

Parkstone Grammar School



CHILD PROTECTION AND SAFEGUARDING POLICY

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CHILD PROTECTION AND SAFEGUARDING POLICY

INTRODUCTION AND POLICY STATEMENT

Section 175 of the Education Act 2002 and regulations under section 157 places a duty on the governing body to have arrangements in place to ensure safeguarding and promoting the welfare of children. The Staff and Governors recognise that children have a fundamental right to be protected from harm or exploitation and that pupils cannot learn effectively unless they feel secure. The Staff and Governors will, therefore, provide a school environment which promotes self-confidence, a feeling of worth and the knowledge that pupil's concerns will be listened to and acted upon.

Governors, staff and volunteers in this school understand the importance of working in partnership with children, their parents/carers and other agencies in order to promote children's welfare.

The Governors will also ensure that the school carries out its statutory duties to report suspected child abuse or neglect to the Local Authority Children's Services (Social Care) and to assist them in taking appropriate action on behalf of children in need or enquiring into allegations of child abuse or neglect. Schools recognise the contribution they can make to protect and support pupils in their care and contribute to a co-ordinated offer of early help.

The school is committed to ensuring that best practice is adopted when working with all children and young people, offering them support and protection and accepts that it has a legal and moral responsibility to implement procedures, to provide a duty of care for young people, to safeguard their well-being and to protect them from abuse.

The purpose of this policy is to:

- Afford protection for our students
- Enable staff and volunteers to safeguard and promote the welfare of children
- Promote a culture which makes the school a safe place to learn.

This Safeguarding Policy applies to all Governors, employees (including supply and peripatetic staff), volunteers and people using the school. They must all acknowledge that:

- The child's welfare is of paramount importance and all children have the right to be protected from abuse and neglect.
- All employees and volunteers will receive safeguarding training appropriate to their designation. This is to ensure all staff are aware of the signs and symptoms of abuse and neglect, how to identify children who may benefit from early help, and raise awareness of the wide range of safeguarding issues and how to help to respond and support the children in their care.
- Children who are being abused, neglected or at risk of harm will only tell people they trust and with whom they feel safe and that any member of staff needs to be able to respond appropriately to a child who discloses evidence of abuse or raises other concerns about their welfare.
- It is essential that member of staff's own practice and behaviour puts children's welfare first and cannot be misconstrued in any way and does not contravene accepted good practice.
- All staff and volunteers must be made aware that they should report any concerns about safeguarding practice or any concerns about staff to the Head Teacher (or Chair of Governors if concern is regarding the Headteacher) or to the Local Authority LADO or Ofsted.



AIMS OF THE POLICY

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

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

1. **PREVENTION** (positive and safe school environment, careful and vigilant teaching, accessible pastoral care, support to pupils, good adult role models).
2. **PROTECTION** (agreed procedures are followed, staff are trained and supported to respond appropriately and sensitively to safeguarding concerns).
3. **SUPPORT** (to pupils, who may have been at risk of significant harm and the way staff respond to their concerns and any work that may be required).

Schools do not operate in isolation. Safeguarding is the responsibility of all adults and especially those working or volunteering with children. The school aims to help protect the children in its care by working consistently and appropriately with all agencies to reduce risk and promote the welfare of children. All professionals work within the same child protection/safeguarding procedures.

SPECIFIC ROLES IN SAFEGUARDING CHILDREN AT PARKSTONE

The nominated Safeguarding Governor for the school is Alison Holme. She takes the lead responsibility for the Governing Body and works closely with the Designated Safeguarding Lead, the Head Teacher and Chair of Governors on safeguarding issues. An overview of Governors' Responsibilities can be found in Appendix 3.

The Designated Safeguarding Lead for the school is Assistant Headteacher Jaimie Clayton. She is designated to take lead responsibility for:

Safeguarding and child protection (The Headteacher leads on allegations against staff)

- Keeping secure Child Protection, Children in Need and other plans, writing records and reports (through the oversight and triage of MyConcern)
- Safeguarding and Child Protection policy and procedures: leading in evaluation, review and revision, ensuring availability to staff and parents
- Induction of staff/staff training/ensure staff are aware of safeguarding policy and procedure through regular training, new staff induction safeguarding training and the Safeguarding updates (staff meetings, briefings)
- Providing advice, information and support to other staff/adults in the school and with other pastoral staff to pupils on safeguarding issues
- Understanding (and participating in) early help assessments and the process for early help



- Liaising with the Local Authority and Pan-Dorset Safeguarding Children Partnership
- Working in partnership with other agencies; referrals and support; information sharing
- Ensuring a culture of listening to children and taking account of their wishes and feelings.
- Retaining the ultimate lead responsibility where any roles of the DSL are delegated to appropriately trained deputies
- Undertaking a safeguarding evaluation/audit, reporting to the Leadership Group and Governing Body.

The Deputy DSLs are Rachel Fooks (Head of Year), Mark Cleak (Head of Year) and Nikki Peace (Head of Drama and Theatre Studies). All concerns regarding Safeguarding and Child Protection must be directed through the DSL or Deputy DSL. In the case of their unavailability or absence all members of the Leadership Group have the requisite level of Child Protection Training.

For this policy DSL will refer to the Designated Safeguarding Lead, the Deputy or a member of the Leadership Group in their absence.

The school recognises its responsibility to ensure that the DSL is available during school hours for staff to discuss and safeguarding concerns, as well as contact during school trips away from school if advice is required. This is provided for in the base contact details for trip leaders.

DEFINITIONS

This policy adheres to the following definitions

Safeguarding and promoting the welfare of children 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 ensure all children have the best possible outcomes.

Children includes everyone under the age of 18.

Child protection refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.

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

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



exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

Child Sexual Exploitation

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

Indicators of child sexual exploitation may include:

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

Potential vulnerabilities include:

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;



- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.

More information can be found in:

Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)

Where staff are concerned that a pupil is in danger of CSE they will contact the DSL and a CSE Risk Assessment will be completed in line with Pan Dorset Safeguarding Children Partnership procedures.

Youth Produced Sexual Imagery

Sexting is a significant issue for older teenagers and involves the sharing of indecent images of themselves with others. It may be the intention for the image to be shared only with one person, but invariably these pictures or videos are shared across the internet. Such images can be a part of the early stages of grooming, especially when the potential victim has only 'met' the abuser online.

Although sexting is becoming a widespread phenomenon, it is illegal to send or be in possession of indecent images or videos of people under 18 (Protection of Children Act 1978 and Criminal Justice Act 1988).

Forced Marriage (FM)

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party.

Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM. It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and children's social care. The duty does not apply in relation to at risk or suspected cases.

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

Child Criminal Exploitation: County Lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the



purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation.

Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

For possible signs of the different types of abuse please see Appendix 1.

EARLY HELP/TARGETED SUPPORT

Providing early help is more effective in promoting the welfare of children than reacting later. It means providing support as soon as a problem emerges.

Early help support must be kept under constant review and consideration given to a referral to Children's Social Care if the child's situation does not appear to be improving. The school will review individual cases where there are concerns in line with the Pan Dorset Safeguarding Children Partnership Levels of Need and Continuum of support.

In order to do this, the school will work with other local agencies to identify children and families who would benefit from early help by;

- Undertaking assessments of the need for early help
- Providing early help services
- Referral to appropriate external services e.g. CAMHS, YADAS

The early help services provided by the school are;

- Tutor
- Head of Year/Assistant Head of Year
- KS3 and KS4 Pastoral Care Worker
- Medical Needs Coordinator
- School Councillor
- SEND department and support workers

This ensures that students have a range of staff to approach to discuss their concerns. All staff employed by the school providing such support will be provided with regular training to ensure their knowledge is up to date and that they are aware of and implementing best practice. This training will be recorded and reviewed by the DSL as part of his role.

The DSL, Deputy DSLs and Pastoral Care Workers are as a matter of course provided with supervision to support them in their work. Where other staff are involved in referral or student support work in cases which prove demanding this will also be provided as necessary.

