise good practice and so have established clear lines of

accountability, training, advice to support the process and individual staff within that process. Staff understand that they all have a key role to play in identifying concerns early and provide help for children where necessary through referral to Early Help services or Children's Services at the Local Authority.

2.3.1 Leadership and Management

In this school any individual can contact the DSL if they have concerns about a pupil. The DSL is a member of the Senior Leadership Team. The names and contact details are listed on page 2 of this policy. These safeguarding roles are explicit in assigned job descriptions.

2.3.2 Governance

There is a nominated Safeguarding Governor (see page 2 for details) who leads the monitoring of safeguarding and ensures the school meets its statutory duties effectively. The Safeguarding Governor meets with the DSL to check that procedures are being followed, that staff training is up to date and to keep abreast of the number of children who are open to social care. Governors will refer to the Trust Safeguarding Review document as a template to support their own monitoring. The Chair of Governors receives reports of allegations against the Headteacher and act on the behalf of the Governing Body. Governors are aware of the duties set out in KCSIE 2021 for governing body responsibilities for safeguarding. A record of all governors who have read and understood relevant sections of KCSIE 2021 is held with governing body records. The Safeguarding Governor is required to read KCSIE 2021 in full.

2.4 Confidentiality

Staff understand they can get advice from the DSL regarding concerns and confidentiality. We maintain that all matters relating to child protection are to be treated as confidential and only shared as per the GDPR guidance and DfE Working Together to Safeguard Children guidance. There is a lawful basis for child protection concerns to be shared with agencies who have a statutory duty for child protection. Decisions to share/not share information will be recorded together with the reasons for this within a child protection or welfare concern recorded. The best interests of the child will be placed at the heart of the decision making to share information, especially where contextual information is included. All staff are aware that they cannot promise a child to keep a disclosure confidential. Disciplinary action/re-training will be considered for any breach of confidentiality.

2.5 Staff Code of Conduct

All staff (paid and voluntary) are expected to adhere to a code of conduct in respect of their contact with pupils and their families. This can be found in the Staff Code of Conduct Policy and forms part of induction process for all staff, including expectations for volunteers.

2.6 Related school policies

Safeguarding encompasses issues such as pupil health and safety and bullying and a range of other issues, for example, arrangements for meeting the medical needs of children, providing first aid, school security and positive behaviour. For this reason, other related policies within the school reflect our safeguarding procedures and ethos and are updated accordingly.

2.7 Safeguarding information for pupils

We are committed to creating an ethos in school where children feel safe and are able to talk freely about their concerns, believing that they will be listened to and valued. All pupils in our school are aware of a number of staff they can talk to if they are worried about any problems. The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All pupils know that we have a senior member of staff with responsibility for safeguarding and know who this is. We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm.

2.8 Children with Special Educational Needs or Disabilities (SEND)

School staff and Governors recognise that children with special educational needs or disabilities may be especially vulnerable to abuse and expect staff to take extra care to interpret correctly apparent signs of abuse or neglect. Indications of abuse will be reported as for other pupils. We are committed to providing a school environment in which pupils with SEND feel confident and able to discuss their concerns. Whenever possible, pupils will be given the chance to express themselves to a member of staff with appropriate communication skills. The DSL (or Deputy) will work with the school's Special Educational Needs Coordinator (SENCO) to identify pupils with particular communication needs.

2.9 Children Looked After (CLA)

We value that every child who has been taken into care, even if they are now out of care and adopted remain vulnerable. They will have experienced levels of abuse that were eventually deemed unacceptable in order for them to have been removed. These experiences are often likely to have a long-term impact on a child's relationships, emotional wellbeing and development. We place these children with high regard to ensure that educational gaps are diminished and that emotional development and wellbeing is supported and monitored.

The Designated Teacher for CLA will have all details of the child's social worker, the name of the LA Virtual School Headteacher. The Designated Teacher in our school is a qualified teacher, who has received training to undertake their role with regards looked after and previously looked after children. The role is clearly set out in their job description and includes the need to promote the educational achievement of these children. The Designated Teacher will:

- Ensure PEP meetings take place regularly and ePEPs are kept up to date;
- Ensure devolved funding is allocated to named children;
- Ensure they work effectively (or in partnership) with the Virtual School Headteacher.

Governors in our school ensure that the Designated Teacher has the necessary training, skills and time to carry out this role on at least an annual basis. The Designated Teacher will ensure that they liaise with the Virtual School and ensure that a personal education plan (PEP) is in place and regularly reviewed. Appropriate staff will have 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: Cate Gregory (Infant School) and Annette Hixon (Junior School)

The name of the Virtual School Head Teacher is: Maria Anderson

2.10 Multi-agency working

Schools do not operate in isolation but are part of a wider safeguarding system for children. KCSIE 2021 and Working Together to Safeguard Children 2018 sets out the pivotal role schools have in multi-agency safeguarding arrangements. The school aims to help protect the children in its care by working consistently and appropriately with a range of agencies.

Our school works as a named agency with the Southampton Safeguarding Children Partnership.

Our safeguarding children partnership has three safeguarding partners (the local authority, a clinical commissioning group for an area within the local authority; and the chief officer of police for an area within the local authority). The partners have a shared and equal duty to work together with appropriate relevant agencies to safeguard and promote the welfare of local children including identifying and responding to their needs. When named as a relevant agency, schools, in the same way as other relevant agencies, are under a statutory duty to co-operate with the published arrangements. Our school will adhere to local published threshold guidance and procedures.

