



**‘Every Child, Every Chance, Every Day’**

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<b>Ratified by</b>	Sarah Horsfall	Governor	October 2018
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**Policy Statement**

Shirley Infant and Junior Schools believe that it is always unacceptable for any child, regardless of family make up, to experience abuse of any kind and recognises its responsibility to safeguard the welfare of all children, by a commitment to practice which protects them (UNICEF, Article 2, 3, 6, 19). This policy follows the statutory guidance as set out in **Keeping Children Safe in Education Sept 2018**.

‘Abuse and neglect are forms of maltreatment – a person may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Child welfare concerns may arise in many different contexts, and can vary greatly in terms of their nature and seriousness. Children may be abused in a family or in an institutional or community setting, by those known to them or by a stranger, including, via the internet. In the case of female genital mutilation, children may be taken out of the country to be abused. They may be abused by an adult or adults, or another child or children. An abused child will often experience more than one type of abuse, as well as other difficulties in their lives. Abuse and neglect can happen over a period of time, but can also be a one-off event. Child abuse and neglect can have major long-term impacts on all aspects of a child's health, development and well-being. The warning signs and symptoms of child abuse and neglect can vary from child to child. Disabled children may be especially vulnerable to abuse, including because they may have an impaired capacity to resist or avoid abuse.’ **What to do if you’re worried a child is being abused – Advice for Practitioners** (UNICEF, Article 2, 3, 6, 19, 27)

**Advice for practitioners**

Promoting the welfare of children is defined for the purposes of the guidance and our policy as: ‘protecting children from maltreatment; preventing impairment of children’s health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes’.

**Working together to safeguard children.**

Our policy in relation to protecting children in our care is founded on the following principles:

We recognise that;-

- The welfare of the child is paramount (UNICEF, Article 3)
- All children, regardless of age, disability, gender, transgender, racial heritage, religious belief, sexual orientation or identity, have the right to equal protection from all types of harm or abuse (UNICEF, Article 2)
- Working in partnership with children, parents and carers and other agencies is essential in promoting children's welfare (UNICEF, Article 6).

When we make reference to services we 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 agree local policies and procedures in full partnership with other agencies".

The Laming report emphasises that is 'everybody's' responsibility and everyone should know who to contact if they are concerned about a child or young person. Hence within this policy we endeavour to ensure school staff (including temporary, supply and ancillary staff and volunteers) explicitly understand their responsibilities in order to achieve positive outcomes and keep children safe.

This policy has been developed in accordance with the principles established by the Children Act 1989 and 2004; and in line with the recent subsequent advice and guidelines, including the 'Keeping children safe in Education document (2018) **and our responsibilities with regard to the Prevent Strategy 2015.**

The **aims of this policy** are:

- 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.
- To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- To identify any child that may benefit from early help.
- To 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.
- To develop a structured procedure within the school that will be followed by all members of the school community in cases of suspected abuse.
- To ensure that all adults within our school who have access to children have been checked as to their suitability. This includes other community users of our facilities.
- To ensure staff are aware of the Prevent Strategy and able to protect children and young people who are vulnerable or at risk of being radicalised

## 1. Types of abuse

We are aware that harm may take many forms, such as:

- Neglect
- Physical abuse
- Sexual abuse
- Emotional abuse
- Bullying, including online and prejudice based
- Racist, disability and homophobic or transphobic abuse
- Gender-based violence/violence against women and girls
- Radicalisation and/or extremist behaviour
- Child sexual exploitation and trafficking
- The impact of new technologies on sexual behaviour, for example 'sexting' and accessing pornography
- Teenage relationship abuse
- Substance misuse
- Issues that may be specific to a local area or population, for example gang activity and youth violence
- Domestic violence, parent Mental Health, Alcohol and Drug Misuse (Trigger Trio)
- Female genital mutilation
- Forced marriage
- Fabricated or induced illness
- Poor parenting, particularly in relation to babies and young children
- Sexualised Behaviour
- Child on Child sexual violence and sexual harassment
- Other issues not listed here but that pose a risk to children, young people and vulnerable adults.

The school recognises its duty to protect our students from indoctrination into any form of extreme ideology which may lead to the harm of self or others. This is particularly important because of the open access to electronic information through the internet. The schools aims to safeguard young people through educating them on the appropriate use of social media and the dangers of downloading and sharing inappropriate material which is illegal under the Counter-Terrorism Act. The school vets all visitors carefully and will take firm action if any individual or group is perceived to be attempting to influence members of our school community, either physically or electronically. Our

definition of radical or extreme ideology is ‘a set of ideas which could justify vilification or violence against individuals, groups or self.’

**SEND children** - We ensure we are vigilant on how we support SEND children who may be subject to abuse following the guidance of the characteristics from the Equalities Act 2010.

The NSPCC report on ‘deaf and disabled children who are abused’ reminds us that:

- Communication can be a barrier that prevents SEND children telling of abuse
- Dependency on adults means they may be more at risk, but may also not recognise the abuse
- That signs of abuse may be missed, such as inappropriate behaviour, because a child can sometimes show challenging behaviour anyway
- A lack of education at the right level can prevent children from understanding how to stay safe
- Mental health issues could prevent a child from recognising inappropriate behaviour and misinterpret situations

These will be taken into account alongside the child’s individual SEND need.

When applying disciplinary measures such as restrain or isolation in response to incidents involving children with SEN and disabilities we would consider the risks carefully considering the additional vulnerability of the child/group. We are aware the use of restraint is likely to impact on the well-being of the child, therefore guidance from used of reasonable force in schools is referred to and external agencies are contacted for support. Pastoral support would be sought for children and family and meetings will be held with SLT sand inclusions.

**Looked after Children and previously looked after Children** – The most common reason for children becoming looked after is as a result of abuse and/or neglect. In particular we ensure staff have the information they need in relation to the child’s looked after legal status. A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. A previously looked after child is now defined as any child how has left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

### **Child Sexual Exploitation**

Child sexual exploitation (CSE) 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. CSE involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly ‘consensual’ relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. 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. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

### **Female Genital Mutilation**

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. If staff have a concern they will activate local procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Staff are made aware in their training that they are legally the person who has to call the police should a child make an allegation about FGM.