Additionally, the school maintains strong links with

- School inclusion and Attendance Teams
- Mosaic (bereavement counselling)
- Social Care



- CAMHS
- YADAS
- MHST

RESPONDING TO SIGNS OF ABUSE OR NEGLECT

- Through training, all staff need to be able to identify signs of abuse or neglect and be able to identify cases of children who may need help or protection.
- They should be vigilant, protective and discuss any concerns with the DSL who will refer to Social Care or other agencies where appropriate
- The DSL / LG / staff will use the Pan Dorset Safeguarding Children Partnership Continuum of Need when making decisions about appropriate support or referral for a child.
- All concerns must be recorded in line with Pan Dorset Safeguarding Children Partnership Continuum of Need guidance
- Staff need to have an attitude of 'it could happen here' where safeguarding is concerned.
- When concerned about the welfare of a child, staff members should always act in the best interests of the child.

For an overview of processes, please see the flowchart in Appendix 2.

RESPONDING TO DISCLOSURES – GUIDANCE FOR STAFF

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

- Be honest.
 - Do not make promises that you cannot keep and in particular do not promise to keep information confidential.
 - Explain that you are likely to have to tell other people in order to stop what is happening.
- Create a safe environment.
 - Stay calm.
 - Reassure the child and stress that he/she is not to blame.
 - Tell the child that you know how difficult it must have been to confide in you.
 - Listen to the child and tell them that you believe them and are taking what is being said seriously.

IF YOU THINK A CHILD IS IN IMMINENT DANGER OF HARM CONTACT THE DSL IMMEDIATELY BEFORE RECORDING THE DETAILS AS BELOW.

- Record using MyConcern exactly what the child has said to you and include;
 - Child's name, address, date of birth
 - Date and time of any incident
 - What the child said and what you said
 - Your observations e.g. child's behaviour and emotional state
 - Any action you took as a result of your concerns - specific information about who you spoke to, names, phone numbers and resulting actions
 - Be clear about what the child says and what you say
 - Where the incident occurred (online/offline, onsite/offsite)
- Do not interview the child and keep questions to a minimum.
- Encourage the child to use his/her own words and do not try to lead them into giving particular answers. This can well be achieved through use of 'TED' questions. "Tell me...", "Explain...", "Describe..."
- Maintain confidentiality



- Only tell those people that it is necessary to inform.
- Do not take sole responsibility
 - Immediately consult your Designated Safeguarding Lead so that any appropriate action can be taken to protect the pupil if necessary.
 - DSL will inform the Headteacher or Deputy Headteacher in his absence
 - The Designated Safeguarding Lead should refer these concerns to Social Care before the child goes home if still in school. A decision will be made by Social Care whether to convene a strategy meeting; undertake a social care or joint investigation or provide alternative services or advice.
 - Although referrals to Social Care would normally be made by the DSL, any other individual with concerns can make a referral.

Social Care will advise about if and when to share information with parents if there are concerns that this may be putting the child more at risk.

FOLLOWING UP REFERRALS

- The agency to which the referral was made e.g. Social Care, should inform the referrer of their action. Where this does not happen promptly (within a week) the referrer should re-contact the agency to which it made the referral to be assured that action is being taken or that alternative support is being recommended
- If after a referral the child's situation does not appear to be improving, the DSL should press for re-consideration
- It is essential that the school remains actively involved in support and plans even where another agency is taking the lead whether at early help, child in need or child protection level
- Where there is a difference of opinion with another agency and this cannot be resolved the Pan Dorset Safeguarding Children Partnership Escalation policy should be used
http://pandorsetscb.proceduresonline.com/chapters/p_escalation_pol.html

Social Care referrals:

BCP Childrens Service First Response Hub	(01202) 123334 childrensfirstresponse@bpcouncil.gov.uk
Dorset – Children's Advice and Duty Service (ChAD) Out of Hours Service (BCP)	01305 228558 (01202) 123456 ChildrensOOHS@bpcouncil.gov.uk

Please note when making referrals to contact the relevant MASH for the Child's home address

WORKING WITH PARENTS

The school shares a purpose with parents to educate, keep children safe from harm and have their children's welfare promoted

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information until we have permission or it is necessary to do so to protect a child.

Parkstone Grammar School will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm.

We encourage parents to disclose any concerns they may have with Parkstone Grammar School. We make parents aware of our Safeguarding and Child Protection Policies and parents are aware that these are on the school website.



DOMESTIC ABUSE

Our school is part of Operation Encompass. This is a police and education early intervention safeguarding partnership which supports children and young people who experience Domestic Abuse. Operation Encompass means that the police will share information about Domestic Abuse incidents with our school soon after they have been called to a domestic incident.

All Key Adults (DSL/DDSL) have attended an Operation Encompass local briefing as well as national online training.

Our parents are fully aware that we are an Operation Encompass school.

The Operation Encompass information is stored in line with all other confidential safeguarding and child protection information.

The Key Adult has also led briefings for all school staff and Governors about Operation Encompass, the prevalence of Domestic Abuse and the impact of this abuse on children. We have also discussed how we can support our children following the Operation Encompass notification.

The Safeguarding Governor will report on Operation Encompass in the termly report to Governors. All information is anonymised for these reports.

The Key Adult has used the Operation Encompass Toolkit to ensure that all appropriate actions have been taken by the school.

Key Adults for Operation Encompass are:

- Jaimie Clayton Assistant Headteacher/DSL
- Rachel Fooks Head of Year/Deputy DSL
- Mark Cleak Head of Year/Deputy DSL

PUPILS WITH CHILD PROTECTION PLANS

Pupils who are the subject of a Child Protection Conference will have either an agreed multi-disciplinary action plan or child protection plan. The Designated Safeguarding Lead will attend planning meetings and core group meetings specified in the plan and contribute to assessments and plans. This may be delegated to a more appropriate member of staff where appropriate, for example a Head of Year working closely with a child or family.

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

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES

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. They may be increasingly vulnerable to being bullied, at higher risk of sexual exploitation, on line grooming and radicalisation. Staff should work closely with parents/carers in meeting any particular needs and providing any appropriate safeguarding advice.

Additional barriers can exist when recognising abuse and neglect in SEND children e.g. assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration, communication difficulties, not necessarily showing outwardly the signs of the impact of others behaviour towards them such as bullying. Staff awareness will be raised to these issues through training and safeguarding updates in staff briefings.



Governors will provide a school environment in which pupils with special educational needs or disabilities feel confident and able to discuss their concerns. Whenever possible, pupils will be given the chance to express themselves to a member of staff with appropriate communication skills. The Designated Safeguarding Lead will work with the Special Educational Needs Co-ordinator to identify pupils with particular communication needs.

CHILD ON CHILD ABUSE (FORMALLY PEER ON PEER ABUSE)

At Parkstone Grammar School we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

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

Sexual Violence and Sexual Harassment between children in school.

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. It is essential that **all** victim are taken seriously and offered appropriate support. We acknowledge as a school that children with SEND and LGBTQ+ children are at greater risk.

Staff are 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 skirts. Dismissing or tolerating such behaviours risks normalising them.

We will continue to use the Sex and relationships curriculum to support students in exploring these issues and to work with other local schools where issues are raised.

SAFEGUARDING ALLEGATIONS

Occasionally, allegations may be made against students by other students 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.

The allegation:

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

Examples of safeguarding issues against a student could include:

Physical Abuse

- Violence, particularly pre-planned



- Forcing others to use drugs or alcohol

Emotional Abuse

- Blackmail or extortion
- Threats and intimidation

Sexual Abuse

- Indecent exposure, indecent touching or serious sexual assaults
- Forcing others to watch pornography or take part in youth produced sexual imagery (sexting)

Sexual Exploitation

- Encouraging other children to attend inappropriate parties
- Photographing or videoing other children performing indecent acts.

WHAT TO DO

When an allegation is made by a pupil against another student, members of staff should consider whether the complaint raises a safeguarding concern. If they are unsure, or if there is an agreed safeguarding concern the DSL should be informed.

A factual record should be made of the allegation, but no attempt should be made to investigate the circumstances. This will be recorded using MyConcern.

