MANOR PRIMARY SCHOOL

MANOR MULTI ACADEMY TRUST

Safeguarding & Child Protection Policy

MANOR

MULTI ACADEMY TRUST

SEPTEMBER 1, 2021

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Appointed Personnel

Directors Committee Responsible:	**Leadership and Management**
Chair of Governors:	David Coles
CEO:	Anita Cliff
Headteacher:	Julie Mills
Safeguarding Director:	David Coles
Designated Safeguarding Lead:	Julie Mills
Deputy Designated Lead:	Ange Coles
Deputy Designated Lead:	Kully Kaur
Designated Teacher for Looked After Children:	Julie Mills
Virtual Headteacher:	Darren Martingale
E-Safety Officers:	Mike Brewerton & Joe Waterfield
Health & Safety Officer:	Julie Mills
Data Protection Officer:	Neil Beards

Contact Details

Katy Morgan Chair of Governors	dcoles@manormat.com 01902 556460
Anita Cliff CEO	ACliff@manorprimary.com 01902 556460
Julie Mills DSL	jmills@manorprimary.com 01902 556460
Ange Coles DDSL	acoles@manorprimary.com 01902 556460
Kully Kaur DDSL	kkaur@manorprimary.com 01902 556460
Virtual Head Darren Martindale	Darren.Martindale@wolverhampton.gov.uk 01902 556951
Data Protection Neil Beards	nbeards@manormat.com 01902 556460
Wolverhampton Safeguarding Partnership	MASH@wolverhampton.gov.uk 01902 55392 / 01902 552999 (Emergency Duty Team)
Police Prevent Lead	Deborah Smith Deborah.Smith@wolverhampton.gov.uk
Local Authority Prevent Lead	James Somers James.Somers@wolverhampton.gov.uk
Designated Officer (LADO) Including Whistleblowing	Kenny Edgar Kenny.Edgar@wolverhampton.gov.uk 01902 550477
Early Help Team	01902 551979
NSPCC	help@nspcc.org.uk 0121 200 4600

Department for Education hyperlinks:

- Keeping Children Safe in Education 2021
- Working Together to Safeguard Children 2018
- Information Sharing Guidance for Practitioners 2018
- Wolverhampton Safeguarding Partnership
- Departmental advice Sexual Violence and Sexual Harassment Between Children in Schools and Colleges 2021
- What to do if you are worried about a child being abused 2015

At Manor Primary School we are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment in line with the Department for Education (DfE) statutory guidance *Keeping Children Safe in Education* (2021) and *Working Together to Safeguard Children (2018).*

All stakeholders in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them. We will always act in the best interests of the child.

Safeguarding and Child Protection

"Safeguarding" is a wider all arching Rainbow. Safeguarding is Government agenda of keeping children safe – e.g. traffic calming measures outside schools, restricting sale of fireworks to under 16 year olds. **"**Child Protection" is a small segment of that rainbow. Child Protection is the process and framework that protects specific children.

In practice, Safeguarding is the policies and practices that schools and Governing Bodies employ to keep children safe and promote their well-being. Child Protection is a term used to describe the activity that is undertaken to protect specific children who are suffering or likely to suffer significant harm.

Safeguarding and promoting the welfare of children is defined by the DfE as:

- protecting children from maltreatment;
- preventing impairment of children's mental and physical health or development;
- Ensuring that children grow up in circumstances consistent with the provision of
- safe and effective care; and
- taking action to enable all children to have the best outcomes

Safeguarding

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families or carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all stakeholders should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

Safeguarding is:

- Protecting children from maltreatment
- Preventing impairment of children's mental and physical health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe & effective care
- Taking action to enable all children to have the best outcomes (*Working Together to Safeguard Children, 2018*)
- Providing a safe environment in which children can learn

All staff at Manor Primary School are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only the school's appropriately trained professionals (Educational Psychologist) should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of

developing one. We work closely with parents/carers to provide the best possible support for children and their families.

In order to properly safeguard children, we need a clear and accurate understanding of their life in school and away from it including; attendance records, contact details, fostering/care arrangements

COVID-19

Keeping Children Safe in Education (KCSIE) remains in force throughout the response to coronavirus (COVID-19).

Our school has followed the non-statutory interim guidance on safeguarding in schools, colleges and other providers during the coronavirus outbreak. This guidance has supported Manor Primary's governing body, senior leadership team and designated safeguarding leads to continue to have appropriate regard to KCSIE and in keeping our children safe.