### **Sexualised Behaviour**

Staff are trained to ensure they understand that children and young people who behave in a sexually harmful way may have been abused in the past. It is noted that sometimes a child's reaction to past abuse can lead to them developing harmful sexual behaviour. A study by [Hackett et al \(2013\)](#) of children and young people with harmful sexual behaviour suggests that two-thirds had experienced some kind of abuse or trauma such as:

- physical abuse
- emotional abuse
- sexual abuse
- severe neglect
- parental rejection
- family breakdown
- domestic violence
- parental drug and alcohol abuse

All staff are made aware of the triggers and these would be taken into account in any safety planning that may be made by the schools DSL. Family histories and backgrounds would always also be considered as a possibility of an impact on the sexual behaviour of the child too.

If we are concerned whether a behaviour is healthy, we use the Brook [traffic light tool](#) See Appendix B. The traffic light system is used to describe healthy (green) sexual behaviours, potentially unhealthy (amber) sexual behaviours and unhealthy (red) sexual behaviours. This tool supports the DSL in decision making around what kind of attention and response we would give to each type of behaviour. This tool supports the DSL in what kind of help might be necessary to ensure the child's safety.

All staff are very aware that the majority of young people who show harmful sexual behaviour don't go on to become adult sex offenders. But we note that research suggests there are some young people with sexual behaviour problems who are at high risk of doing so ([Hackett, 2006](#)). With this in mind we ensure that both child and family get appropriate support as early as possible. Early action can help to prevent abuse and as a school we would support all parties through the use of the Safety Planning tool (see Appendix C). Staff are made aware that this abuse is a type of peer to peer abuse and it

should be noted that a younger child can abuse an older child, particularly if they have power over them – for example, if the older child is disabled ([Rich, 2011](#)).

### **Breast Ironing**

Breast Ironing also known as “Breast Flattening” is the process whereby young pubescent girls breasts are ironed, massaged and/or pounded down through the use of hard or heated objects in order for the breasts to disappear or delay the development of the breasts entirely. It is believed that by carrying out this act, young girls will be protected from harassment, rape, abduction and early forced marriage and therefore be kept in education. Much like Female Genital Mutilation (FGM), Breast Ironing is a harmful cultural practice and is child abuse. Professionals working with children and young people must be able to identify the signs and symptoms of girls who are at risk of or have undergone breast ironing. Similarly to Female Genital Mutilation (FGM), breast ironing is classified as physical abuse therefore the DSL would be notified and would follow Local Safeguarding Children’s Board Procedures.

### **Honour based violence**

Honour based violence is a violent crime or incident which may have been committed to protect or defend the honour of the family or community. It is often linked to family or community members who believe someone has brought shame to their family or community by doing something that is not in keeping with their unwritten rule of conduct. For example, honour based violence might be committed against people who:

- become involved with a boyfriend or girlfriend from a different culture or religion
- want to get out of an arranged marriage
- want to get out of a forced marriage
- wear clothes or take part in activities that might not be considered traditional within a particular culture
- convert to a different faith from the family. Women and girls are the most common victims of honour based violence however it can also affect men and boys.

Crimes of ‘honour’ do not always include violence. Crimes committed in the name of ‘honour’ might include:

- domestic abuse
- threats of violence
- sexual or psychological abuse
- forced marriage
- being held against your will or taken somewhere you don’t want to go

- assault.

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

### **Faith Abuse**

The number of known cases of child abuse linked to accusations of “possession” or “witchcraft” is small, but children involved can suffer damage to their physical and mental health, their capacity to learn, their ability to form relationships and to their self-esteem. Such abuse generally occurs when a carer views a child as being “different”, attributes this difference to the child being “possessed” or involved in “witchcraft” and attempts to exorcise him or her. A child could be viewed as “different” for a variety of reasons such as, disobedience; independence; bed-wetting; nightmares; illness; or disability. There is often a weak bond of attachment between the carer and the child. It is important to note there are various social reasons that make a child more vulnerable to an accusation of “possession” or “witchcraft”. These include family stress and/or a change in the family structure. The attempt to “exorcise” may involve severe beating, burning, starvation, cutting or stabbing and isolation, and usually occurs in the household where the child lives. If the school become aware of a child who is being abused in this context, the DSL will follow the normal referral route in to children’s social care at MASH.

### **Racial and Homophobic Abuse**

Staff are trained, through Stonewall, to be vigilant and spot signs of extremist views and behaviours, child sexual exploitation and female genital mutilation. Staff must always report anything which may suggest a student is expressing opinions or displaying behaviours which may cause concern. Our core mission of diversity permeates all we do. We place a strong emphasis on the common values that all communities share such as self-respect, tolerance and the sanctity of life. We work hard to broaden our students’ experience, to prepare them for life and work in contemporary Britain. We teach them to respect and value the diversity around them as well as understanding how to make safe, well-considered decisions, therefore avoiding Hate Crime.

### **Peer on Peer abuse**

Children may be harmed/abused by other children or young people. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying, (including cyber bullying) and will use the school’s anti-bullying procedures where necessary. Staff are trained by an accredited Stonewall Trainer, to tackle homophobia, biphobia and transphobia bullying in our school. However, there will be occasions when a child’s behaviour warrants a response under safeguarding rather than anti-bullying procedures. Children and learners are protected and helped to keep themselves safe from bullying, homophobic behaviour, racism, sexism and other forms of discrimination. Any discriminatory behaviours are challenged and help and support are given to children about how to treat others with respect. Sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling of otherwise causing physical harm; sexting

and initiating/hazing type violence and rituals are recognised as other forms of peer on peer abuse. As set out in Part KCSIE Sept 2018.

What to look out for:

It can be hard for adults, including parents, to know whether or not a child is being bullied. A child may be too frightened to tell anyone in case the bullying gets worse or they might believe that they deserve, or are responsible for, the bullying that they have experienced. Bullying (cyber bullying) can affect a child's health, and it can cause emotional and behavioural problems. As it is often non-physical the effects may not be visible. However, there are several warning signs that you can look out for in their appearance and behaviour – although no sign indicates for certain that a child is being bullied (cyber bullied).