3. Safeguarding Issues and Procedures

3.1 Radicalisation, Extremism and the Prevent Agenda

The school is aware of its statutory duty to prevent radicalisation and extremism under the Prevent Duty which became law in 2015. The Prevent Duty requires that all staff are aware of the signs that a child may be vulnerable to radicalisation. The risks will need to be considered for any kinds of extremism. Extremism is the vocal or active opposition to our fundamental British Values of liberty, mutual respect, tolerance of different faiths and beliefs, rule of law and democracy. Extremism can include; political; environmental; extremist animal rights; or faith-based extremism that may lead to a child becoming radicalised. This list is not exhaustive and all staff are updated when new ideologies come to light through safeguarding updates.

All staff have annually undertaken Home Office Prevent awareness training and will be alert to signs of radicalisation. The school will discuss any concerns with the family unless this is likely to put the child at risk.

As part of the preventative process, resilience to radicalisation will be built through the regular promotion of fundamental British values through the PSHE and wider curriculum available at our school.

Any child who is considered vulnerable to radicalisation (and where there are evidence-based concerns which indicate they may be being groomed or radicalised), will be referred by the DSL, who will follow the agreed referral to MASH, liaising and sharing information with the police and Channel, as required. If the police and colleagues consider the information to be indicating a level of risk, the Channel Panel will be convened, and the school will be invited to attend and support this process.

3.2 Exploitation

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. At our school 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. This includes the use by

staff of the Hampshire Constabulary Community Partnership Information (CPI) form for information that could be used 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 it can be destroyed. Information may be relevant to record in a child's record of concern in school as per other concerns or additionally make a separate referral to MASH.

Our curriculum includes how children can keep themselves safe and CSE at an age appropriate level through PSHE.

3.2.1 Child Criminal Exploitation (CCE) (including County Lines)

CCE "is where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into criminal activity

- (a) in exchange for something the victim needs or wants, and/or
- (b) for financial advantage or increased status of the perpetrator or facilitator and/or
- (c) through violence or the threat of violence. (KCSIE 2021, para 32)

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

County Lines is a form of CCE and 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). Children exploited through County Lines activity are particularly vulnerable to being trafficked.

Children may miss education or appear to have more material belongings or confidence than previously. They may have keys to places that raise a concern, display increasing disruptive behaviour and come home with injuries or looking dishevelled.

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 refer immediately to the MASH for advice / to make a referral. It may be that the DSL decides to refer to the police. The Local Authority Children's Services and the police will consider if a National Referral Mechanism (NRM) needs completing alongside child protection procedures.

As a school we educate all staff in the signs and indicators of all forms of exploitation, including criminal exploitation.

3.2.2 Child Sexual Exploitation (CSE)

CSE is a complex type of abuse and "occurs when 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" (KCSIE 2021, para 32) 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 include involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet (KSCIE 2021, para 36).

The school recognises that this may even appear to be consensual, but still constitutes abuse. 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;
- 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.

As a school we educate all staff in the signs and indicators of sexual exploitation. Staff will also remain open to the fact that child sexual exploitation can occur without any of the above risk indicators being present. Our school will follow safeguarding procedures where there is a concern about a child being at risk of or experiencing CSE/CCE.

We will use the Child Exploitation Risk Assessment Framework (CERAF) available [here](#) and associated guidance to identify pupils who are at risk.

3.3 Children Missing from Education (CME)

A child going missing from education is a potential indicator of abuse or neglect including sexual exploitation, FGM, child exploitation, child criminal exploitation or risk of radicalisation. We recognise our statutory duty to follow the guidance relating to any child we are aware of who for example does not begin school as expected, or moves with no forwarding school known. There are various reasons a child may be deemed as CME which include, but are not limited to:

- Child not starting school when they reach compulsory school age and therefore never entering the system
- Failing to transition between schools, at phase transfer or if a family moves from one LA to another
- A delay in applying for a new school place
- Refusing an alternative offer of a school place, when the preferred school is full
- Leaving school, with no forwarding education provision or destination

We recognise that it is important that agencies work cooperatively and information is shared in a timely manner. If anyone at our school becomes aware of a child missing education, a referral is made to the LA CME Officer as soon as possible.

If we are aware of a child who is moving and parents/carers have not provided any forwarding address or school, we will contact the CME Officer for advice at the earliest opportunity having attempted to find out the information.

The LA CME Officer for our school is: Richard Lomath Overseen by the Head teachers for both schools.

3.3.1 Absence from school

In addition to statutory CME duties, absence from school at any point may be considered, in individual contexts, as both a potential safeguarding issue as well as an educational outcomes issue. We recognise that educational neglect is a factor that adversely affects a child into adulthood. The school has clear procedures to monitor, support and challenge attendance of all pupils. Staff are aware of these procedures and that attendance is an aspect of safeguarding. All absence or non-attendance will be considered in context with other known factors or concerns and relevant partners or agencies contacted as per safeguarding duties. Staff in our school will aim to work with parents/carers to establish regular attendance for all children and young people through an approach including support and guidance, external agency support, including health colleagues where required. Where these are refused or are not effective given time, we will review each on a case-by-case basis, to consider any additional actions. We may also take steps that could result in legal action for attendance, or a referral to children's social care, or both but will do so on a case-by-case basis.

The school will inform the LA if a parent/carer has notified the school in writing of their decision to electively home educate their child and will co-ordinate a meeting with the parent/carers where possible; if the child is unfit to attend on health grounds; is in custody for four months and when a child is issued a suspension or permanent exclusion. Required LA documentation will be completed and submitted to the relevant LA colleague/team.