The DSL will contact Social care to discuss the case. It is possible that social care may already be aware of the concerns around the young person. The DSL will follow through the outcomes of the discussion and make a social services referral where appropriate. The DSL will be guided by the Pan Dorset Safeguarding Children Partnership sexually harmful behaviours protocol as necessary.

The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils.

If the allegation indicates a criminal offence has taken place, the police should be contacted at the earliest opportunity and parents informed (of both the student being complained about and the alleged victim). The school behaviour policy should also be referred to here to ensure appropriate sanction is applied (for instance if the act requires ~~a~~ suspension).

Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's disciplinary procedures.

Where a safeguarding risk is deemed to be present, a risk assessment should be prepared along with a preventative, supervision plan.

The plan will be monitored and a date set for a follow-up evaluation with everyone concerned.

Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.



Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases, privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

SAFEGUARDING INFORMATION FOR PUPILS

All pupils are made aware of the staff they can talk to where they are concerned for their own and other's safety. This information is publicised in each classroom and in pastoral offices.

Students are informed and educated about safeguarding issues in a variety of ways;

- Well Being— throughout the course of the Well Being curriculum students will be taught about a variety of relevant topics
- Assembly – as part of the assembly programme the DSL, Year Heads, Safer Schools team and other visiting speakers will address such issues as E safety, young people and the law, youth produced sexual imagery, recent incidents of peer issues (anonymised) and lessons that can be learnt from them.
- On line resources are highlighted to students as appropriate (e.g. Childline, Safedate)

SAFER RECRUITMENT

In line with KCSIE (2023⁴) governing bodies and Leadership Group should prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required and ensuring volunteers are appropriately supervised.

At Parkstone Grammar we are committed to safer recruitment and adhere to the practices as outlined in KCSIE (2023⁴) to create a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might abuse children

Where Staff will be involved in regulated activity we will obtain an enhanced DBS check, including barred list information.

For all other staff who have an opportunity for regular contact with children who are not engaging in regulated activity, an enhanced DBS certificate, which does not include a barred list check, will be obtained. This will include agency, peripatetic and volunteer staff.



If the situation occurs where we allow an individual to start work in regulated activity before the DBS certificate is available, we will ensure that the individual is appropriately supervised and that all other checks, including a separate barred list check, have been completed.

All recruitment information is kept on the Single Central Record (SCR), which is password protected. The SCR is checked monthly by the DSL and HR staff. In this check a randomly selected sample is checked to ensure that recorded information on the SCR is held in paper form in the staff member's file.

Interview panels will always contain a member of staff who has completed Safer Recruitment Training. All members of the school Leadership Group and members of the Governing Body have completed the training.

In addition to DBS checks the school 'open source' checks organisations, particularly those in the voluntary sector for extremist views.

Welcoming other Professionals

Visitors with a professional role, such as the school nurse, social worker, educational psychologist or members of the Police will have been vetted to work with children through their own organisation and where applicable, we centrally hold confirmation of this.

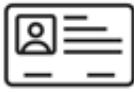
Professionals will be required to bring their identity badges on all visits and to wear these alongside Parkstone sign in badges/lanyards. They will complete signing in/out forms and wear a school I.D. badge as required of all visitors. Visitors that have not been DBS checked or that we do not hold confirmation of this will sign in and be escorted by a member of staff at all times whilst on site.

Every member of staff on site and all 6th form students **must** wear ID badges at all times (or Parkstone branded clothing). It is the collective responsibility of all staff to challenge any adult or 6th form student that is not wearing a badge and take them to reception immediately. The guidance below details the colour system for lanyards attached to ID badges.





Parkstone Grammar School Identification



"Keeping our community safe is the most important thing we do."

We encourage all of our students to continually embrace commitment, courage and compassion in all aspects of their school and wider life.

Parkstone Grammar School promotes the safeguarding of students through education and ensuring we uphold a safe environment and culture on school site and in all our interactions.

Every member of staff on site and all 6th form students **must** wear ID badges at all times (or Parkstone branded clothing). It is the collective responsibility of all staff to challenge any adult or 6th form student that is not wearing a badge and take them to reception immediately.



Parkstone Staff ID Badges

Staff badges should be worn and visible at all times, and for ease of identification, are coloured blue-purple. This indicates that the member of staff has been DBS checked by Parkstone and therefore can move independently around the school site. In addition to the badge, there should also be the yellow insert with the safeguarding managing a disclosure guidance for reference.



6th Form ID Badges

6th Form badges should be worn and visible at all times and are for ease of identification are coloured turquoise. Students not wearing the badge should be immediately directed to reception to ensure that they are provided a badge.

DBS Checked and Non DBS Checked ID Visitor Badges



Visitors with a professional role, such as the school nurse, social worker, educational psychologist or members of the Police will have been vetted to work with children through their own organisation. Professionals will be required to bring their identity badges on all visits and to wear these. They will complete the signing in/out process and wear a school I.D. badge as required of all visitors with safeguarding insert guidance.



Red lanyards indicate that the visitor has **not** been DBS checked by our school or another organisation and therefore must **always** be accompanied by a member of staff of a visitor wearing a green badge. Green lanyards indicate that the visitor has been DBS checked by our school or an approved organisation and therefore can move independently around the school site.

Regardless of your role you must challenge any adult or 6th Form Student without visible identification whilst on school site.



STAFF TRAINING AND INDUCTION

Parkstone Grammar School follows Pan Dorset Safeguarding Children Partnership guidance in relation to safeguarding training.

All new staff, Governors and volunteers will receive safeguarding induction to ensure understanding of the Safeguarding/Child Protection policy.

The DSL, Deputy DSL and LG will attend Level 3 safeguarding training at least once every two years.

DSL will attend safeguarding forums and keep up to date with recommendations from serious case reviews, changes to national and Pan Dorset Safeguarding Children Partnership policy and guidance. New information will be disseminated via Safeguarding Team meetings and the safeguarding bulletin

The whole staff will receive formal safeguarding training by a suitable qualified person at least every three years with regular and at least annual updates and notifications of any necessary changes. Training will be recorded on a central spreadsheet. Reminders will be made available as required through staff meetings or safeguarding bulletins.

SAFER WORKING PRACTICE

Safe working practice ensures that pupils are safe and that all staff, volunteers and Governors;

- Are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- Work in an open and transparent way
- Work with other colleagues where possible in situations open to question
- Discuss and/or take advice from school management over any incident which may give rise to concern
- Record any incidents with the actions and decisions made
- Apply the same professional standards regardless of gender, race, disability or sexuality
- Be aware of confidentiality policy
- Are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them

As such we require all staff working in school, and volunteers to read the Safer Working Practice document and to acknowledge receipt, and that it has been read and understood.

All staff will also be expected to have awareness of the E Safety policy and operate within its guidelines.

Staff are also aware of and have due regard for the behaviour policy of the school especially with regard to searching for prohibited items and their safeguarding responsibility to students at such time

ALLEGATIONS AGAINST STAFF

Any report of concern about the behaviour of a member of staff or allegation of abuse against a member of staff must immediately be reported to the Headteacher who will refer to the appropriate Local Authority Designated Officer (LADO):

- Telephone number (01202) 817 600
- The secure email for the service is lado@bcp council.gov.uk



Any concern or allegation against a Headteacher will be reported to the Chair of Governors, who will then report this to the LADO.

The Keeping Children Safe in Education (2024) part 4, Allegations of abuse made against teachers and other staff and the Pan Dorset Safeguarding Children Partnership procedures will be followed for both the investigation and support for the member of staff.

If you have concerns about a colleague

Staff who are concerned about the conduct of a colleague towards a child are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of a child is paramount. The school's whistle blowing policy enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place. Please see the policy for more details

All staff will be made aware of the NSPCC whistle blowing helpline <https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/>

Low level concerns

KCSIE 2023 "As part of their whole school or college approach to safeguarding, schools and colleges should ensure that they promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school or college (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately."