The Three Safeguarding Partners

The designated safeguarding lead and any deputies should liaise with the three safeguarding partners

1. local authorities
2. chief officers of police, and
3. clinical commissioning groups).

All schools in Manor Multi-Academy Trust work together with relevant agencies (as they consider appropriate) to safeguard and protect the welfare of children in the area and work with other agencies in line with Working together to safeguard children.

Multi-agency working
Schools and Academies in Manor Multi-Academy Trust have a pivotal role to play in multi-agency safeguarding arrangements. Manor Board of Directors ensure that the schools in Manor MAT contribute to multi-agency working in line with statutory guidance Working Together to Safeguard Children.

New safeguarding partners and child death review partner arrangements are now in place. Locally, the three safeguarding partners (the local authority; a clinical commissioning group for an area within the local authority; and the chief officer of police for an area (any part of which falls within the local authority area) will make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of children, including identifying and responding to their needs.

The DSL and DDSL's at Manor Primary School has received full Level 3: Child Protection and Safeguarding Training; Safer Recruitment Training, Working Together from Wolverhampton's Safeguarding partners. All staff receive annual safeguarding training as well as regular internal training offered at each school in line with new legislation and government guidance.

- The designated safeguarding lead and any deputies liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children.
- NPCC- When to call the police should help designated safeguarding
- The school's safeguarding leads understand when they should consider calling the police and what to expect when

CONTACTING THE POLICE
In an emergency dial 999. This should be used if:
There is a danger to life or
Risk of serious injury or
A serious crime is in progress or about to happen.

For example:

- Assault
- Criminal damage
- Cyber crime
- Drugs
- Harassment
- Sexual offences

- Theft
- Weapons

Any member of staff witnessing such an incident should be empowered to dial 999 as they will be able to give the most accurate account of the incident.

When an incident occurs in which a crime has or may have been committed, the school will consider whether to involve the police. Many incidents can be dealt with and resolved internally. The school's behaviour policy contains guidance on how to deal with and record such incidents.

OPERATION ENCOMPASS

Operates in the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs.

Clinical commissioning groups are one of the three statutory safeguarding partners. NHS Health practitioners are in a strong position to identify welfare needs or safeguarding concerns regarding individual children and, where appropriate, provide support. This includes understanding risk factors, communicating and sharing information effectively with children and families, liaising with other organisations and agencies, assessing needs and capacity, responding to those needs and contributing to multi-agency assessments and reviews.

A wide range of health practitioners have a critical role to play in safeguarding and promoting the welfare of children including: GPs, primary care practitioners, paediatricians, nurses, health visitors, midwives, school nurses, allied health practitioners, those working in maternity, child and adolescent mental health, youth custody establishments, adult mental health, sexual, alcohol and drug services for both adults and children, unscheduled and emergency care settings, highly specialised services and secondary and tertiary care.

The children of Manor Primary School receive regular health checks and visits by the school nurse to ensure their development is supported. The school nurse will also attend various meetings to support children and families, including: Early Help Assessments and Child Protection Conferences and Core Group meetings. The school holds half termly meetings with the school nurse to discuss the development and welfare of the children. The will also contact the school nurse regarding non-urgent medical inquiries.

Multi-Agency Safeguarding Referral Hub (MASH)

Everyone has a responsibility for the protection of children and there is a duty placed on all those working with children and families to report concerns. This is not a matter for individual choice. All schools must have clear in-house procedures which describe what should happen if anyone has concerns for the welfare of a child and all staff must abide by those procedures.

The Multi Agency Safeguarding Hub (MASH) – full contact details on above - is the single point of contact for all early help and safeguarding concerns regarding children and young people in Wolverhampton. It brings together expert professionals, from a range of services that have contact with children, young people and families, making the best possible use of their combined knowledge and information to meet children's needs and keep them safe from harm.

MASH:

- Is a 'front door' to manage early help and safeguarding referrals;
- Provides a secure and confidential environment for professionals to share information;
- Enables early identification of potential safeguarding concerns and facilitates access to timely and effective interventions;
- Prioritises referrals using Red, Amber & Green (RAG) rating;

- Makes sure that cases that don't meet the Threshold for Children's Social Care are picked up by other agencies as Early Help or other appropriate support;
- Where necessary, activates 'immediate response' social work services to provide protection for a child or young person(s).