3.4 E-Safety and online safety risks

Children may expose themselves to danger, whether knowingly or unknowingly, when using the Internet and other technologies. Additionally, some children and young people may find themselves involved in activities which are inappropriate, or possibly illegal, through social networking sites etc., including cyber-bullying. Some of the risks presented with online activity include:

- Unwanted contact
- Grooming
- Online bullying
- Sexting
- Leaving digital footprint
- Accessing inappropriate material deliberately or by accident
- Accessing inappropriate material beyond a child's capacity to comprehend

In order to safeguard all our children, the school will, therefore, seek to provide information and awareness to both pupils and parents through:

Acceptable use agreements for children, parents/carers and governors

- Curriculum activities involving raising awareness around online dangers and strategies to keeping themselves safe online. Children are taught, across the curriculum, that if they do something wrong, it is better to tell someone before it gets any worse.
- Parents evenings / sessions – parents are included as much as possible as children often have access to a wide range of technologies at home.
- High profile events / campaigns e.g., Safer Internet Day

- Building awareness around information that is held on relevant web sites, apps or publications
- Ensuring the safeguards in place for the school electronic systems are effective and monitored for any threats to safety. The school have appropriate virus software and filters on all computers.

Governors and the Trust will refer to additional guidance for keeping children safe online (including when they are online at home) in KCISE 2021. The school will follow the most up to date DfE guidance regarding remote learning as signposted in KCSIE para 127.

3.4.1 Social Media

In addition to the above online safety guidance above, we recognise there are some specific risks with the use of social media platforms increasingly by younger children. Pupils of a young age are now aware of a wide range of social media platforms. They may access them via friends or family member's phones. Many have an age restriction, mainly due to how the platform can be used. Trends may be seen with platforms, especially those aimed at young people where they think their message or photo disappears once read, or children don't understand privacy settings. Whilst they can seem harmless, we will ensure that our educational provision sets out the responsibilities and legalities of usage as well as the dangers and risks that usage can bring.

3.5 Peer on peer abuse policy including sexual violence and harassment

We recognise that children are capable of abusing their peers and it can take various forms. This will be dealt with in line with the statutory guidance set out in Part 5 of KCSIE 2021 and as outlined in the guidance [Sexual violence and sexual harassment between children in schools and colleges](#) . In KCSIE 2021, the definition of peer on peer abuse includes:

- Physical abuse
- Sexual violence and sexual harassment
- Sexting and
- Initiation/hazing type violence and rituals
- Bullying (including cyberbullying) and
- Upskirting
- Abuse within intimate partner relationships

All of these behaviours are not acceptable and it will be taken seriously. There is a zero tolerance approach to all forms of peer on peer abuse.

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

- Taking a whole school approach to safeguarding and child protection;
- Providing training to staff;
- Making staff aware that even if there are no reported cases of peer on peer abuse, including direct disclosures of sexual violence and sexual harassment, they must not take the view it is not happening. All staff working with children are advised to maintain an attitude of 'it could happen here'.
- Providing a clear set of values and standards, underpinned by the school's behaviour policy and pastoral support system, and by a planned programme of evidence based content delivered through the curriculum;
- Engaging with specialist support and interventions.

3.5.1 Responding to reports of sexual violence and sexual harassment

All staff in our school are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up. The school recognise that more vulnerable groups are girls, SEND and CLA. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment as well as their emotional wellbeing. It is important that all victims are reassured they are taken seriously, that they should not feel ashamed and offered appropriate support. The child's wishes and feelings will be taken into account when determining what action to take and what services to provide.

Staff recognise that allegations of sexual violence or sexual harassment are likely to be complex and will require difficult professional decisions to be made, often quickly and under pressure (KCSIE 2021, para 437). The DSL must be notified without delay and decisions made on a case-by-case basis, with the DSL taking a leading role using their professional judgement, supported by other agencies. As with other disclosures the person disclosing must be able to disclose the information in a supportive environment with a clear record of factual information made as soon after the disclosure as possible.

The DSL will refer to the Brook's Sexual Behaviours Traffic Light Toolkit for guidance See Appendix B and Appendix C. We will follow the LA flowchart for Youth Produced Sexual Imagery and contact the Safe Schools and Communities Team for advice.

The DSL will follow Part 5 of KCSIE 2021 on how to record and respond to a report and complete an immediate risk and needs assessment on a case-by-case basis. The risk assessment will consider:

- The victim, especially their protection and support;
- Whether there may have been other victims;
- The alleged perpetrator, their support needs and any discipline action;
- All other children at the school;
- The victim and the alleged perpetrator sharing classes and space at school.

Where there has been other professional intervention and/or specialist risk assessments, these professional assessments will be used to inform the school's approach to supporting and protecting pupils.

The DSL will consider:

- The wishes of the victim;
- The nature of the incident including whether a crime has been committed and the harm caused;
- Ages of the children involved;
- Developmental stages of the children;
- Any power imbalance between the children;
- Any previous incidents;
- Ongoing risks;
- Other related issues or wider context.

The DSL will manage the report with the following options:

- Manage internally
- Refer to Early Help
- Refer to the Multi-Agency Safeguarding Hub (MASH)

- Report to the police (generally in parallel with a referral to MASH)

If the alleged abuse involves an online element staff including the DSL will be mindful of the [Searching, screening and confiscation: advice for schools](#) DfE guidance (2018) and the UK Council for Child Internet Safety (UKCCIS) +guidance (2020) [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#). If a child is at risk of harm, is in immediate danger, or has been harmed, the DSL will report to children's social care through contact with MASH, and this will be in conjunction with having contacted the police first (irrespective of the child's age). Parents/carers will be informed unless there is a compelling reason not to, such as immediate safety or risk to the child be they the victim or alleged perpetrator. The police will advise what information can or should be shared.