The term 'low-level' concern does not mean that it is insignificant. Low level concerns are be defined as:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and
- does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

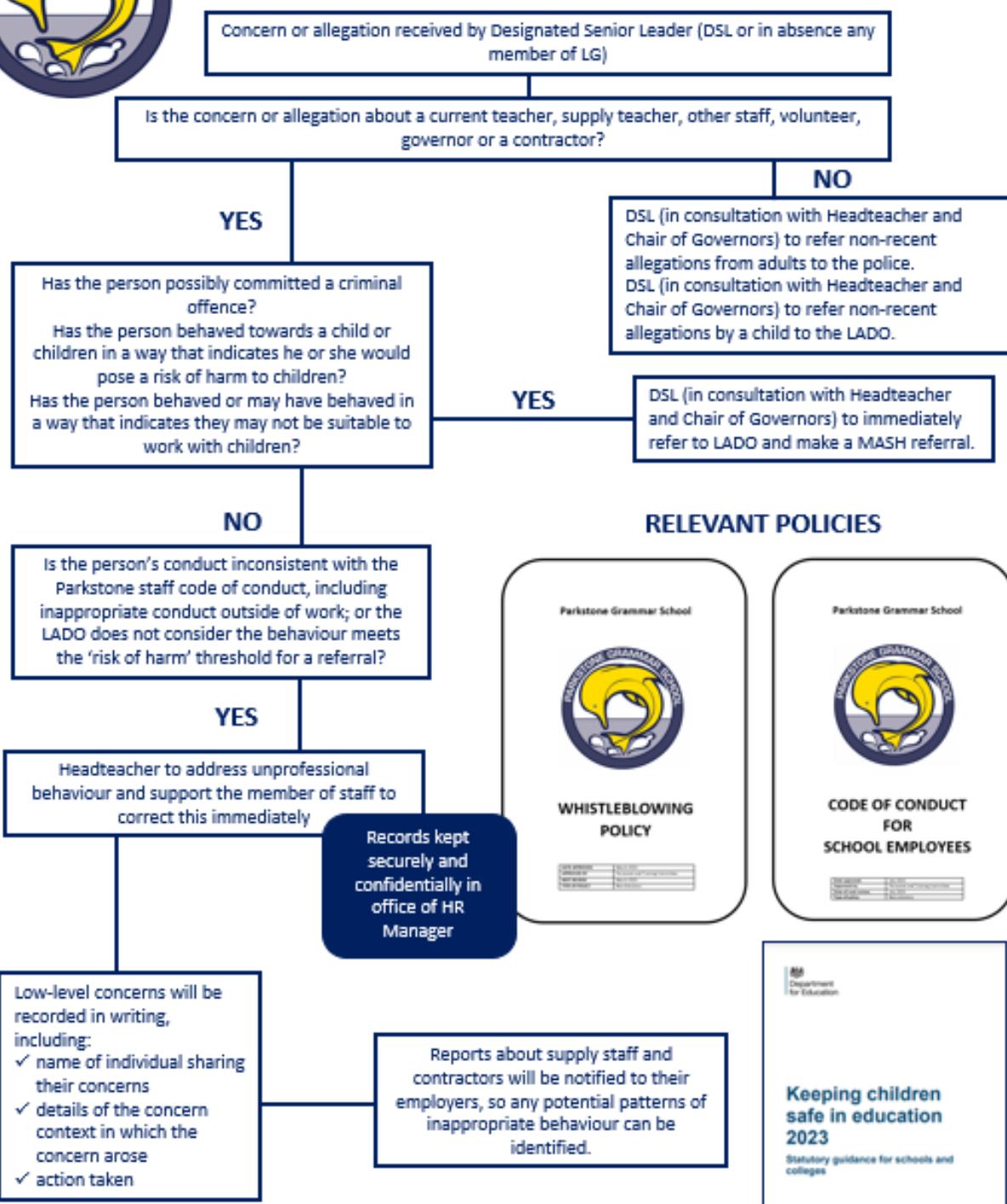
Examples of such behaviour could include, but are not limited to:

- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone, contrary to school policy
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door humiliating children.

It is crucial that all low-level concerns are shared responsibly with the DSL and Headteacher and recorded and dealt with appropriately. Details of the Parkstone procedures for low level concerns are outlined in the flow chart below:



Managing low level concerns in relation to all staff at Parkstone Grammar School



The 2022 version of the guidance is currently in force.
The 2023 version will come into force on 1 September 2023.



FILTERING AND MONITORING (ONSITE)

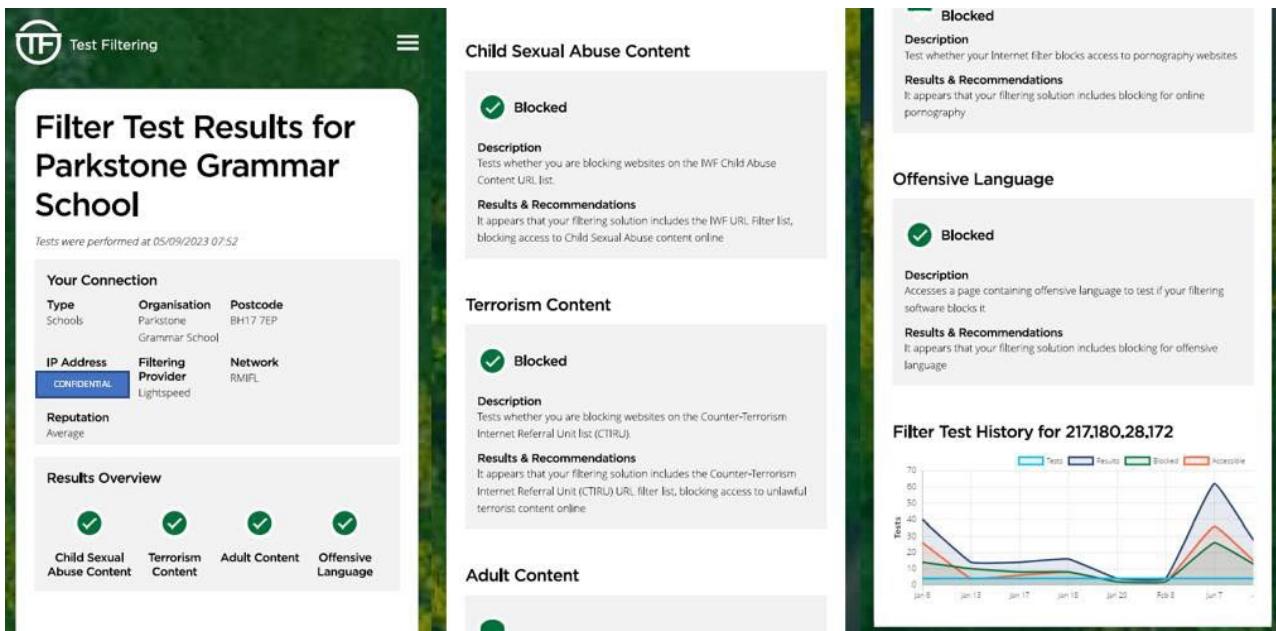
Filtering and monitoring systems protect pupils and staff from harmful and inappropriate content online. At Parkstone we ensure all online onsite activities are monitored by Securus contracted by Parkstone to uphold the safety and monitoring of all online activities and computer usage in school. The monitoring software detects new and emerging threats alongside established sources and types of online risk and immediately alerts the Headteacher, IT Manager and Designated Safeguarding Leads of any inappropriate IT usage. These alerts are sent through by email, or in the most extreme cases by telephone for the safeguarding team to ensure the appropriate follow up.

Harmful content may be legal or illegal, and could include but are not limited to:

- Pornography
- Promotion of self-harm and/or suicide
- Misogyny
- Racism
- Fake news
- Extremist views

All staff are responsible for following safeguarding policies and procedures, reporting any problems, and monitor what's happening on screens in school.