Signs you may notice could be that a child:

- has their belongings taken or damaged
- is over-tired and hungry from not eating lunch (if their lunch has been taken)
- is afraid to go to school, is mysteriously 'ill' each morning, or skips school
- suffers a drop in performance at school
- asks for, or steals, money (to pay)
- is afraid of travelling on the school bus or on their own to school
- is nervous, loses confidence, or is distressed
- stops eating or sleeping
- begins to bully others
- refuses to say what's wrong or is withdrawn
- is physically injured
- displays mental health issues
- Refuses to show an adult the content on their phone – Note sexting is a form of peer to peer abuse.
- a pupil talks of unknown adults in the home; which may indicate Cuckooing
- a pupil appears to be out of the family home regularly at night; is often with unknown/older peers; parents are unaware of their actions outside of school; CLA pupils particularly vulnerable, may be susceptible to Gang coercion.

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 will be found.



**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:

**Physical Abuse**

- Violence, particularly pre-planned
- 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:-

**Sexual harassment and Sexual violence**

Context- Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. 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. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and

- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

### **What is Sexual violence and sexual harassment?**

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003<sup>105</sup> as described below; Rape, Assault by Penetration, Sexual Assault

### **What is consent?**

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another. Consent can be withdrawn at any time during sexual activity and each time activity occurs. When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- sexual "jokes" or taunting
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence

It may include:

- non-consensual sharing of sexual images and videos;
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media; and
- sexual exploitation; coercion and threats

## **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.

Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages. They can be sent using mobiles, tablets, smartphones, laptops - any device that allows you to share media and messages. Sexting may also be called trading nudes, dirties, pic for pic.

Pupils are made aware of their online reputations. Within the Infant school the early foundations are established through our Hectors world planning online safety and saying no to bad persuasion. Within the Junior school pupils are taught about the risks, how to get help if they know a friend or themselves sent images, the legal status of sexting, how to say no and what to do if sent sexual images.

In the case of a pupil bringing in a dangerous implement or paraphernalia intended to cause threat or harm to another, the following guidance will be followed;

The following section is lifted from the Government documentation 'Searching, screening and confiscation Advice for head teachers, school staff and governing bodies' February 2014

What the law allows:

Schools are able to screen a pupil even if they do not suspect them of having a weapon and without the consent of the pupils. Schools' statutory power to make rules on pupil behaviour and their duty as an employer to manage the safety of staff, pupils and visitors enables them to impose a requirement that pupils undergo screening. Any member of school staff can screen pupils.

If a pupil is found to be carrying paraphernalia in school, the school's 'Procedure for Dealing with Knives and Offensive Weapons' will be followed. This is to be read in conjunction with this policy.

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 on CPOMS, 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 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 on CPOMS for both pupils
- It may be appropriate to exclude 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 with everyone concerned

### **Online reputation**

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.

The effects of bullying can be devastating on children and sometimes endure into adulthood. At its worst, bullying has driven children to self-harm and suicide.

### **Causes of bullying**

- An older bigger child who has a sense of power
- A child who feels powerless themselves and bullying helps them to gain a sense of power
- A difficult upbringing where aggressive behaviours have been learned
- A child used to getting their own way
- A child who has been bullied themselves and has learned the behaviours

Staff with concerns should follow the response to disclosures procedure and then report concerns to the DSL who will follow up as necessary with support from the MASH team and/or other support services involved with that child as appropriate.

## 2. Responsibilities

The Governing Body of our school is responsible for ensuring the annual review of this policy. The Governing Body understands, takes seriously and fulfils its own responsibilities under section 175 of the Education Act 2002 to safeguard and promote the welfare of children. The Governing bodies and proprietors ensure the policy includes procedures to minimise the risk on peer to peer abuse.

The school has a Designated Senior Lead (DSL) for Child currently these persons are Cate Gregory, Head teacher Shirley Infants and Annette Hixon, Head teacher, Shirley Juniors. Ryan O’Hearn, Jo Tearle, Hannah Prior or Anne Booth are DSLs in their absence.

All adults, (including supply teachers and volunteers) new to our school will be made aware of the school’s policy and procedures for, the name and contact details of the DSLs, as part of their induction into the school.

All members of staff are provided with annual training either delivered by the DSL or the Jefferys Education Partnership in order to develop their understanding of the signs and indicators of abuse, how to respond to a pupil who discloses abuse and the procedure to be followed in appropriately sharing and acting upon a concern of possible abuse or a disclosure of abuse. All staff are aware of the risks to children and young people of being radicalised and are provided training and supported via the online resource [http://course.ncalt.com/Channel\\_General\\_Awareness/01/index.html](http://course.ncalt.com/Channel_General_Awareness/01/index.html). Staff’s completion of this is recorded with certificates which are kept. Staff will always be made aware as new information arises from the DSL’s monthly training. This will be carried out in PDM’s for Teachers and TA’s, Lunchtime supervisors, office staff Caretaking and cleaning staff through formal meetings.

Single Central Record (SCR) manager - The school should identify a named person responsible for the management of the single central record. Where support is required, Hamwic HR will work alongside the SCR manager to ensure all checks are completed and recorded.

Medical - It is expected that the school will have a named person responsible for medicines and EHC plans. This does not need to be a first aider, though this would be an appropriate link. This person should also check first aid and paediatric first aid certificates, if this is not being carried out alongside the SCR and training record.

All parents/carers are made aware of the school’s responsibilities in regard to procedures through publication of the school’s Policy, and reference is made to it in our prospectus/brochure and home school agreement.

Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time.

Community users, such as church organisations, involved in organising activities for children are made aware of and understand the need for compliance with the school’s guidelines and procedures. Updated copies of the Safeguarding Policy are discussed with community leaders whenever revisions take place.

Our selection and recruitment policy includes all checks on staff and regular volunteers' suitability including Disclosure and Barring service (DBS) checks in accordance with current legislation.

The name of any member of staff considered not suitable to work with children will be notified to the Disclosure and Barring Service, with the advice and support of Human Resources and in accordance with NEOST guidance and related regulations.