When a referral is made to MASH - Early Help and Social Care staff in the MASH will carry out a range of information checks to see what if any additional information there is in partners' files to ensure the best possible picture of the family is used to inform decisions about keeping children safe and the sort of help and support the family might need, including children with: health conditions, a mental health need, a family member in prison or affected by parental offending, a risk of honour-based abuse such as female genital mutilation (FGM) or forced marriage, and persistent absence from education (including absences for part of the day).

Once a telephone referral is made, the DSL/DDSL (or staff/student/volunteer) making the referral must fill out and return a completed **MULTI-AGENCY REFERRAL FORM (MARF)** to the MASH within 24 hours. The completed form should then be sent to:

- MASH@wolverhampton.gov.uk or
- MASH@wolverhampton.gcsx.gov.uk (secure email) or
- posted to: The Multi-Agency Safeguarding Referral Hub (MASH), Civic Centre, St Peters Square, Wolverhampton, WV1 1RT.

The better the information you put on the MARF, the more likely it is that the staff in the MASH will be able to make an accurate, safe and swift decision about how best to manage any risks and help both the child (ren) and their family. The written referral should be acknowledged by the MASH within three working days of receipt of the initial contact indicating the actions to be taken.

Children Missing in Education (CME)

All professionals working with children, as well as the wider community can help by remaining vigilant to children's safety. The law states every child should be receiving an education, and we stand a better chance of ensuring a child's safety if we know where and how they are receiving this. The Education and Inspections Act 2006 places a duty on local authorities in England and Wales to make arrangements to identify children and young people of compulsory school age missing education in their area; we work closely to ensure we put appropriate safeguarding responses in place for children who go missing from education.

A child going missing, particularly repeatedly, can be a vital warning sign of a range of safeguarding risks, including abuse and neglect, which may include sexual abuse or exploitation; child criminal exploitation; mental health problems; substance abuse and other issues. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of them going missing in future.

Our school will hold **two or more** emergency contact numbers for each pupil. It is good practice to give our school additional options to contact a responsible adult when a child missing education, is also identified as a welfare and/or safeguarding concern.

The school will notify the Local Authority of any pupil/student who fails to attend school regularly after making reasonable enquiries or has been absent without the school's permission for a continuous period of 10 days or more. The school (regardless of designation) will also notify the Local Authority of any pupil/student who is to be deleted from the admission register because s/he:

- Has been taken out of school by their parents and is being educated outside the school system (e.g. elective home education).
- Has ceased to attend school and no longer lives within a reasonable distance of the school at which s/he is registered (moved within the city, within the country or moved abroad but failed to notify the school of the change).
- Displaced because of a crisis e.g. domestic violence or homelessness.
- Has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither s/he nor his/her parent has

indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- Is in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe that s/he will return to the school at the end of that period; or
- Has been permanently excluded.

Our school will demonstrate that we have taken reasonable enquiries to ascertain the whereabouts of children that would be considered 'missing'

Child Missing from Home or Care

There are strong links between children involved in criminal and sexual exploitation and other behaviours such as running away from home, care or school, bullying, self-harm, teenage pregnancy, truancy, and substance misuse.

In addition, some children are particularly vulnerable, for example, children with special needs, those in residential or foster care, those leaving care, migrant children, particularly those who are unaccompanied, those forced into marriage, those involved in gangs and unaccompanied asylum-seeking children.
Most children who go missing are not in care and go missing from their family home. However, children who are looked after are much more likely to run away than those who live at home, and over 50% of young people in care have run away at some point.

Guidance document
- Children who run away or go missing from home or care

Emergency Contacts for Children

- At Manor Primary School parents/carers are required to provide more available emergency contacts for children. Keeping Children Safe in Education (2021) says that schools should have at least two emergency contacts for every child in the school in case of emergencies, and in case there are welfare concerns at the home.
- We monitor attendance carefully and address poor or irregular attendance without delay.
- In accordance with the guidance in Keeping Children Safe in Education the school has:
  - professionals who follow procedures when children do not attend regularly
  - appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions)
  - staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
  - procedures to inform the Local Authority when pupils are taken off-roll for:
    a. leaving the school to be home educated
    b. moving away from the school's location
    c. remaining medically unfit beyond compulsory school age
    d. being in custody for four months or more (and will not return to school afterwards); or
    e. are permanently excluded

If a child goes missing in the school building during the hours of the school day then the DSL must be informed immediately as well as the office manager. All parties will follow the necessary administration procedures via SIMS to check the child's whereabouts then begin a full search of the building. In the event that a child cannot be located then the parents and police must be informed as well as a referral to MASH completed.