Below is a copy of our Filtering and Monitoring Test Certificate:



OFF SITE VISITS

Off site visits will be the subject of a risk assessment, completed as part of the trips procedure prior to the trip being agreed. Safeguarding concerns or allegations will be responded to following the procedures outlined in this policy. The member of staff in charge of the visit will report any safeguarding concerns to the Designated Safeguarding Lead and Headteacher, who will pass to Social Care if appropriate. In an emergency the staff member in charge will contact the police and/or social care.



The child protection/safeguarding policy and procedures of an off-site provider e.g. water sport activity, will be checked and the DSL satisfied that they are appropriate, before using the facility.

PHOTOGRAPHY AND IMAGES

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking, sharing or using images, so we must ensure that we have some safeguards in place. To protect children, we will:

- Seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- Seek parental consent
- Use only the child's first name with an image
- Ensure that children are appropriately dressed
- Encourage children to tell us if they are worried about any photographs that are taken of them
- Only use Parkstone devices to capture the images

If necessary at public events (such as concerts, sports day) announcements will be made to clarify that videos and photographs are for personal use only.

CHILDREN MISSING FROM EDUCATION

The school keeps its admission register accurate and up to date.

The school attendance policy is regularly updated (annually) and understood by all staff.

A child going missing from education is a potential indicator of abuse or neglect including sexual exploitation or risk of radicalisation. After reasonable attempts have been made by the school to contact the family, the school will follow the Pan Dorset Safeguarding Children Partnership procedure and refer to the Local Authority education welfare/attendance service.

All schools must inform their Local Authority if a child is referred to be educated outside of the school system e.g. Elective Home Education, ceased to attend, unfit to attend on health grounds, in custody for 4 months or permanently excluded.

We will always follow up with parents/carers when pupils are not in school. This means we have at least two up to date contact numbers for parents/carers. Parents should remember to update the school as soon as possible if numbers change.

In response to the guidance in Keeping Children Safe in Education (2023) the school has:

1. Staff who understand what to do when children do not attend regularly
2. Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).
3. Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
4. Procedures to inform the local authority when we plan to take pupils off-roll when they:
 - a. leave school to be home educated
 - b. move away from the school's location
 - c. remain medically unfit beyond compulsory school age
 - d. are in custody for four months or more (and will not return to school afterwards); or
 - e. are permanently excluded



We will ensure that pupils who are expected to attend the school, but fail to take up the place will be referred to the local authority.

When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

THE PREVENT AGENDA

Section 26 of the Counter-Terrorism and Security Act 2015 places a duty on certain bodies, including schools, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This guidance is issued under section 29 of the Act. The Act states that the authorities subject to the provisions must have regard to this guidance when carrying out the duty.

- The Prevent lead is the Designated Safeguarding Lead, Jaimie Clayton.
- All staff will have the expectation to complete Prevent training which will be monitored via completion certificate and recorded on the central training record to ensure completion.
- Where staff have concerns regarding a student's radicalisation they should refer in the first instance to the DSL who will assess the risk and refer as appropriate.
- If required the safeguarding referral unit will be contacted at the relevant MASH.
- Concerns will be discussed quickly with parents unless it is thought that this would put the child at risk.
- IT systems will make use of filters to ensure that children are safe in school and unable to access extremist material.
- DSL receives a daily report of material accessed from the school network which can be investigated as required.
- Parkstone Grammar School promotes British values are through the work of the staff, and the curriculum.
- Links on the school website to educate against the hate website <http://educateagainsthate.com/>

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Extremism is defined in the (2023) Prevent strategy as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

OTHER RELEVANT POLICIES

Health & Safety policy

Behaviour Policy

E-Safety Policy

Whistle Blowing Policy

Complaints Policy

Schools letting policy

SCHOOL SAFEGUARDING RESPONSIBILITIES SUMMARY

The school will:

- Abide by the Keeping Children Safe in Education (2024) guidance
- Everyone who comes into contact with children and their families has a role to play in safeguarding children. School and college staff are particularly important as they are in a position to identify



concerns early and provide help for children, to prevent concerns from escalating. Schools and colleges and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance *Working Together to Safeguard Children* 2023. Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

- Give all staff a copy of Part 1 of KCSIE(2024) and ensure that it is read and understood and knowledge of and access to all of KCSIE (2024) especially Part 4 Allegations of abuse made against teachers and other staff.
- Have a child protection/Safeguarding policy with procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the Pan Dorset Safeguarding Children Partnership.
- Appoint a lead Governor responsible for safeguarding practice within the school.
- Appoint a Designated Safeguarding Lead who is a member of the Leadership Team and Deputies to provide adequate cover - Jaimie Clayton, Rachel Fooks, Mark Cleak, Nikki Peace
- Ensure that the DSL leads on the Prevent agenda.
- Have a named member of staff to support children who are Looked After Children who will work closely with the DSL where this post is held separately
- Require teachers, staff and volunteers to read and implement the appropriate Pan Dorset Safeguarding Children Partnership procedures, school policy and good practice guidelines
- Ensure that teachers, staff, peripatetic staff, contractors and volunteers have completed Disclosure and Barring Service checks as per the safer recruitment guidance and that contacts within extended services require safer recruitment and safeguarding compliance
- Undertake relevant safer recruitment and allegations management training
- Ensure any external contractors using or on school premises are signed up to Safeguarding Procedures and ensure they follow guidelines on the use of restraint and comply with the safeguarding requirements, i.e. after school clubs
- Ensure staff and volunteers comply with Safer Working practice for adults who work with children and young people in Education Settings
- Sign up to the Dorset overarching information sharing protocol and share information relating to MARAC and the Personal information sharing agreement with respect to receiving alerts about domestic abuse
- Ensure that the relevant staff have undertaken appropriate training to contribute to multi-agency assessments of children
- Ensure management of allegations procedures are implemented
- Ensure staff work to the agreed Behaviour policy/code of conduct and safer working procedures
- Recognise that children with special educational needs may be especially vulnerable to abuse and expect staff to take extra care to ensure their needs are protected
- Have and use an Anti Bullying Policy responding to any complaint of bullying or prejudice within the school. Have a member of staff as an Anti-Bullying Champion.
- Have an e-safety policy in line with Pan Dorset Safeguarding Children Partnership requirements. Have a member of staff as an E-Safety Champion.
- Have a whistle blowing policy where it is safe to discuss concerns
- Be aware of the needs of vulnerable groups, identify and action for all identified
- Make policies available to parents and pupils via the school website
- Provide education to children about safeguarding issues
- Ensure the child's wishes and feelings are taken into account in respect to individual matters as well as safeguarding generally
- Undertake an annual audit of safeguarding, using the Pan Dorset Safeguarding Children Partnership Safeguarding Self Evaluation audit tool (or similar) which will be shared with the Governing body leading to appropriate actions to ensure that the school is meeting all the requirements in line with national guidance, legislation and Pan Dorset Safeguarding Children Partnership guidance



- Undertake a safeguarding report for the Governing Body at least annually and review the safeguarding policy annually.

The school has a responsibility to work with other agencies on all safeguarding issues which may include:

- Child sexual exploitation (CSE)
- Bullying including cyberbullying and prejudice-based bullying
- Domestic abuse
- Drugs and alcohol misuse
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM)
- Forced marriage
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Mental health
- Private fostering
- Radicalisation/extremism
- Sexting/grooming and other E safety issues (youth produced sexual imagery)
- Teenage relationship abuse
- Trafficking