Allegations against staff are treated seriously and the procedure for involving the LADO (Local Authority Designated Officer) is stated in this policy. Contact number LADO is 023 80915535 and [LADO@southampton.gov.uk](mailto:LADO@southampton.gov.uk) Sue

### 3. **Supporting Children**

We recognise that a child who is abused, who witnesses violence, or who lives in a violent environment may feel helpless and humiliated, may blame him/herself, and find it difficult to develop and maintain a sense of self-worth. We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm. We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with effective lines of communication with trusted adults, supportive friends and an ethos of protection.

Our school will support all pupils by:

- Maintaining an ethos, this is embraced by all staff, which enables children to feel secure and encourages them to talk knowing that they will be listened to.
- Encouraging the development of self-esteem and resilience in every aspect of school life including through the curriculum.
- Ensuring and providing that all children know there is an adult in the school whom they can approach if they are worried or in difficulty. Promotion of 'Bubble time' (Infant School) is seen as a key method of making children aware of who they should go to when they need support.
- Ensuring that children are taught to be aware, and to keep themselves safe, including when using the internet. For more information see SMSC Policy, PSHE Policy, Sex and Relationships Education Policy, Anti-bullying Policy and E-Safety Policy.
- Liaising and working together with all other support service and those agencies involved.

All school staff should be vigilant in observing and listening to pupils in order to notice signs of abuse and identify and respond to risks to children from extreme or radical views. All staff are trained to recognise and respond to such signs. No member of staff should assume a colleague or another professional will take action. Staff should be mindful that early information sharing is vital or effective identification assessment and allocation of appropriate service provision. Staff should not assume that other professionals will share information that might be critical in keeping children safe.

All concerns should be immediately reported to the DSL verbally and on CPOMS and they will advise further action. Detailed notes of conversations may be required on CPOMS, and the discussion with staff of how to respond to allegation made by pupils. From this the concern may be continued to be monitored or advice will be sought from MASH (Multi Agency Support Hub). Under **everyone's**

**responsibility** to report or raise a concern regarding Safeguarding anyone can call MASH on the professionals number [023 80832300](tel:02380832300). Staff will use the flow chart outlined in Keeping Children Safe in Education September 2016 part 1, as guidance.

Referrals to other services may be made if the help needed to address the concern falls short of MASH thresholds. These concerns would be raised with the Early Help team. The *Universal Help Assessment* helps practitioners draw conclusions about the level of additional need identified as a result of their contact with a child or young person. It helps to 'grade' the needs identified and decide whether they can be addressed within their own agency, or if they will need a joint action plan involving one or more other agencies. The single agreed record sharing process remains consistent with the former national CAF, the UHA facilitates integrated working across all agencies, as well as across all borders, this reduces duplication and unnecessary intrusion into family life. Appropriate follow-up of concerns is the responsibility of the DSL or in their absence the deputy.

The school recognises that all staff should be aware of the early help process and their role in it. Staff understand that Early Help means providing support as soon as a problem emerges at any point in their life. If early help is appropriate the DSL will support the school's Family Support Worker, to take the lead professional liaising with other agencies and setting up inter-agency assessment as appropriate.

#### **4. Confidentiality when dealing with an allegation**

If a child discloses that he or she is being abused or has been abused in some way, the member of staff/volunteer will follow the procedure:

- Listen without displaying shock or disbelief
- Accept what is being said
- Allow the child to talk freely and in language suitable for them to express themselves
- Reassure the child, **but never make promises to keep information confidential**
- Stress that it is the right thing to tell someone
- Only ask questions to gain further clarification such as **Who, What, Where and When**
- Not criticise the alleged perpetrator
- Explain clearly what has to be done next and who has to be told
- Upload to CPOMS as soon as possible after the conversation
- Alert the DSL immediately

We recognise that all matters relating to safeguarding are confidential. The Head teacher or DSL will disclose personal information about a pupil to other members of staff on a need to know basis only.

However, all staff are made aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

All staff must be made aware that they cannot promise a child to keep secrets as this could compromise the child's safety or well-being or that of another.

We will always undertake to share our intention to refer a child to Social Care with their parents/carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation.

The DSL will ensure the information received is clearly written and is dated correctly on CPOMS. The information will be kept electronically on CPOMS system which is kept away from the pupil's everyday information.

### **Curriculum**

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 covers 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

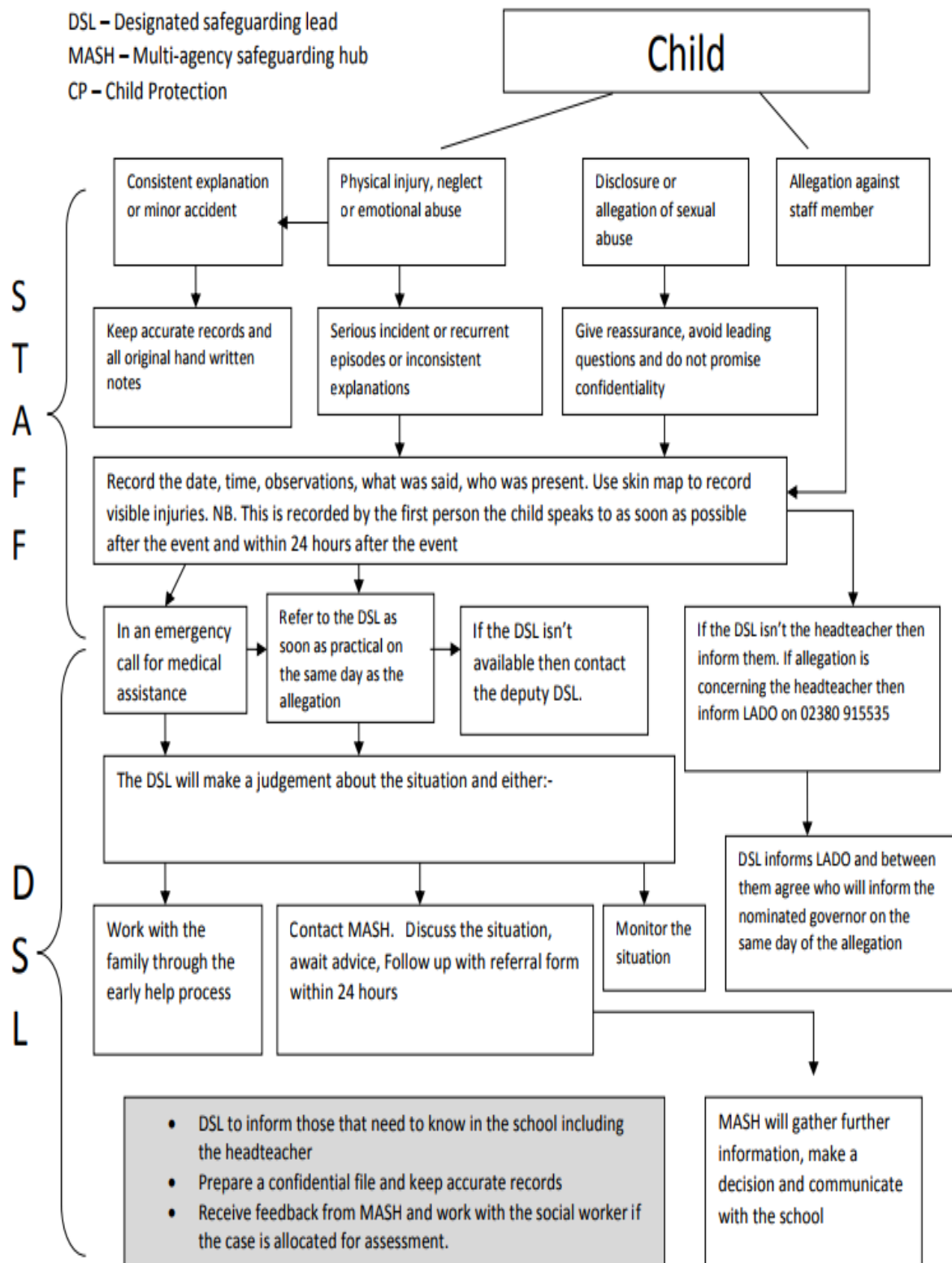
(See PSHE overview for full details)