Alternative Provisions e.g. Foster Care

- At Manor Primary School we are responsible for the safeguarding of pupils when they're placed in an alternative provision. We obtain a written statement from the provider that they have completed all the vetting and barring checks (enhanced DBS) that are necessary. We maintain in weekly contact with alternative providers, family and pupil.
- 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.

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.

Bail Conditions and Children with Family Members in Prison

It is unlikely that a child will be on police bail with conditions attached, so it is essential that when there is a criminal investigation that there is joined up working between the school, children's social care and the police so that the victim, alleged perpetrator and other children involved are supported.

- Managing any delays in the criminal process
- There may be delays in any criminal case but we should not wait for the outcome before protecting the victim, alleged perpetrator and other children in the school

Regardless of whether a child is convicted of a crime or not, all the children involved should be protected.

National Information Centre on Children of Offenders (NICCO) Supporting all professionals to work with offenders' children and their families www.nicco.org.uk

Curriculum

- One concept that permeates KCSiE is by Dr. Firmin at the University of Bedfordshire on safeguarding adolescents, particularly in their social settings beyond school. Her research is about informing policy and practise. The research shows how important it is that the assessments of children take into account all of their social sphere, not only that at school. More information can be found on the Contextual Safeguarding Network's website: https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding.
- Safeguarding is taught throughout the curriculum at Manor Primary School. British Values, Science, PHSE, RE, SMSC, Aspects of English, RE, PE, ICT, Geography, History.
- Our curriculum includes opportunities to discuss feelings and emotions, and helps our children to think about their own personal safety and their rights as individuals to be kept safe from harm.
- We teach our children about the uses and misuses of drugs, including legal highs, at an age appropriate time and level.
- Our Relationships Sex Education (RSE) teaches our children about keeping themselves safe from harm, at an age appropriate level.
- Our curriculum teaching children about radicalization and how to recognize they are being

negatively influenced by external groups with bias views
- We have clear guidance to help children to use the internet (including social media) safely and have appropriate filters in place to prevent pupils accessing inappropriate materials.
- Our policies and agreed practices for child protection, health and safety, behaviour management, attendance and looked after children all comply with the recommendations for safeguarding children at school.

Online Safety

The use of technology has become a significant component of many safeguarding issues. Child Criminal Exploitation, Child Sexual Exploitation, radicalisation, sexual predation, and technology often provides the platform that facilitates harm.

At Manor Primary School we realise that it is essential for our children to be safeguarded from potentially harmful and inappropriate online material. We have an effective whole school/college approach to online safety which empowers us to protect and educate pupils, students, and staff in their use of technology and establishes mechanisms for us to identify, intervene in, and escalate any concerns where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- **Content**: being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism.
- **Contact**: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- **Conduct**: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
- **Commerce**: risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (https://apwg.org/).

We ensure that online safety is a running and interrelated theme whilst devising and implementing policies and procedures. We consider online safety in other relevant policies, when planning curriculum, teacher training, the role and responsibilities of the DSL and parental engagement. We have filters and monitoring systems in place, and these are regulated, and risk assessed as part of the prevent duty.

We have an online safety policy which identifies the usage and expected behaviour of children/students. As a school we appreciate the value of technology and that appropriate filters are in place, yet this does not lead to unreasonable restrictions which would limit online teaching and safeguarding.

Education at home/Remote learning: - Where children are being asked to learn online at home, our school will refer to and use the links and resources provided by the DfE; Safeguarding in schools, colleges and other providers and Safeguarding in remote education.