Ongoing response:

- The DSL will manage each report on a case-by-case basis, consider the proportionality of the response, and will keep the risk assessment under review.
- Where there is a criminal investigation into a rape, assault by penetration or sexual assault, the alleged perpetrator should be removed from any classes they share with the victim.
- The DSL will consider how best to keep the victim and perpetrator a reasonable distance apart on school premises.
- Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, the school will take suitable action. In all but the most exceptional of circumstances, the rape or assault is likely to constitute a serious breach of discipline and lead to the view that allowing the perpetrator to remain in the same school would seriously harm the education or welfare of the victim (and potentially other pupils).
- The school will take any disciplinary action against the alleged perpetrator in line with the school behaviour policy. Where a criminal investigation into sexual assault leads to a conviction or caution, the school will, if it has not already, consider any suitable sanctions in the light of their behaviour policy, including consideration of a permanent exclusion. Where the perpetrator is going to remain at the school, the principle would be to continue keeping the victim and perpetrator in separate classes and continue to consider the most appropriate way to manage potential contact on school premises. The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases.
- The school recognises that taking disciplinary action and providing appropriate support are not mutually exclusive actions and will occur at the same time if necessary.
- The victim, alleged perpetrator and other witnesses (pupils and adults) will receive appropriate support and safeguards on a case-by-case basis. When it is clear that ongoing support will be required, the school will ask the victim if they would find it helpful to have a designated trusted adult to talk about their needs. The choice of any such adult will be the victims and the school will respect and support this choice.

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem.

It is important school staff understand consent. This will be especially important if a child is reporting they have been raped. Through Early Years, KS1 and KS2 the PSHE and SRE curriculum teaches pupils about their rights and lays foundations for consent i.e. lessons on good persuasion and bad persuasion and our bodies being private.

We are very aware for all pupils but that in particular for our Junior Pupils Sexting awareness is taught as part of the PSHE curriculum and in particular the SRE curriculum. Staff are encouraged to use the SAFE4ME website which contains resources to support. Our curriculum is in line with the Relationships education, relationships and sex education (RSE) and health education documentation September 2020.

3.5.2 Bullying

All incidents of bullying (including those involving physical abuse), including cyber-bullying, racist, homophobic and gender related bullying, will be dealt with in accordance with our Anti-Bullying policy. This is linked with our Behaviour Policy and our PSHE programme which includes the statutory Relationships, Sex and Relationships and Health Education.

Shirley Schools is committed to treating all bullying seriously. Racial and homophobic incidents are recorded separately to general behavioural issues and appropriate consequences, re-education and support is put in place.

3.5.3 Prejudice-based abuse / Hate crime

This is a criminal offence which is perceived by the victim or any other person to be motivated by hostility or prejudice based on a person's real or perceived disability; race; religion; gender identity; sexual orientation; and/or age. 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'.

As a school we will train staff to ensure staff recognise what constitutes hate crime, or early indicative behaviour and take action to challenge it effectively. We will support victims of prejudice-based incidents and hate crimes. We recognise that anyone can be a perpetrator, and this can take place within groups who have a protected characteristic as well as those who do not.

Our school will use the Pan-Hampshire Prejudicial Language and Behaviour Toolkit (documents available from [here](#)).

3.6 Harmful Practices

Harmful Practice encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or community or an individual, including female genital mutilation (FGM), forced marriage, abuse linked to faith or cultural practices such as breast flattening (sometimes referred to as breast ironing). It often can include a wider network of family or community pressure and can include multiple perpetrators.

Any concerns held must be reported to the DSL without delay. The DSL will contact MASH for advice and follow up with a written referral and may contact the police. If it is clear that a crime has been committed or the pupil is at immediate risk the police will be contacted in the first place, followed by MASH.

3.6.1 Female Genital Mutilation (FGM)

FGM is illegal in England and Wales and it is 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 School Leader 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.

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 other child protection concern.

Through the Relationships, Sex and Health Education curriculum, pupils will be made aware of the rights they have with regard to their body.

3.7 Domestic Abuse

Domestic abuse is defined as the behaviour of a person towards another person if they are aged 16 or over and are personally connected to each other and the behaviour is abusive. Behaviour is 'abusive' if it consists of any of the following: physical or sexual abuse; violent or threatening behaviour; controlling or coercive behaviour; economic abuse; psychological, emotional or other abuse.

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. We recognise that witnessing domestic abuse, or becoming involved, has an impact on a child and young person and they will need support. All staff know, through training, that they must be alert to signs/indicators and may be asked to support a child at the request of a DSL at short notice if the school has been alerted to an incident by the police / Operation Encompass.

The Domestic Abuse Act 2021 recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. Children often feel blame, live in fear and uncertainty and therefore are prone to longer term emotional and psychological needs. These children may become aggressive; display anti-social behaviours; suffer from depression or anxiety; or fail to reach their educational potential.

We will ensure that our PSHE curriculum has planned learning for pupils to enable them to recognise and build healthy relationships and understand where they can get help from if they, or someone they know needs help or advice. This will be in line with the statutory guidance for the RSHE curriculum.

School staff are aware, as referenced in KCSIE, that advice on identifying children who are affected by domestic abuse and how they can be helped is available from:

- NSPCC
- Refuge (offers a 24-hour national domestic abuse helpline)
- Safe Lives (provide a toolkit for professionals to support an assessment)
- Operation Encompass

4. Taking action to ensure that children are safe at school and at home

4.1 The Curriculum

Throughout the whole school, staff raise pupil's awareness of safety knowledge. The aim is to raise awareness, confidence and resilience in all our pupils, enabling them to use strategies and a range of contacts that ensure their protection and that of others. In this way the school seeks to give pupils opportunities to develop the skills they need to stay safe from abuse.