### **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.



Flowchart for child protection procedures



## **5. Children Missing in Education**

The school's policy is to contact parents whenever a child does not attend and staff should be particularly alert to absences of pupils on Child Protection Plans. Children who fail to attend school regularly may be at risk and children who are absent and for whom no contact is established should be reported to the LA (Missing child in education See attendance policy). 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. Staff should be alert to individual triggers when considering absence from school as this could indicate FGM, forced marriage or travelling to conflict zones.

The following indicators the DSL monitors are:

### **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?

Where absence relates to exclusions and/or other behavioural signs, school staff should be mindful of the possibility that this might be an indication of a concern, though it is not sufficient evidence of itself.

Staff need to be aware that a child's absence could be a sign of child sexual exploitation.

If a child no longer attends the school but does not start at a new school, we will not take them off role, Tina Selby, Children Missing in Education Officer for Southampton will be contacted.

If a parent requests to home educate their child, the school will follow the agreed Southampton procedures, in liaison with Tina Selby, Children Missing in Education Officer, Southampton.

### **What are the signs?**

Children and young people that are the victims of sexual exploitation often do not recognise that they are being exploited. However, there are a number of tell-tale signs that a child may be being groomed for sexual exploitation. These include:

- going missing for periods of time or regularly returning home late
- regularly missing school or not taking part in education
- appearing with unexplained gifts or new possessions
- associating with other young people involved in exploitation
- having older boyfriends or girlfriends
- suffering from sexually transmitted infections
- mood swings or changes in emotional wellbeing
- drug and alcohol misuse and displaying inappropriate sexualised behaviour

## **6. Supporting Staff**

We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support. The Headteacher should provide this or another trusted colleague, Occupational Health, and/or a representative of a professional body or trade union, as appropriate.

In consultation with all staff, we have adopted a code of conduct for staff at our school. This forms part of staff induction and is in the staff handbook. We understand that staff should have access to advice on the boundaries of appropriate behaviour.

## **7. Allegations against staff**

All school staff and volunteers should take care not to place themselves in a vulnerable position with a child. All staff and volunteers should be aware of the school's behaviour/discipline policy and Intimate care policy.

We understand that a pupil may make an allegation against a member of staff or volunteer within the classroom. If such an allegation is made, the member of staff or volunteer receiving the allegation will immediately inform the Head teacher or a member of the senior leadership team if the Head teacher is not present.

The Head teacher/senior teacher on all occasions will discuss the content of the allegation with the Jefferys Education Partnership CEO and will refer to the Local Authority Designated Officer (LADO), who will advise on appropriate further action.

If the allegation made to a member of staff concerns the Head teacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult the JEP CEO or LADO as above, without notifying the Executive Head teacher or Head of School first.

A duty of care exists towards the staff member and the school will give appropriate support as necessary – this may include the arrangement for non-contact time, advice from HR or unions. Suspension of the member of staff against whom an allegation has been made needs careful

consideration; this will only occur following consultation with JEP CEO and the LADO. Records of staff will be retained for 25 years.

The school will follow the DfE guidance dealing with handling allegations made against adults who work with children including volunteers. Keeping children safe in education, part 4 September 2018

Our lettings agreement for other users requires that the organiser will follow these procedures for managing allegations against staff and, where necessary, the suspension of adults from school premises.

### **Whistle Blowing**

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff are made aware of their duty to raise concerns about the attitude or actions of colleagues. This can be found within the Jefferys Education Partnership Whistle Blowing Policy. This document can be found under 'Teacher share – policies – JEP Manual of Personnel Practice. Staff should be aware of the NSPCC whistleblowing helpline. Staff can use this number if they don't feel is being appropriately dealt with in school. NSPCC Whistleblowing Advice Line:

Call [0800 028 0285](tel:0800 028 0285)

Email [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

### **8. Physical Intervention**

The policy on physical intervention by staff is set out separately and complies with DfE Reasonable Force documentation and with the Southampton City Council's 'Restrictive Physical Intervention Guidelines for Schools' (May 2013). This policy states that staff must only ever use physical intervention as a last resort, e.g. when a child is endangering him/herself or others and that, at all times it must be the minimal force necessary to prevent injury to another person. This document is a JEP policy and can be found under 'Teacher share – policies – JEP Manual of Personnel Practice'.