Guidance Documents:

- Children's Commissioner-Online Safety
- Teaching online safety in education settings
- Appropriate Filtering and Monitoring
- CEOP-Safety Centre
- National Cyber Security Centre
- NSPCC-Undertaking remote teaching safely
- PHSE-Advice on addressing coronavirus (COVID-19)
- 360 Degree Safe - Online Safety Review Tool
- UKCCIS-UK Council for Child Internet Safety

EDUCATIONAL RESOURCES TO SUPPORT CHILDREN, STAFF AND FAMILIES:

- Be Internet Legends developed by Parent Zone and Google is a free internet safety curriculum with PSHE accredited lesson plans and teaching resources for Key Stage 2 pupils
- Disrespectnobody is Home Office advice and includes resources on healthy relationships, including sexting and pornography
- Education for a connected world framework from the UK Council for Internet Safety supports the

development of the curriculum and is of particular relevance to RSHE education and Computing. It is designed, however, to be usable across the curriculum and beyond (covering early years through to age 18) and to be central to a whole school or college approach to safeguarding and online safety.

- PSHE association provides guidance to schools on developing their PSHE curriculum
- Teaching online safety in school is departmental guidance outlining how schools can ensure their pupils understand how to stay safe and behave online as part of existing curriculum requirements
- Thinkuknow is the National Crime Agency/CEOPs education programme with age specific resources
- UK Safer Internet Centre developed guidance and resources that can help with the teaching of the online safety component of the Computing Curriculum.

Education at home

Where children are being asked to learn online at home, Manor Primary School follows the DfE's advice to support schools and colleges do so safely: safeguarding in schools colleges and other providers and safeguarding and remote education.

To keep children safe during remote learning, parents/carers will be aware of:

- Specific sites their children will be asked to use by Manor Primary School
- The Manor Primary staff their child will interact with

Reporting concerns

Any online safeguarding concerns should be raised initially with the school's Online Safety Officer who will investigate the concerns with the DSL.

Harmful or upsetting content

Manor Primary School is supported by:

- reporting harmful online content to the UK Safer Internet Centre
- getting government advice and trusted resources from Educate Against Hate on safeguarding from radicalisation, building resilience to extremism, and promoting shared values

Bullying or abuse online

The school is able to:

- get advice on reporting online abuse from the National Crime Agency's Child Exploitation and Online Protection command
- get advice and support from Anti-Bullying Alliance for children who are being bullied

Manor Primary also uses Tootoot to provide a confidential route for pupils to report bullying or abuse.
Our staff access the free Professionals Online Safety Helpline which supports the online safeguarding of both children and professionals (Call 0344 381 4772 or email helpline@saferinternet.org.uk. The helpline is open from Monday to Friday from 10am to 4pm).

Communicating with parents, carers and pupils

It is our aim to maintain professional practice as much as possible. When communicating online with parents and pupils, we:

- communicate within school hours as much as possible (or hours agreed with the school to suit the needs of staff)
- communicate through the school channels approved by the senior leadership team
- use school email accounts (not personal ones)
- use school devices over personal devices wherever possible
- advise teachers not to share personal information

Virtual lessons and live streaming

Manor Primary School has followed the advice of the National Cyber Security Centre (NCSC) on our remote education offer to children. In addition, guidance from the UK Safer Internet Centre on safe remote learning includes detailed advice on live, online teaching, and the safeguarding guidance from London grid for learning (LGfL) has provided the school with platform-specific advice.

Teaching from home is different to teaching in the classroom. Teachers should try to find a quiet or private room or area to talk to pupils, parents or carers. When broadcasting a lesson or making a recording, consider what will be in the background.

Further information can be found in our Remote Learning policy and procedures.

Providing pastoral care remotely
Helping parents, carers and pupils to make a weekly plan or structure that includes time for education, playing and relaxing is important to reduce stress and anxiety for families. As set out in Public Health England's guidance for parents and carers, routine can give children and young people an increased feeling of safety in the context of uncertainty.

At Manor Primary School we consider whether one-to-one sessions could be appropriate in some circumstances. For example, to provide pastoral care or provide support for pupils with special educational needs and disabilities (SEND). This may be conducted through Microsoft Teams a trusted professional platform.

Virtual meetings should be discussed and approved by the senior leadership team to assess any risks. There may be helpful solutions, such as including a parent or additional staff member in the call.

Personal data and GDPR
Manor Primary School follows the guidance outlined in the data protection: toolkit for schools when managing personal data and may need to consider:

- taking care not to share contact details when emailing multiple people
- being careful when sharing usernames and other personal data for access to online resources
- providing access to school data systems safely

Health & Safety

Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment and when away from the school e.g. internet use and when undertaking school trips and visits.

Child Protection

Child Protection is how we can help children who have been harmed or are at risk of significant harm. This policy includes the *Child Protection Policy* as well as links to other policies that protect children.