LINKS TO RELEVANT LAW AND GUIDANCE

- Working Together to Safeguarding Children 2023
- [https://assets.publishing.service.gov.uk/media/65cb4349a7ded0000c79e4e1/Working together to safeguard children 2023 - statutory guidance.pdf](https://assets.publishing.service.gov.uk/media/65cb4349a7ded0000c79e4e1/Working_together_to_safeguard_children_2023_-_statutory_guidance.pdf)
- Keeping Children Safe In Education 2024
- [https://assets.publishing.service.gov.uk/media/66d7301b9084b18b95709f75/Keeping children safe in education 2024.pdf](https://assets.publishing.service.gov.uk/media/66d7301b9084b18b95709f75/Keeping_children_safe_in_education_2024.pdf)
- Inspecting safeguarding in early years, education and skills settings
<https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills/inspecting-safeguarding-in-early-years-education-and-skills>
- Pan Dorset Safeguarding Children Partnership
<https://pdscp.co.uk/>
- Governor/Trustee's Handbook September 2015
- What to do if you're worried a child is being abused – March 2015
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What to do if you're worried a child is being abused.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you're_worried_a_child_is_being_abused.pdf)
- Information sharing advice for practitioners providing safeguarding services to children, young people, parents and carers <https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>
- Teaching Online Safety in Schools
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/811796/Teaching online safety in school.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/811796/Teaching_online_safety_in_school.pdf)
- Safeguarding: Disclosure and Barring – changes from September 2012
<https://www.gov.uk/government/organisations/disclosure-and-barring-service>
- The Information Commissioner's Office – Data Protection Act in Schools and Education



http://ico.org.uk/for_organisations/sector_guides/education

- The South West Grid for Learning (SWGfL)
<http://swgfl.org.uk/>
- Family Information Service – BCP
<https://www.fid.bcp council.gov.uk/kb5/poole/fis/home.page>
- Pan Dorset Safeguarding Children Partnership Continuum of Need
<https://pdscp.co.uk/wp-content/uploads/2019/09/Pan-Dorset-Continuum-of-Need-2019-V1.0-1.pdf>

The Designated Safeguarding Lead is
Telephone number

Jaimie Clayton
01202 605631
safeguarding@parkstone.poole.sch.uk

The Deputy Designated Staff for Safeguarding are
Telephone number

Rachel Fooks, Mark Cleak, Nikki Peace
01202 605605

Leadership Group

David Hallsworth (Headteacher)
Danni Willis (Deputy Headteacher)
John Scopes (Assistant Headteacher)
Steph Izard (Assistant Headteacher)
Jez Graves (Assistant Headteacher)
Jaimie Clayton (Assistant Headteacher)

The Lead Safeguarding Governor/Trustee is
Telephone number:

Alison Holme
01202 605605

Date Safeguarding Policy adopted by Governing Body

Signed

Head teacher.....

Chair of Governors/Trustees.....

Date to be reviewed.....

The Head Teacher and Governing Body with the Designated Safeguarding Lead will monitor the safeguarding practice of the school to ensure that this policy is understood and being operated effectively in practice.



APPENDIX 1

RECOGNISING SIGNS OF CHILD ABUSE

Categories of Abuse

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse
- Neglect

Signs of Abuse in Children

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour
- Child Sexual Exploitation.

Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:

- Appear frightened of the parent/s
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.



Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a “cry for help” and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

Bruising

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint.

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures



- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical.

The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or non-attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scape-goated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self esteem and lack of confidence
- Withdrawn or seen as a “loner” – difficulty relating to others

Recognising Signs of Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self-mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

Sexual Abuse by Young People

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.



Developmental Sexual Activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate Sexual Behaviour can be inappropriate socially, in appropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is "acting out" which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

Assessment

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- **Equality** – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- **Consent** – agreement including all the following:
 - Understanding that is proposed based on age, maturity, development level, functioning and experience
 - Knowledge of society's standards for what is being proposed
 - Awareness of potential consequences and alternatives
 - Assumption that agreements or disagreements will be respected equally
 - Voluntary decision
 - Mental competence
- **Coercion** – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide.

Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and irresponsive with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods



Child Sexual Exploitation

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, suspension, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

Youth Produced Sexual Imagery (Sexting)

Why do people send 'sexts'?

- Experimental phase prior to being sexually active
- As a joke or a dare
- Fun or flirtatious
- In lieu of sexual activity
- To fit in
- Proud of their body
- To show commitment to a relationship
- Because they are 'in love'
- Easy to do; anonymous

**Why is 'sexting' such a problem?**

- It is illegal to send or possess images of under 18s
- Revenge or intimidation after a relationship comes to an end
- Lose control of where the images or videos go
- Lead to depression and suicide of victims
- An aspect of grooming for child sexual exploitation

Resource: So, you got naked online www.swgfl.org.uk/sextinghelp

Responding to sexting in schools and colleges - UKCCIS Guidance**Sexting in schools and colleges, responding to incidents, and safeguarding young people, guidance from the UK Council for Child Internet Safety (UKCCIS)**

In August 2016 the UK Council for Child Internet Safety (UKCCIS) published non-statutory guidance on managing incidents of sexting by under-18s. Over 200 organisations were involved in creating the guidance, including the internet industry, government (Home Office and DfE), children's charities, UK Safer Internet Centre, National Crime Agency (including Child Exploitation and Online Protection Centre (CEOP)), Police and teachers' groups.

The UKCCIS guidance is non-statutory, but should be read alongside 'Keeping children safe in education' 2024.

Definition of sexting

There is no clear definition of 'sexting'. Instead, this document talks about 'youth-produced sexual imagery'. This is imagery that is being created by under 18s themselves and involves still photographs, video, and streaming. In the guidance, this content is described as sexual and not indecent. Indecent is subjective and has no specific definition in UK law.

Incidents covered by this guidance:

- Person under 18 creates a sexual image of themselves and shares it with another person under 18.
- A person under 18 shares an image of another under 18 with another person under 18 or an adult.
- A person under 18 is in possession of sexual imagery created by another person under 18.

Incidents not covered by this guidance:

- Under 18s sharing adult pornography
- Under 18s sharing sexual texts without sexual imagery.
- Adults sharing sexual imagery of under 18s. (This is child sexual abuse and must always be reported to police.)

Response to incidents of youth produced sexual imagery

The response should be guided by the 'principle of proportionality'.

'The primary concern at all times should be the welfare and protection of the young people involved'. (Sexting in schools and colleges; responding to incidents and safeguarding young people (page8)).

The Law

Making, possessing, and distributing any imagery of someone under 18 which is indecent is illegal. This includes imagery of yourself if you're under 18.

Indecent is not definitively defined in law, but images are likely to be considered indecent if they depict:

- A naked young person
- A topless girl



- An image which displays genitals, and
- Sex acts including masturbation
- Indecent images may also include overtly sexual images of young people in their underwear

These laws weren't created to criminalise young people but to protect them.

Although sharing sexual images of themselves is illegal and risky, it is often the result of curiosity and exploration. Young people need education, support, and safeguarding, not criminalisation.

The National Police Chiefs' Council (NPCC) is clear "youth-produced sexual imagery should be primarily treated as a safeguarding issue."

Schools may respond to incidents without involving the police. (However, in some circumstances, the police must always be involved.)

Crime recording

When the police are notified about youth-produced sexual imagery, they must record this as a crime. The incident is listed as a crime, and the young person is the suspect. This is, however, not the same as a criminal record.

Every crime reported to the police must have an outcome code. The NPCC, Home Office and the DBS have agreed a new outcome code for youth-produced sexual imagery.

Outcome 21

Outcome code 21 allows the police discretion not to take further action if it is not in the public interest, even though there is enough evidence to prosecute.

Although recorded by the police, using this outcome code is likely to mean the offence would not appear on a future Enhanced DBS check, although not impossible, as that disclosure is a risk-based decision. Schools can be assured that the police have the discretion they need not to adversely impact young people in the future.

Handling incidents

- Refer to the designated safeguarding lead
- DSL meets with the young people involved
- Do not view the image unless it is unavoidable
- Discuss with parents, unless there is an issue where that's not possible
- Any concern the young person is at risk of harm, contact social care or the police

Always refer to the police or social care if incident involves:

- An adult
- Coercion, blackmail or grooming
- Concerns about capacity to consent (e.g. SEN)
- Images show atypical sexual behaviour for the child's developmental stage
- Violent acts are depicted
- Images shows sex acts and includes a child under 13
- A young person at risk of immediate harm as a result of disclosure (for example, self-harm or suicide)



Once the DSL has enough information, the decision should be made to deal with the matter in school, refer it to the police or to social care. All information and decision-making should be recorded in line with school policy. If the incident has been dealt with in school, a further review should be held to assess risks.