The Head teacher should involve an Educational Psychologist, HAMWIC and SAOS for guidance on training and requirements.

### **9. Children's safety in school**

The safety of children in school is of paramount importance and all staff are responsible for helping to ensure that children are kept safe at all times. This will be ensured by the following procedures:-

#### **Grounds**

The site is checked every day paying particular attention to the perimeters of the school. The site is open in the mornings until 9:05am when the gates are all locked and the electric gate is turned on. Visitors to the school are only then permitted through the main electric gated entrance which is manned by the school's office staff. All visitors to the school if unknown are checked against their identification documentation and DBS documentation would be seen. See Health and Safety Policy

for detailed set guidelines. The playgrounds, perimeters and grounds are checked for equipment or paraphernalia. See Drug Education Policy and Health and Safety Policy.

### **Supervision**

Children are supervised at all times (unless when going to the toilet, office, library).

Children are supervised at break times by teachers and teaching assistants and at lunchtimes by lunchtime supervisory assistants.

A good adult to child ratio ensures that children are well supervised and any concerns are dealt with immediately.

Supervising staff ensure that the playground, gates, and equipment are secure and safe at playtimes. School staff (caretaker and cleaner) ensure that the site is secure as part of daily duties.

Supervision outside of school. Please reference the Educational Visits policy. This document is a school policy found in Teacher share – policies – SIS/SJS policies

### **Volunteers**

Volunteers in school who spend any time with children unsupervised must complete a DBS check prior to starting to work with children, when they will be added to the school's single central register. Volunteers working with children under the supervision of the class teacher will not be subject to a DBS check.

Volunteers receive induction from a member of staff and sign to say they have received and read it.

Volunteers that have a DBS check are prioritised for Educational visits. For more information read Educational Visits Policy.

Volunteers must wear a visitor badge.

### **Governors and Visitors**

Visitors must report to the school office, sign in and wear a visitor's badge.

Identity checks are carried out by office staff for LA staff, and contractors.

Governors all have a DBS check and 128 checks.

### **Parents in School**

Parents may come into school at times during the school day when necessary, e.g. at the beginning/end of the day to speak to the class teacher or senior leader and for events such as celebrations at the end of a topic.

Parents collecting children for appointments must report to the school office and wait for their child to be collected from class.

## **Staff Awareness**

Staff should remain aware of parents, visitors, and contractors in school and be vigilant in helping to ensure that children are safe, that no one is alone with a child, and to challenge anyone who they feel might be behaving inappropriately, or for whom the reason for their being on the school site is unclear / unaccounted for. Site visitors should clearly display identification at all times and should have announced their arrival on site and signed in appropriately. See Intimate care policy for guidance when dealing with children with extra SEND.

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. 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.

## **Transportation of pupils**

The transportation of pupils for external educational visits is planned in advanced using known local transport companies that are approved by Hampshire's Department of Educational offsite activities, link to Educational visits policy. In the case of emergencies pupils may be transported by a staff member's personal vehicle. Staff are covered under HAMWIC Occasional business use insurance. If a taxi is required, pupils will always be accompanied by a staff member.

## **10. Role of the Designated Lead for Child Protection**

The Designated Senior Lead (DSL) must be a member of the senior management team.

The DSL must have clear understanding of their role and responsibilities from their job descriptions and that of other staff.

The DSL (if not the Headteacher) must ensure the Head teacher is briefed on all Child Protection issues within the school.

DSL and the Deputies must receive safeguarding awareness training annually to a level 3 standard.

The DSL must train all school staff annually to a level 2 standard and have secure systems in place so all staff are aware of the school's safeguarding policy and procedures, and know how to recognise and refer any concerns, including biannually updates. All new/temporary staff are fully briefed on procedures within the school.

The DSL must take responsibility to keep themselves up to date with their training for the role, to ensure knowledge and understanding of relevant key issues to enable them to fulfil their role, including attending relevant information sessions put on by the Local Authority on a termly basis.

- Make referrals to Social Care via the MASH if there are concerns about a child's welfare
- Escalate if they feel the referral /allegation still causes concern

- To refer any child at risk of being radicalised or extremism through the Local Authority Channel Referral and Intervention processes

Detailed and accurate written records of concerns about a child are kept even if there is no need to make an immediate referral (CPOMS system).

All such records are kept confidentially and securely and are separate from pupil records, with a front sheet listing dates and brief entry to provide chronology. An indication for further records keeping should be marked on the pupil's general record.

DSL must act as a focal point for staff concerns and liaising with other agencies and professionals.

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

DSL must attend or send another appropriately informed member of staff attends case conferences or other planning meetings, contributes to the assessment process, and provides a written report which has been shared with the parents.

DSL must work with attendance officer to track any absence, without satisfactory explanation, of a pupil currently subject to a child protection plan is referred to their Education Welfare Officer and the key worker for the child protection plan immediately.

Provide an annual report for the Governing Body, detailing any training undertaken by staff and Governors, numbers and type of incidents/cases, referrals to Children's Social Care and children subject to Child Protection Plans (anonymised).

Provide designated School Governors with an overview of types of incidents and cases, and how the school has acted on a termly basis.

The DSL must work closely with the designated teacher for Children looked after and previously looked after children.

**Pupils who leave the school-** DSL must convey any concerns about a pupil who leaves the school are forwarded under confidential cover to the Designated Senior Leader at the pupil's new school as a matter of urgency (within 5 days). This transfer will be arranged separately from the main pupil file in line with DfE Guidance in; Keeping Children Safe in Education; (September 2016). It is important that Parents/ Carers are aware that these records will be transferred to the new establishment. The responsibility for transfer of records lies with the originating setting, as the receiving setting might not otherwise know that child protection concerns exist. The onus is therefore on the originating setting to facilitate the secure transfer of records, not on the receiving setting to make contact and collect the records. Paper or electronic records containing child protection information must be transferred in the most secure method available to the establishment including overseas:

- By hand if possible;
- Through secure post, signed for post;

- Child Protection records must always be passed directly and securely to the Designated Safeguarding Lead in the receiving establishment.
- If paper records are posted this should be by recorded delivery;
- Electronic records must only be transferred by a secure electronic transfer mechanism or after the information has been encrypted.