Child protection is the protection of children from violence, exploitation, abuse and neglect. Article 19 of the *UN Convention on the Rights of the Child* provides for the protection of children in and out of the home (health, education, emotional behavioural development, identity, family and social relationships, social presentation, self-care skills)

This policy has been developed in accordance with the principles established by the *Children Acts (1989) and (2004)*; the *Education Act (2002)*, and in line with government publications: *Working Together to Safeguard Children (2018)*, *What to do if You are Worried a Child is Being Abused (2015)*. The guidance reflects, *Keeping Children Safe in Education (2021)*.

The Board of Directors takes seriously its responsibility under section 175 of the *Education Act (2002)* to safeguard and promote the welfare of children; and to work together with other agencies and safeguarding partners to ensure adequate arrangements within our school to identify, assess, and support those children who are, or may be, suffering harm.

We recognise that all stakeholders, including temporary staff, students, volunteers and our Directors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.

All staff believe that our school should provide a caring, nurturing, safe and stimulating environment that promotes the personal, social, health, economic and moral development of the individual child.

The 'One Chance' rule

Manor Primary School use the 'One Chance' rule for all Safeguarding. It is essential that schools take action without unnecessary delay.

Aims of this Policy

- To support the child's development in ways that will endorse security, safety, confidence and independence.
- To provide an environment in which children and young people feel safe, secure, valued, respected, confident and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
- To raise the awareness of all stakeholders of the need to safeguard and protect children and of their responsibilities in identifying and reporting possible cases of abuse (Reference Appendices 1 and 2, KCSiE 2021)
- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.
- To emphasise the need for good levels of communication between all members of staff.
- To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- To develop and promote effective working relationships with other agencies within the Safeguarding Partnership, especially the chief officer of Police and clinical commissioning group for the Local Authority.
- To ensure that all staff, students and volunteers working within our school have been checked based on their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to guidance), and a central record is kept for audit. All Directors undertake 128 checks for disqualification requirements.
- To ensure all children are aware of their responsibility in reporting any concerns to an adult or the designated safeguarding leads in school.

Prevention

We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive families and an ethos of protection.

The school community will therefore:

- Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to in our open culture.
- Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, asking children to report whether they have had happy/sad lunchtimes/playtimes.
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Include safeguarding across the curriculum (see below) including PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying work, e-safety, road safety, pedestrian and cycle training. Also focused work in Year 6 to prepare for transition to secondary school and more personal safety/independent travel.
- Ensure all staff, students and volunteers are aware of school guidance for their use of mobile technology and have discussed and understood safeguarding issues around the use of mobile technologies and their Associated risks ('*Sexting in School and Colleges'*, DfE).
- Reassure victims that they are being taken seriously and that they will be supported and kept

safe. They shouldn't be given the impression they are creating a problem or made to feel ashamed for making a report
- Know the indicators of abuse and neglect for specific safeguarding issues such as child criminal exploitation and child sexual exploitation
- Be vigilant as multiple safeguarding issues will overlap with one another
- Be aware of the risk factors that increase the likelihood of involvement in serious violence
- Be aware that technology is a significant component in many safeguarding and wellbeing issues, and that children are at risk of online abuse (as well as face to face)
- Be aware that children can abuse their peers online through:
- Abusive, harassing, and misogynistic messages
- Non-consensual sharing of indecent nude and semi-nude images and/or videos, especially around chat groups
- Sharing of abusive images and pornography, to those who don't want to receive such content
- Recognise the indicators of peer-on-peer abuse, know how to identify it and respond to reports
- Recognise that peer-on-peer abuse may be taking place, even if not reported
- Understand their role in preventing it and responding to it if they believe a child may be at risk
- Understand the importance of challenging inappropriate behaviours between peers. If they don't, it can create an unsafe environment and lead to a culture that normalises abuse
- Abuse can take place inside and outside of school or online

Reporting Concerns and Making Referrals

All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.

Any discussion about a child's welfare should be recorded in writing, including a note of the date and who took part in the discussion. At the close of a discussion, there should be clear and explicit agreement about who will be taking what action, or that no further action will be taken. This agreement should also be recorded in writing.

Such discussion should never delay emergency action to protect a child. Anyone believing that a child is suffering or is at risk of suffering significant harm must make a referral to the DSL as soon as possible. **Under no circumstances should any essential emergency action to safeguard a child or urgent medical treatment be delayed** (see *Making a Referral* section below).