Pupils will be taught that they have a right to be safe and they will be taught how to be safe in a range of situations and how to avoid harming themselves. This includes Within the curriculum we teach children how to stay safe in a variety of situations. The Junior school builds on the PSHE and SRE curriculum taught in the Infants. Both schools cover topics such as;

- 999 call
- Road Safety
- Clever never goes; It teaches children that they must never go anywhere with anyone, a stranger or a familiar face, unless plans have been made beforehand. It tells them that following the rules makes them clever, gives them the confidence to trust their instincts and teaches them how to react to unsafe situations.
- Saying no to good and bad persuasion
- Bullying
- Appropriate level of challenge of culturally sensitive practices, and recognising what could potentially be a harmful cultural practice.
- Give pupils the opportunity to recognise their freedom to have a relationship and marry whom they choose.
- Online safety - Pupils are taught about how to stay safe on line through the Computing
- Curriculum and e-safety policy. See policies. Staff are also made aware of their responsibilities through the Social Networking policy. In particular, not befriending any child who is under 8 or any ex pupil from the schools.

(See PSHE overview for full details)

4.2 Physical Intervention (use of reasonable force)

During rare occasions where a child is causing harm to themselves or others, staff are expected to safely intervene. The school follows the DfE guidance on Use of Reasonable Force (2013). Section 93 of the Education and Inspections Act 2006 enables school staff to use 'reasonable force' to prevent a pupil from:

- a) Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- b) Causing personal injury to, or damage to the property of, any person (including the pupil himself);
- c) Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

‘Reasonable’ in these circumstances means ‘using no more force than is needed’.

School staff may also be empowered to carry out physical searches for weapons, illegal drugs, pornography etc. Actions by school staff must at all times be in accordance with guidance and procedures. In the event of searches or physical restraint being needed, parents will be informed the same day.

Any child who has more complex behavioural and emotional needs will have a Behaviour Response Plan and a Risk Assessment which will be co-created by nominated school staff and shared and signed by parents/carers. These documents will be shared with other staff and reviewed on a regular basis.

Any restraint incident will be recorded using the Trust electronic form and we will complete a body map form that indicates holds used. Parents/carers are always informed of any restraint used immediately.

4.3 Reporting and recording concerns about a child or young person

In our school any individual can contact the DSL or a Deputy DSL if they have concerns about a pupil. Staff understand through training that they must report without delay disclosures or information identifying harm to the DSL using the school’s process. 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.

Referrals where urgent action is required should never be delayed in order for a full record to be written.

Staff should not delay reporting if the DSL is unavailable. If a DSL or Deputy DSL is unavailable or there are immediate concerns, the staff member will refer directly to Children’s Social Care and the police if appropriate.

The exception to this process will be in those cases of known FGM where there is a mandatory requirement for the teacher to report directly to the police. The DSL should also be made aware.

Generally, the DSL will inform the parents prior to making a referral. However, where this may not be possible or appropriate, particularly when informing parents/carers may place the child at further risk.

Staff will notify the DSL (and attendance officer if nominated) of any child on a Child Protection Plan or Child in Need Plan where there is an unexplained absence, who in turn will inform the allocated Social Worker or Child Protection Chair.

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

Staff will record any concern using the school system as it is acknowledged that it is the combination of information that often brings the best oversight of the whole child or family. Child protection records will be stored securely and away from main pupil records. Oversight of records of concerns made by staff will be maintained by the DSL’s using the electronic system of CPOMS. An overview record of vulnerable pupils are also kept. Staff will be held to account for the record, timelines and appropriateness of actions.

4.4 Dealing with allegations against staff and volunteers

Our school has clear procedures for dealing with allegations against staff. If a concern is raised about the practice or behaviour of a member of staff this information should be reported straight away and passed to the Headteacher Infant School Cate Gregory and Junior School Annette Hixon.

In the absence of the Headteacher or if the allegation is against the Headteacher, the person receiving the allegation will contact the Local Authority Designated Officer (LADO) or Chair of Governors directly.

An allegation, in the context of the statutory obligations or organisations relates to any individual who works or volunteers in any capacity with children and where there is a concern that this person has or may have:

- 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;
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children;
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

In all cases where the concern about an individual falls into one of the categories above, which does meet the harm threshold, this will be considered to be an allegation. In all such cases the allegation must be reported to the LADO as soon as possible, but must be within 24 hours.

The school will also respond to low-level concerns that do not meet the harm threshold. The term 'low-level' concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' that an adult working in or on behalf of the school may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and
- Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO. (KCSIE para 409)

Examples of such behaviour could include, but are not limited to:

- Being over friendly with children;
- Having favourites;
- Taking photographs of children on their mobile phone;
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or
- Using inappropriate sexualised, intimidating or offensive language (KCSIE para 410)

Any low-level concern must be reported to the DSL, recorded in writing by the DSL and dealt with appropriately. Where a low-level concern is raised about the DSL, it should be shared with the Headteacher. The record should include details of the concern, the context in which the concern arose, and the action taken. The name of the individual sharing their concerns should also be noted, unless they wish to remain anonymous. Staff records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where this is identified, the school will decide on a course of action, either through its disciplinary procedures or where it moves from a concern to meeting the harms threshold, in which case it will be referred to the LADO.

4.4.1 The Role of the LADO

The LADO is responsible for:

- Providing advice, information, and guidance to employers and voluntary organisations around allegations and concerns regarding paid and unpaid workers.
- Managing and overseeing individual cases from all partner agencies.
- Ensuring the child's voice is heard and that they are safeguarded.
- Ensuring there is a consistent, fair and thorough process for all adults working with children and young people against whom an allegation is made.
- Monitoring the progress of cases to ensure they are dealt with as quickly as possible.
- Recommending a referral and chairing the strategy meeting in cases where the allegation requires investigation by police and social care.