Assessing the risks once the images have been shared

- Has it been shared with the knowledge of the young person?
- Are adults involved in the sharing?
- Was there pressure to make the image?
- What is the impact on those involved?
- Does the child or children have additional vulnerabilities?
- Has the child taken part in producing sexual imagery before?

Viewing images

- Avoid viewing youth-produced sexual imagery. Instead, respond to what you have been told the image contains.
- If it is felt necessary to view, discuss with the head teacher first.
- Never copy, print, or share the image (it's illegal).
- View with another member of staff present.
- Record the fact that the images were viewed along with reasons and who was present. Sign and date.

Deleting images (from devices and social media)

If the school has decided that involving other agencies is not necessary, consideration should be given to deleting the images.

It is recommended that pupils are asked to delete the images themselves and confirm they have done so. This should be recorded, signed, and dated. A copy of this record will be kept in the student's file.

Any refusal to delete the images should be treated seriously, reminding the pupil that possession is unlawful.

Considering the motivation of 'sexting' images

When analysing the seriousness of a sexting incident and whether to refer the matter to police or social care, it is important to consider the possible motivation of the young person producing the sexual imagery. The UKCIS guidance references a 2011 research paper by David Finklehor and Janis Wolak from the Crimes against Children Research Centre, at the University of New Hampshire, US. The paper, 'Sexting: A Typology' looked at over 500 incidents and identified six different types, which helps to identify the level of risk. (See 'Sexting: A Typology' overleaf)

Summary

- Not "sexting" but "youth-produced sexual imagery."
- Although illegal, police involvement not always necessary
- Images can be deleted and incident managed in school
- Risk-based approach

Download

www.safeguardinghandbook.co.uk/ukccis



Forced Marriage (FM)

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party.

Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/total removal of clitoris and labia minora

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is **illegal** in most countries including the UK.

Section 5C of the Female Genital Mutilation Act 2003 (as inserted by section 75 of the Serious Crime Act 2015) gives the Government powers to issue statutory guidance on FGM to relevant persons. Once the government issues any statutory multi-agency guidance this will apply to schools and colleges.

Actions

If staff have a concern they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. When mandatory reporting commences in October 2015 these procedures will remain when dealing with concerns regarding the potential for FGM to take place. Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there will be a statutory duty upon that individual to report it to the police.



Mandatory Reporting Duty

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) will place a statutory duty upon **teachers, along with social workers and healthcare professionals, to report to the police** where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

The Mandatory reporting duty will commence in October 2015. Once introduced, teachers must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate.

Circumstances and occurrences that may point to FGM happening

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges take action **without delay**.

Self-Harm

Definition of Self-Harm

Self-harm is any behaviour where the intent is to cause harm to one's own body for example:

- Cutting, scratching, scraping or picking skin
- Swallowing inedible objects
- Taking an overdose of prescription or non-prescription drugs
- Swallowing hazardous materials or substances
- Burning or scalding
- Hair-pulling
- Banging or hitting the head or other parts of the body
- Scouring or scrubbing the body excessively



Self-harm is usually conducted at times of anger, distress, fear, emotional worry, low mood or low self-esteem in order to manage negative feelings

Risk Factors

The following risk factors, particularly in combination, may make a young person particularly vulnerable to self-harm:

Individual Factors:

- Depression / anxiety
- Poor communication skills
- Low self-esteem
- Poor problem-solving skills
- Hopelessness
- Impulsivity
- Drug or alcohol abuse

Family Factors

- Unreasonable or unsustainable expectations of self or parents
- Neglect or physical, sexual or emotional abuse
- Poor relationship with parents
- Depression, self-harm or suicide in the family
- Being a currently or previously looked after child
- Being a young carer

Social Factors

- Difficulty in making relationships / loneliness
- Being bullied, teased or rejected by peers

Warning Signs

School staff may become aware of warning signs which indicate a student is experiencing difficulties that may lead to thoughts of self-harm or suicide. These warning signs should **always** be taken seriously and staff observing any of these warning signs should seek further advice from one of the DSL.

Possible warning signs include:

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating / sleeping habits
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing – e.g. long sleeves in warm weather
- Secretive behaviour
- Skipping PE
- Lateness to or absence from school

Other Specific Safeguarding Issues

- Bullying including cyber-bullying
- Domestic violence
- Drugs



- Fabricated and induced illness
- Faith abuse
- Gangs and youth violence
- Genera-based violence/violence against women and girls (VAWG)
- Mental health
- Private fostering
- Radicalisation
- Sexting
- Teenage relationship abuse
- Trafficking

Sexual Violence and Sexual Harassment Between Children in Schools and Colleges

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?

Sexual violence

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 violence offences under the Sexual Offences Act 2003 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.



Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

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, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Sexual harassment

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; and
- 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;
 - sexual exploitation; coercion and threats; and
 - upskirting.

Upskirting

The Voyeurism (Offences) Act, which is commonly known as the Uspiskirting Act, came into force on 12 April 2019. ‘Uspiskirting’ is where someone takes a picture under a person’s clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

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 by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph 41 in Part one of this guidance. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

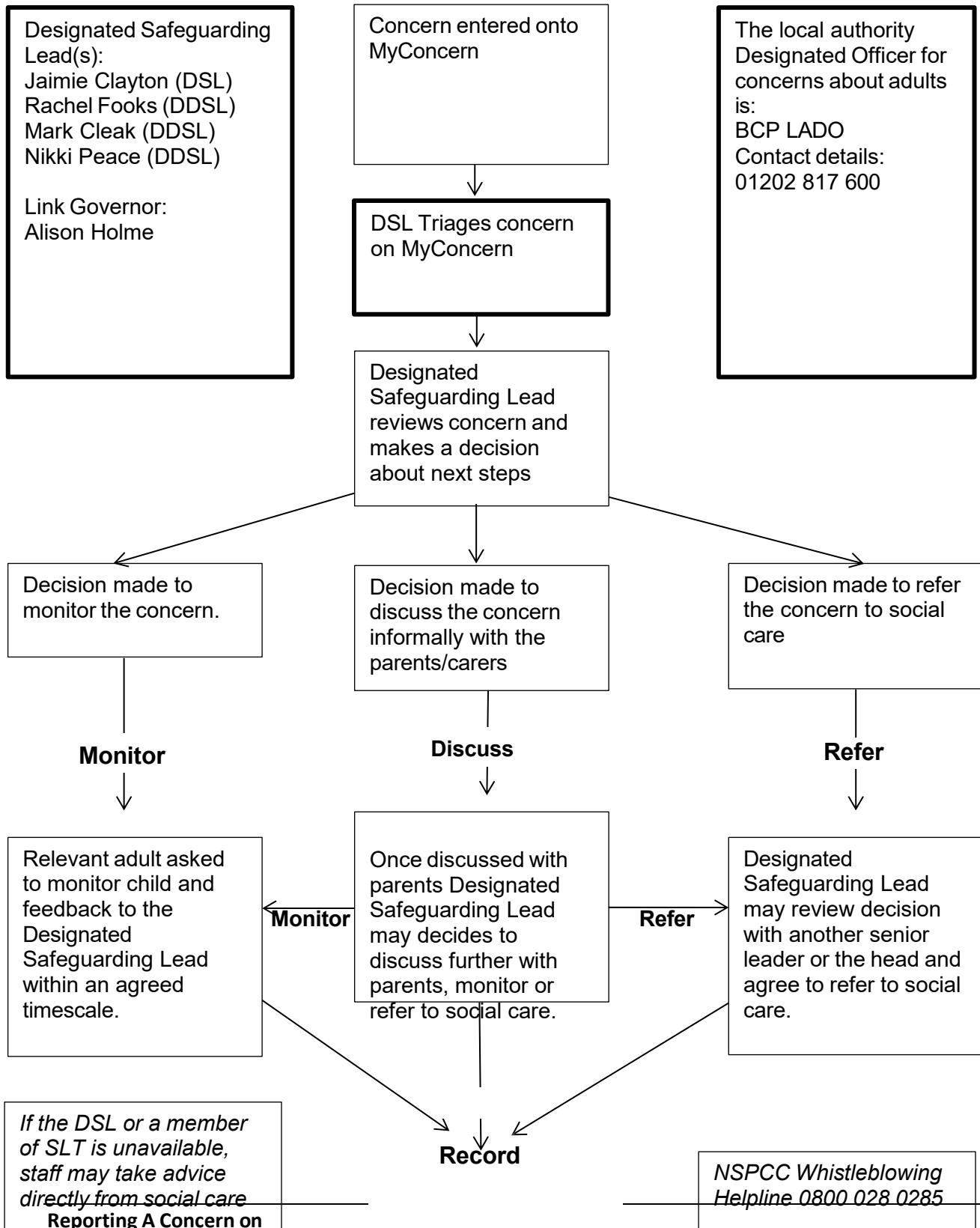


APPENDIX 2

Action when a child has suffered or is likely to suffer harm

This diagram illustrates what action should be taken and who should take it when there are concerns about a child. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately, but generally concerns should be referred to the DSL.