**Transfer Form**\_ Whether CP files are passed for any pupil including Service children and those moving overseas, or by hand, by post or electronically, written evidence of this transfer appropriately signed and dated, should be retained by both the originating and receiving setting. As the originating setting we will always keep a copy of the form along with a copy of the chronology of events and any records pertaining to us in line with retention guidance. See Appendix C

**Children subject to a Child Protection (CP) Plan**\_ If a child is the subject of a Child Protection Plan at the time of enrolment the originating establishment must speak to the Child Protection Lead of the receiving establishment giving details of the child's key Social Worker from Children & Social Care Services ensuring the new school is made aware of the requirements of the CP Plan. If a child subject of a CP Plan leaves an us and the name of the child's new education placement is unknown – the DSL would contact the child's Social Worker to discuss how and when records should be transferred as well as informing the Child Protection administration team in order to ensure that all key dates for key child protection meetings are shared.

**Storage** - The child's education file is marked which indicates that a child protection file exists. All staff that may need to consult a child's file should be made aware what the symbol means and to speak to the safeguarding lead if they have concerns. Electronic Child Protection Records on CPOMS are all password protected for staff access. DSL's, Deputies, Inclusion lead and Senior Admin assistant have higher strict access via a merilock key.

It is important to note that it is recommended that child protection records are transferred with the child and then retained until a child's 25th birthday (6 years after the subject's last contact with the Authority). Records should then be securely disposed of and a record of disposal kept. Paper records should be shredded and electronic records deleted.

### **11. Role of the Head teacher**

The Head teacher ensures all policies and procedures adopted by the governing body are fully implemented and followed by staff.

The Head teacher will ensure the DSL is appropriately trained to enable them to successfully cascade awareness training to all other staff members on a regular basis, with or without the support of the Jefferys Education Partnership.

The Head teacher will ensure all staff are fully aware of the procedures to be followed if an allegation or concerns was made regarding a member of staff. In all cases these would go straight to the Head



teacher unless the allegation was against the Head teacher in which case it would go directly to the chair of governors.

The Head teacher is responsible for ensuring that risk assessments are carried out, not only in relation to school activities, but in admitting or re-admitting pupils with behaviour that could place themselves or others at risk.

The Head teacher will ensure that all staff and volunteers feel able to raise concerns about unsafe or poor practice, but empowering them and ensuring they are aware they have a legal duty to do so.

## **12. The role of the Chair of Governors**

The governing body of our school is fully aware of its responsibilities regarding policy, procedures, monitoring compliance and reporting, as set out in DfE and any locally agreed guidance.

All procedures for safe recruitment and vetting of staff take account of the DfE and other local guidance.

The governors have made sure:

- An appropriate safeguarding policy and procedures are in place and they are made available on the schools website and a paper copy on request
- A senior member of the school's leadership team is designated to take responsibility for dealing with child protection issues
- Appropriate training is undertaken by the designated leader (refreshed annually).
- That temporary staff or volunteers are made aware of the school's arrangements and responsibilities
- There is a nominated member of the governing body responsible for liaising with HAMWIC and / or other partner agencies in the event of an allegation being made against the Headteacher
- Policies and procedures are reviewed annually by the governing body
- children are taught about safeguarding, online safety and keeping themselves safe are provided within our broad and balanced curriculum

The governors will ensure that the ethos of the school promotes positive practice in relation to all their pupils and staff at all times.

The governors will delegate a lead governor for issues each year. The named Governor for both Schools is Sarah Horsfall. Within this role the Safeguarding Governor reviews the policy and ensures meets current guidance. They meet termly with the DSL's jointly across both schools to check record keeping. In the event of this governor post being vacant for any reason, the Chair of Governors or their Vice-Chair should liaise with the school termly over issues.

## **13. SAFER RECRUITMENT**

The Governors and Staff at Shirley Infant School and Shirley Junior School are committed to and promoting the welfare of its children. And expect all staff to share this commitment. This will be done by ensuring that this policy is in place and adhered to. The Head teacher will ensure the safer

recruitment of all new staff and take account of the DfE and other local guidance as well as using the guidance from HR service provided by JEP.

## **INTRODUCTION**

The purpose of this policy is to set out the minimum requirements of a recruitment process that aims to:

- Reduce risk to appoint someone unsuitable
- Deter prospective applicants who are unsuitable for work with children or young people;
- Help to ensure all steps are taken to make a better appointment
- Identify and reject applicants who are unsuitable for work with children and young people.
- Ensure records are kept of the process for future possible reference requests

## **STATUTORY REQUIREMENTS**

There are some statutory requirements for the appointment of some staff in schools – notably Head teachers and Deputy Head teachers. These requirements change from time-to-time and must be met.

## **IDENTIFICATION OF RECRUITERS**

The school will ensure that at least one recruiter has successfully received accredited training in safer recruitment procedures. This training is updated on a 3 year programme

## **INVITING APPLICATIONS**

Advertisements for posts, whether in newspapers, journal or on-line, the person specification and job description will include the statement:

**“The school is committed to and promoting the welfare of its children and young people and expects all staff to share this commitment. All post holders are subject to a satisfactory enhanced DBS check.”**

- 4.1 Prospective applicants will be supplied, as a minimum, with the following:
  - Job description and person specification;
  - An application form.
- 4.2 All prospective applicants must complete a SIS/SJS or JEP application form.