LADO Contact Details:

Southampton

Jemma Swann

023 8091 5353

LADO@southampton.gov.uk

4.5 Whistleblowing

All staff and volunteers should be able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and know that such concerns will be taken seriously. All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues using the school's Whistleblowing Policy. If the concern is in relation to a member of staff, the matter must be brought to the attention of the Headteacher immediately who will act in accordance with procedures in Part 4 of KCSIE 2021. Whistleblowing concerns about the Headteacher should be raised with the Chair of the Governing Body, in accordance with the Trust's Whistleblowing Policy.

Any concerns which staff feel unable to raise internally or feel they have not been addressed correctly can be taken via the NSPCC helpline via help@nspcc.org.uk.

5. Appendix 1: Glossary of types of abuse

Neglect is the ongoing failure to meet a child's basic needs. A child might be left hungry or dirty, or without proper clothing, shelter, supervision or health care. This can put children and young people in danger, and have long term effects on their physical and mental wellbeing. Neglect can include physical neglect (not meeting a child's basic physical needs); educational neglect (a child does not receive an education); emotional neglect (a child doesn't get the nurture and stimulation they need); and medical neglect (a child isn't given proper health care).

Physical abuse is when someone intentionally hurts or harms a child or young person on purpose. Physical abuse symptoms include: bruises; broken or fractured bones; burns or scalds; bite marks; injuries and health problems. It also includes making up the symptoms of an illness or causing a child to become unwell. If a child regularly has injuries, there seems to be a pattern to the injuries or the explanation doesn't match the injuries, then this should be reported.

Sexual abuse is when a child or young person is sexually abused, they're forced or tricked into sexual activities. There are two types of sexual abuse; contact abuse (which can include touching, kissing and oral sex) and non-contact abuse. Sexual abuse can happen in person or online.

Emotional abuse (sometimes called psychological abuse) is any type of abuse that involves the continual emotional mistreatment of a child. It can involve deliberately trying to scare, humiliate, isolate or ignore a child.

Online abuse is any type of abuse that happens on the internet and can happen anywhere online. Children and young people might experience different types of online abuse, such as cyberbullying, emotional abuse, grooming, sexting, sexual abuse and sexual exploitation.

Domestic abuse is defined as the behaviour of a person towards another person if they are aged 16 or over and are personally connected to each other and the behaviour is abusive. Behaviour is 'abusive' if it consists of any of the following: physical or sexual abuse; violent or threatening behaviour; controlling or coercive behaviour; economic abuse; psychological, emotional or other abuse. It can seriously harm children and young people and witnessing domestic abuse is child abuse.

Child sexual exploitation (CSE) is a type of sexual abuse and is when a child or young person is given things like gifts, drugs, money, status and affection, in exchange for performing sexual activities. Children and young people are often tricked into believing they're in a loving and consensual relationship.

Grooming is when someone builds a relationship, trust and emotional connection with a child or young person so they can manipulate, exploit and abuse them. It can happen in person or online, or both and by a stranger or someone they know. Children and young people who are groomed can be sexually abused, exploited or trafficked.

Child trafficking is where children and young people are tricked, forced or persuaded to leave their homes and are moved or transported and then exploited, forced to work or sold.

Honour based abuse is an incident or crime involving violence, threats of violence, intimidation, coercion or abuse which has or may have been committed to protect or defend the honour of an

individual or family. This type of abuse can include female genital mutilation (FGM), breast ironing and forced marriage.

Female genital mutilation (FGM) is when a female's genitals are deliberately altered or removed for non-medical reasons. It's also known as 'female circumcision' or 'cutting' but has many other names.

Child criminal exploitation (CCE) is where children and young people are manipulated and coerced into committing crimes.