FLOW CHART FOR RAISING SAFEGUARDING CONCERN ABOUT A CHILD





myconcern  MyConcern Primary School (9999914)

Lisa Howells 

My Concerns Resources Help

You can report a concern from any page in the system.

Report a Concern

Welcome to MyConcern

Your last login was on 23 May 2019 at 15:22.

Safeguarding Leads

The Designated Safeguarding Leads for your School are:

- Ann-Marie Evans
- Melanie Wilson
- Jon Trevi (Deputy Head (Dep DSL))
- Karen TrustCaraway
- Sheri Powers
- Martin Greening
- Emma Smith
- Natasha Lawrence
- Andrew Newman (DSL)
- Imelda Spencer
- Carol Cram
- Dawn Prichard
- Gillian Preater (DSL)
- Martha Baker (Headteacher (DSL))
- Elizabeth Hood (Music, Class Teacher)
- Daniel Stopkins
- Darryl Morton (Headteacher (DSL))
- James Davies
- Max Deluca
- Adam Lubbock (DSL)
- Daniel Smith
- Azhar Telford
- Kelly Parke
- Martin Baker
- Callum Macauliffe

Safeguarding News

NSPCC Resource

Busting Safeguarding Myths

Our Top 12 Books

Self-Harm: A Coping Strategy

Student's Mental Health

Report a Concern

Name(s) of Pupil(s)

ber

14 results

- Alan Ebene (DoB: 27 Apr 2001, Year Group: Year 9, Registration Group: 9A)
- Andrew Ebben (DoB: 18 Aug 2003, Year Group: Year 8, Registration Group: 7A)
- Ben Atkinson (DoB: 23 Mar 2003, Year Group: Year 7, Registration Group: 7F)
- Ben Gill (DoB: 11 Apr 1997, Year Group: Year 13, Registration Group: L)

Start typing a name and PAUSE - then click on the relevant name(s) from the drop down list.



Concern Summary

e.g. Injury – Megan arrived at School this morning with a badly bruised right eye.

Describe the type of concern/incident
followed by a brief summary (max. 250
characters)

Send Concern to

Please Select a Notification Group

Send Concern to

Please Select a Notification Group

Please Select a Notification Group
Designated Safeguarding Lead(s) - Group
Pathfinder

Please select the DSL Group responsible for
managing your safeguarding concerns

Concern Date/Time

DD/MM/YYYY HH:mm



Concern Date/Time

DD/MM/YYYY HH:mm

Please enter the date/time when the concern/incident first came to your notice.

Jun 2019

Su	Mo	Tu	We	Th	Fr	Sa
26	27	28	29	30	31	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	1	2	3	4	5	6

Concern Summary:

11 : 28

CANCEL APPLY

Location of Incident

Not Applicable

Details of Concern

If there is no need to repeat the Concern Summary.

If required, you can add more detail about the concern/incident, giving times, dates, location, who was present and a Pupil's actual words if relevant.

Location of Incident

Not Applicable

Location to be selected as online – onsite/offsite, onsite or offsite



You can attach any media file of up to 10MBs to support your concern. You can also attach additional files when updating the concern.

Attachment

 [Browse...](#)

 Please attach any media that is relevant to this concern.

[Submit Concern](#)

Once you are satisfied with the information you have provided in the concern, click 'Submit Concern'.

myconcern 

MyConcern Primary School (9999914)  Lisa Howells 

My Concerns Resources Help [Report a Concern](#)

Thank You

Your concern has been recorded successfully and a notification sent to the DSL

Concern Reference Number: 1499

 If the Concern you have submitted might result in serious or immediate risk of harm to the person you are concerned about then you SHOULD also report this verbally to your Safeguarding Lead as soon as possible and make them aware of the incident. Remember, they may not be in a position to receive or read the notification immediately.

[Click here to view or update this and any other concern\(s\) you have reported](#)

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APPENDIX 3

RESPONSIBILITY OF GOVERNORS

The Role of the Governing Body

The Governing Body:

- Should have a **child protection policy** and procedures in place that are in accordance with LA guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request
- Ensure the Prevent procedures are in place in accordance with Local and National requirements, including appropriate training for all staff, referral processes and the appointment of a Prevent Lead
- Operate safe recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children, including DBS checks
- Have procedures for dealing with allegations of abuse against members of staff and volunteers that comply with guidance from the LA and locally agreed inter-agency procedures
- Have a senior member of the school's leadership team who is the DSL for child protection issues, along with a Deputy DSL, providing advice and support to other staff, liaising with the LA, and working with other agencies
- Should ensure training is completed on a biannual basis for the DSL and Deputies
- Ensure the headteacher, and all other staff who work with children undertake appropriate training to equip them to carry out their responsibilities for child protection effectively, that is kept up to date by refresher training at three yearly intervals, and that temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities
- Remedy any deficiencies or weaknesses in regard to child protection arrangements that are brought to its attention without delay
- Ensure that a member of the governing body (either the Chair or Vice Chair) is nominated to be responsible for liaising with the LA and/or partner agencies, as appropriate in the event of allegations of abuse being made against the headteacher
- Review its policies and procedures annually and provides information to the LA about them and about how the above duties have been discharged.
- Recognise the contribution the school can make to helping children keep safe through the teaching of self-protection skills and encouragement of responsible attitudes to adult life through the PSHE/citizenship curriculum
- Ensure that there are safe and effective recruitment policies and disciplinary procedures in place which adhere to The Education (Prohibition from Teaching or Working with Children) Regulations 2003, as amended
- Ensure an individual member of the Governing Body liaise with the DSL regarding child protection issues within the school and provides information and reports to the Governing Body. However, it is not usually appropriate for that person to take the lead in dealing with allegations of abuse made against the Headteacher. That is more properly the role of the Chair of Governors or the Vice Chair. Whether the Governing Body acts collectively or an individual member takes the lead, it is helpful if all members of governing bodies undertake training about child protection to ensure they have the knowledge and information needed to perform their functions and understand their responsibilities.



RECOGNISING SIGNS OF RADICALISATION AND EXTREMISM

Signs of vulnerability

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are number of signs that together increase the risk. Signs of vulnerability include:

- Underachievement
- Being in possession of extremist literature
- Poverty
- Social suspension
- Traumatic events
- Global or national events
- Religious conversion
- Change in behaviour
- Extremist influences
- Conflict with family over lifestyle
- Confused identify
- Victim or witness to race or hate crimes
- Rejection by peers, family, social groups or faith

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- Showing sympathy for extremist causes
- Glorifying violence, especially to other faiths or cultures
- Making remarks or comments about being at extremist events or rallies outside school
- Evidence of possessing illegal or extremist literature
- Advocating messages similar to illegal organisations or other extremist groups
- Out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- Secretive behaviour
- Online searches or sharing extremist messages or social profiles
- Intolerance of difference, including faith, culture, gender, race or sexuality
- Graffiti, art work or writing that displays extremist themes
- Attempts to impose extremist views or practices on others
- Verbalising anti-Western or anti-British views
- Advocating violence towards others