## **SHORT-LISTING AND REFERENCES**

- 5.1 Short-listing of candidates will be against the person specification for the post

- 5.2 Where possible, references will be taken up before the selection stage, so that any discrepancies can be probed during the selection stage.
- 5.3 References will be sought directly from the referee. References or testimonials provided by the candidate will not usually be accepted.
- 5.4 Where necessary, referees will be contacted by telephone or e mail in order to clarify any anomalies or discrepancies. A detailed written note will be kept of such exchanges.
- 5.5 Where necessary, previous employers who have not been named as referees will be contacted in order to clarify any anomalies or discrepancies. A detailed written note will be kept of such exchanges.
- 5.6 Referees will always be asked specific questions about:
- The candidate's suitability for working with children and young people;
  - Any disciplinary warnings, including time-expired warnings, that relate to the of children;
  - The candidate's suitability for this post.
  - Their absence record and any gaps in employment

## **THE SELECTION PROCESS**

- 6.1 Selection techniques will be determined by the nature and duties of the vacant post, but all vacancies will require an interview of short-listed candidates.
- 6.2 Interviews will always be face-to-face. Telephone interviews may be used at the short-listing stage but will not be a substitute for a face-to-face interview.
- 6.3 Candidates will always be required:
- To explain satisfactorily any gaps in employment
  - To explain satisfactorily any anomalies or discrepancies in the information available to recruiters
  - To declare any information that is likely to appear on a DBS disclosure
  - To demonstrate their capacity to safeguard and protect the welfare of children and young people

## **EMPLOYMENT CHECKS**

- 7.1 All successful applicants are required:
- To provide proof of identity
  - To complete an Enhanced DBS disclosure application and receive satisfactory clearance
  - To provide actual certificates of qualifications

- To complete a confidential health questionnaire
- To provide proof of eligibility to live and work in the UK

## **INDUCTION**

- 8.1 All staff who are new to the school will receive induction training before taking up post or the first day of appointment for staff starting in September or midway through the year, this will include;
- Safeguarding Policy and all relevant policies connected with Safeguarding
  - Guidance on safe working practices including reading KCSIE part 1,
  - Level 2 Safeguarding Training with DSL or equivalent training with NSPCC for maternity returners and mid-year starters
  - CPOMs training, how to report a safeguarding concern
- 8.2 Regular meetings will be held during the first 3 months of employment between the new employee(s) and the appropriate manager(s)
- Further training including Prevent and Fire Safety will take place before the end of the three month probation.

## **THE SCHOOL WILL ENSURE THE FOLLOWING:**

- It has an open and transparent practice and clear procedures for reporting concerns or issues
- Clear reporting structure so that people understand and know who to contact and where to get help
- An open and agreed standards of behaviour and a code of conduct
- Robust policies and procedures regarding children and young people
- A commitment to children and young people and put high on everyone's agenda
- Keep an open mind
- Report those who make false declarations to the appropriate authorities
- Ensure new staff members are listed on the school's single central register

<b>ROLE</b>	<b>RESPONSIBILITY</b>
<b>Governors</b>	<ul style="list-style-type: none"> <li>* Establish this policy</li> <li>* Monitor and review the effectiveness of this policy</li> <li>* Be familiar with DFE guidance on safer recruitment</li> </ul>
<b>Head teacher</b>	<ul style="list-style-type: none"> <li>* Ensure structures are in place to support the effective implementation of this policy</li> <li>* Consult on this policy</li> <li>* To complete safer recruitment Training</li> </ul>
<b>Interview panels</b>	<p>To ensure child protection is central to the interview process</p> <p>At least one recruiter to complete safer recruitment training</p>
<b>Scholl Business Manager</b>	<ul style="list-style-type: none"> <li>* To develop and maintain school's recruitment procedures</li> <li>* To ensure vetting and checking processes are in place and followed</li> </ul>
<b>All Staff</b>	<ul style="list-style-type: none"> <li>* To follow child protection policies and procedures</li> </ul>

**Other related policies;- Behaviour Policy, Attendance Policy, Anti – Bullying Policy, Social Networking Policy, E-safety Policy, Physical Intervention Policy, Drug Education Policy, Health and Safety Policy, Intimate care Policy, Staff Code of Conduct Policy**

## 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.

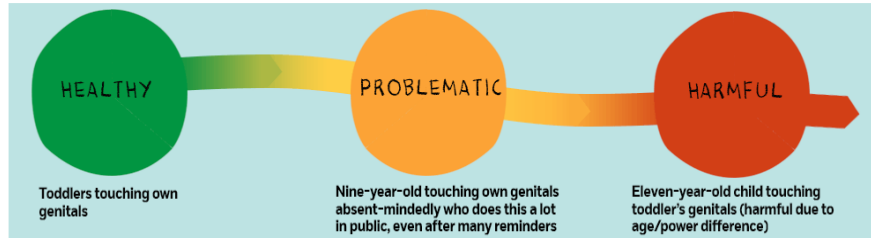
## APPENDIX B - BROOK TRAFFIC LIGHT

### 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:	
<b>1 Background information</b>	
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.*

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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*

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Where vulnerable individuals have been identified detail plans to minimise risk:  
*Supervision, assessing suitability for contact activities, consideration of classroom seating arrangements, consider whether one-to-one work is appropriate.*

--

2.4 Identify any risky activities:  
*PHSE lessons, school trips, PE, including getting changed/contact sports, residential stays.*

--

Where identified, detail strategies to minimise risk:  
*Supervision, changing in different room, conducting activities safely without supervision*

--

2.5 Explore child's/young person's access to internet/media and any associated risks, including personal devices:  
*Is access monitored and supervised, are safety settings/filters applied, is access available in unstructured time, are personal devices accessible during the day?*

--

Where identified, detail strategies to minimise risk:  
*Supervised access, use of filters, no personal devices, whole school e-safety.*

--

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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**Appendix D**

**Transfer Form for Child Protection Records between Educational Establishments**

**(Please print all information IN BLOCK CAPITALS)**

**Name of Child .....**

**Date of Birth .....**

**Unique reference number (schools only) .....**

**Home address .....**

**Name of originating establishment .....**

**Address of originating establishment .....**

**Name of current Child Protection Lead .....**

**Date file exchanged by hand .....OR**

**Date file posted by special delivery .....OR**

**Date information received electronically .....**

**Name of receiving establishment .....**

**Address of receiving establishment .....**

**Name of receiving Child Protection Lead .....**

**Date file received by hand .....OR**

**Date received by recorded delivery .....OR**

**Date information received electronically .....**

**Signature of receiving Child Protection Lead .....Date.....**

**Upon receipt, the receiving setting should**

**1, Sign this form and keep a copy with the child's CP records**

**2, Ensure the original form is returned to the originating establishment without delay**

**3, The originating establishment should keep the returned form securely in line with the**

**Southampton City Councils Guidance on the Transfer and Retention of Child Protection**

**Records**