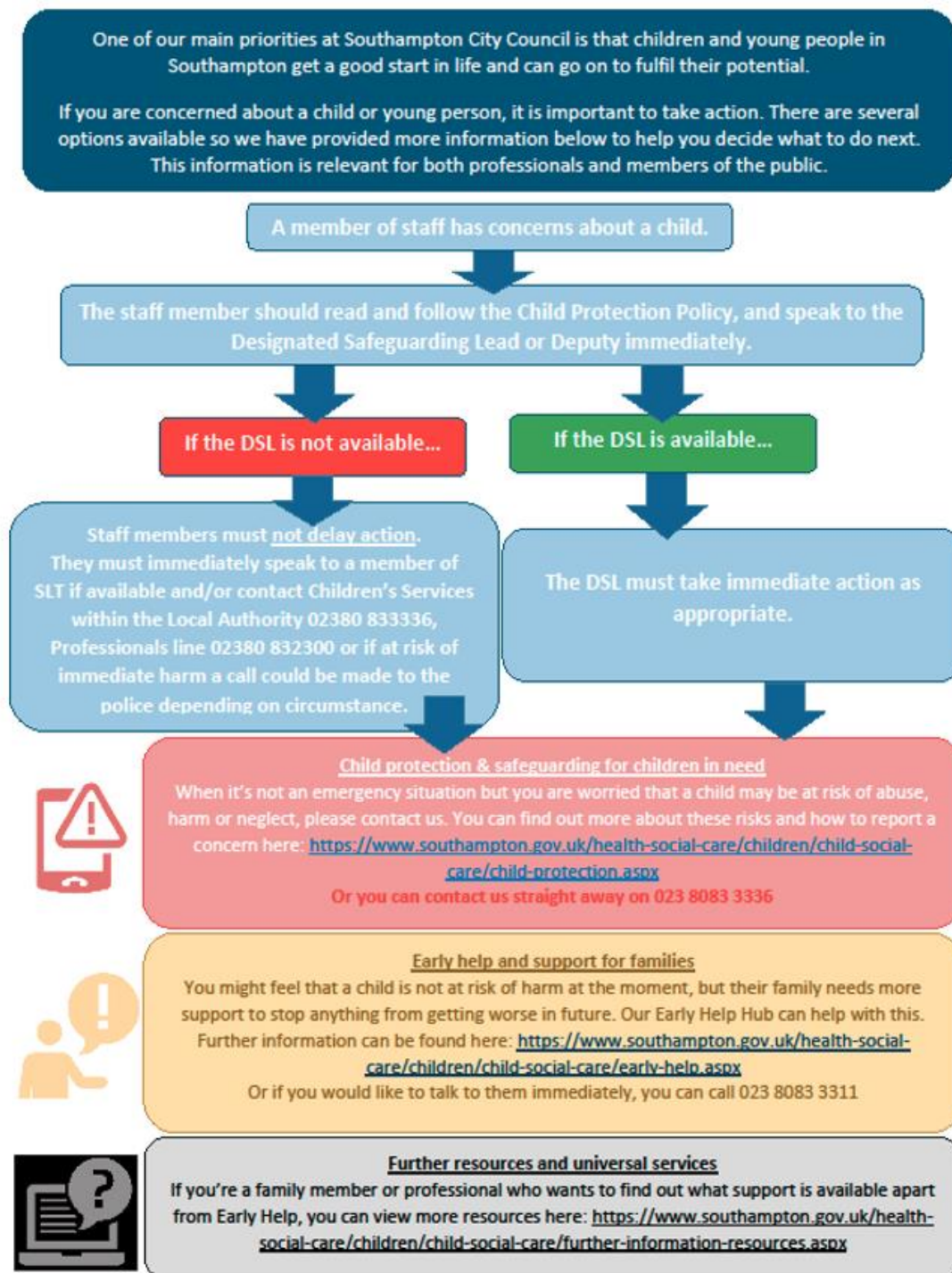
County Lines is the police term for urban gangs exploiting young people into moving drugs from a hub, normally a large city, into suburban areas and market and coastal towns, using dedicated mobile phone lines or 'deal lines'.

Peer on peer abuse is any form of physical, sexual, emotional and financial abuse, and coercive control exercised between children, and within children's relationships (both intimate and non-intimate), friendships, and wider peer associations. It can take various forms. Online peer on peer abuse is any form of peer on peer abuse with a digital element.

Bullying is behaviour that hurts someone else. It includes name calling, hitting, pushing, spreading rumours, threatening or undermining someone. It can happen anywhere – at school, at home or online.

Cyberbullying is bullying that takes place online and can follow the child wherever they go, via social networks, gaming and mobile phone.

6. Appendix 2: Reporting Concerns: Southampton Safeguarding Children's Partnership



APPENDIX A – FLOW CHART

LISTENING TO SAFEGUARD A CHILD

If a child tells you they have been abused, this may be the beginning of a legal process, as well as of a process of recovery for the child. Legal action against a perpetrator can be seriously damaged by any suggestion that the child's words have been influenced in any way by the person they told.

Children need to know that they will be listened to and their concerns are taken seriously

When a child makes an allegation:

- Listen, make eye contact and always be supportive.
- Where necessary to ask questions, they should be open questions i.e., Who? What? Where? When? Establish the basics of what is happening but **don't** investigate.
- You must not promise the child complete confidentiality – you should explain that you may need to pass information to other professionals to help keep them or other children safe.

You should do this at the earliest possibility with the child!

- Never stop a child who is freely recalling events, but don't push the child to tell you more than they wish. The way you talk to a child in such situations may affect the evidence if the case goes to court. It is important that you **don't** jump to conclusions, ask leading questions, or put words in a child's mouth.

When writing an account of the conversations please remember these points:

- Record the conversation immediately, as close to verbatim as possible on CPOMs.
- Consider as you are recording the transcript what they say in one blur or how they may stutter etc.
- Record the time when the child spoke to you, check the time and date on the screen is correct.
- Name anyone else who was present at the time of disclosure.
- Try to record the physical appearance of the child and their emotions they have displayed.
- Attach any relevant documentation to the incident report.
- Ensure you alert the Designated Safeguarding Lead.

It is not your responsibility to *investigate* suspected cases of abuse.

But it is your responsibility to follow the local safeguarding procedures.

Children will talk about their concerns and problems to people they feel they can trust. The person a child talks to will not necessarily be a senior member of staff. If you are approached by a child wanting to talk, you should listen positively and follow the advice above.



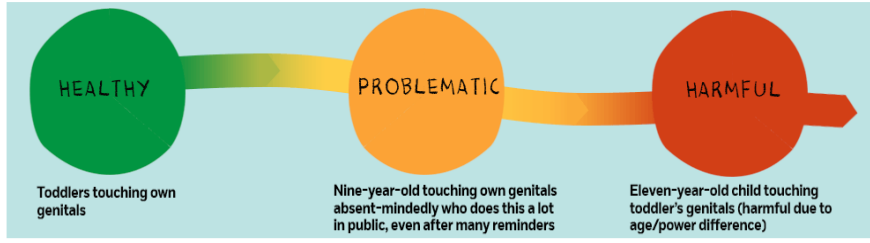
APPENDIX B - BROOK TRAFFIC LIGHT

Continuum of behaviours

Some children will display some behaviours that adults might perceive as sexual. A lot of these behaviours are healthy and can start at a young age, for example, a toddler touching their genitals because it feels comforting.

Some sexual behaviour is a normal part of a child's healthy sexual development and it's only an adult's anxiety – and sometimes overreaction – that can lead to this being misinterpreted.

It is also important that you are aware of behaviours that might be cause for concern and warrant further thought and investigation. Sexual behaviours can be described as a continuum of behaviours that range from healthy to harmful.



APPENDIX C

SAFETY PLANNING TOOL

Safety plan template

This safety plan should be completed with professionals who support the child/young person and their family.

The child/young person should be involved in creating and have access to a version of the plan that is appropriate for their age and level of development.

Professional judgement should be used as to whether the child/young person should attend any safety planning meetings. However, their wishes and feelings should be gathered prior to any safety planning meetings by a professional with whom they have a positive relationship.

The safety plan should be reviewed at regular intervals (e.g. every three months) or if there is a change in perceived risk or other circumstance.

The safety plan should be a dynamic document that supports the child's development and healthy peer relationships, while promoting safety within the school. It should be proportionate to the level of risk and non-punitive. Identifying and promoting strengths is as important as identifying concerns and risks, as positive life skills can counter some risky behaviour.

Name of child/young person:	
Date of birth:	
School/education setting:	
Class:	
Date of completion:	
Present at meeting:	
1 Background information	
1.1 Please provide an overview of the known sexual behaviour concerns in school, home and community: <i>Be specific; avoid general statements, such as 'sexualised/inappropriate behaviour'. Was there use of force/coercion/planning/secretcy? Record relationship and potential power differentials between any children involved and all children's responses. Is behaviour frequent or has it escalated in severity?</i>	
School:	

Home:

Community:

1.2 Provide an overview of other behaviour concerns:
Such as bullying, violence, disruptive behaviour.

1.3 Other relevant factors:
Family background, involvement of children's services, learning difficulties, disabilities or cultural/religious factors.

1.4 What interventions/consequences are already in place or have taken place:
Restrictions on activities/movement around the school, one-to-one work or whole school/class work, specialist services.

1.5 Child's views regarding their sexual behaviour and other behavioural concerns:
Do they understand the concerns, do they deny or accept the behaviours, are they embarrassed, angry, remorseful etc.?

1.6 Parent's/carer's views regarding child's sexual behaviour and other behavioural concerns:

Are they angry, rejecting, supportive, minimising, concerned?

2 Identifying risks

2.1 Record any known triggers to the behaviour:
Particular lessons, activities, peers, staff and events outside of school.

Where identified, detail strategies to reduce triggers:
What supervision is available to support the young person, can the child identify triggers to the behaviour?

2.2 Identify any risky locations in the school:
Toilets, unsupervised areas, corridors, playgrounds etc.

Where risky locations are identified, detail plans to minimise risk:
Using different toilets/toilet times, additional supervision? No go areas for child/young person?

2.3 Identify any others who may be particularly vulnerable:
Include staff, visitors and other children and, maintaining appropriate confidentiality, detail why they might be vulnerable

Where vulnerable individuals have been identified detail plans to minimise risk: <i>Supervision, assessing suitability for contact activities, consideration of classroom seating arrangements, consider whether one-to-one work is appropriate.</i>
2.4 Identify any risky activities: <i>PHSE lessons, school trips, PE, including getting changed/contact sports, residential stays.</i>
Where identified, detail strategies to minimise risk: <i>Supervision, changing in different room, conducting activities safely without supervision</i>
2.5 Explore child's/young person's access to internet/media and any associated risks, including personal devices: <i>Is access monitored and supervised, are safety settings/filters applied, is access available in unstructured time, are personal devices accessible during the day?</i>
Where identified, detail strategies to minimise risk: <i>Supervised access, use of filters, no personal devices, whole school e-safety.</i>
2.6 Explore and record transport arrangements to and from school:

Walking, bus, car, shared transport arrangements. Include whether the child is transported by the local authority, whether they are transported with other children, what the supervision arrangements are, is the person supervising (e.g. taxi driver) aware of the potential risks and is there an appropriate person to manage them, consider whether the child/young person should be transported individually or with additional supervision.

Where concerns are identified, detail actions/changes required to transport arrangements:

3 Strengths

3.1 Identify areas/locations within the school that are not assessed as requiring additional planning/supervision at this time:
Please note areas where there has been no history of incidents or concerns, or where existing supervision manages risk.

3.2 Please describe positive relations the child has:
Include professionals, family, peers etc.

3.3 Please note activities/lessons the child enjoys and engages in positively:
Describe how these will be promoted and maintained
Consider any additional activities that could be encouraged to promote prosocial behaviour and self-esteem.

3.4 Please identify positive attributes/characteristics/skills the child possesses which can be promoted to help them meet their emotional needs in a healthy way:

4. Implementation

4.1 Who needs to know about this plan:
*Consider lunchtime supervisors, teaching staff, volunteers, contractors, governors.
Who will share this information and when?*

4.2 Work to be undertaken with the young person and wider school population:
*Include one-to-one work, e.g. emotional literacy, communication skills, empathy work, NSPCC Underwear Rule, Online Safety, PHSE.
Note whether this is individual or wider school work.*

4.3 Referrals for external support:
Specialist services, e.g. CAMHS, NSPCC, Note any identified need, e.g. safeguarding, therapeutic support. Who will make the referral and timescales?

5 Measuring risk

5.1 How will you measure whether the level of risk has changed:
This may include:

- *change in the child's view regarding their behaviours*
- *reduction or increase of incidents of sexual behaviours*
- *reduction or increase in other concerning behaviours*
- *reduction or increase of prosocial behaviour/activities*

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5.2 Review date:
The plan should be reviewed every three months or if there is a further event that impacts on risk.

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Signatures of attendees:	
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