Anyone who has concerns about a child's welfare should make a referral to the Designated Safeguarding Lead (DSL) and **should do so immediately** if there is a concern that the child is suffering significant harm or is likely to do so. Staff, Students and Volunteers who make a referral must always follow up their concerns with a *Concern Form* (located in the staff room) as soon as possible after making the referral. If they are not satisfied with the response from the DSL they should follow it up with them.
Please see flowchart (Appendix 1)
In the absence of the DSL staff/students/volunteers should make the referral to the Designated Safeguarding Lead (DDSL). Staff/students/volunteers must make all reasonable efforts to contact the DSL and/or DDSL – even when they are offsite without delay. If they are unable to make contact, they should make the referral to a senior member of staff. Please see below for referrals about the DSL.

Where available, the following information should be provided with the referral (but absence of information must not delay referral). Where a Common Assessment has begun or been completed, this information may already have been recorded:
- Full names, date of birth and gender of the child or children;
- Family address;
- Identity of those with Parental Responsibility;
- Names and date of birth of all household members;
- Ethnicity, first language and religion of the children and parents/carers;
- Any need for an interpreter, signer or other communication aid;
- Any special needs of the child or children;

- Any significant/important recent or historical events/incidents in the child or family's life;
- Cause for concern including details of any allegations, their sources, timing and location;
- Child's current location and emotional and physical condition;
- Referrer's relationship and knowledge of child and parents/carers;
- Known current or previous involvement of other agencies/professionals;
- Information regarding parental knowledge of, and agreement to, the referral.

The Early Help Assessment form is not a referral form although it may be used to support a referral or a specialist assessment. The Multi-agency referral form is the form that should be used for all referrals to Children Social Care.

Referrers should be asked specifically if they hold any information about difficulties being experienced by the family/household due to domestic abuse, mental illness, substance misuse, and/or learning difficulties.
Normally a referral should be made only with the knowledge and informed consent of at least one person holding Parental Responsibility (a parent) and the young person (if appropriate). However, in some child protection cases seeking parental consent to a referral may increase the risk of Significant Harm to the child and/or prejudice any police investigation. For example:

- Where Sexual Abuse is suspected or disclosed;
- Where Fabricated or Induced Illness is suspected;
- Where there are fears for the safety of a child, or others when informing parents, carers or others;
- Where it is not possible to contact the person whose consent is required immediately and prompt action is required to establish or ensure the child's safety.

In these cases, a referral may be made without consent. Any decision not to seek parental agreement should only be made in exceptional circumstances; the decision should be recorded on the agency file with the reasons for such a decision.

Some members of the public may wish to give their information in confidence or to remain anonymous when making a referral. The person receiving the referral should acknowledge this wish but should also explain to the referrer:

- The duties and responsibilities of the Children & Young People's Service in responding to allegations of child abuse;
- The welfare of the child is paramount and that, although their details will not be disclosed, the information they provide will be disclosed and their anonymity cannot be guaranteed.

MASH will check the information held on the current Departmental Information Systems to establish whether:

- Carry out a range of information checks to see what if any additional information there is in partners' files to ensure the best possible picture of the family is used to inform decisions about keeping children safe and the sort of help and support the family might need;
- The child/ren are or have been subject to a Child Protection Plan;
- There have been any previous referrals in respect of the child/ren or Adults;
- There is an adult known to pose a risk of harm to children in the household;
- The child/ren or adults are connected to other families known to the Directorate or partner agencies;
- Any of the adults work within a child care setting.

The MASH Team, in consultation with the referrer and other agencies as necessary, will make a decision about the immediate safety of the child/ren and decide on the action to be taken in response to the referral. This decision should be made and recorded within one working day of receipt of the referral. The MASH is responsible for ensuring that the family (provided this does not increase any risk to the child) are informed of the outcome of the referral. This will be done as soon as possible and, in all cases, within a maximum of 7 working days.

Action after a Referral

The actions which may be taken in response to a referral are:

- No further action is taken;
- Provision of information and advice;
- Referral or signposting to other agencies;
- Single Assessment.

If the referrer has not received an acknowledgement within three working days, they should contact the MASH again.

Indicators of Abuse

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
- Extra-familial harms to include sexual abuse and county lines

The factors described in the section above are frequently found in cases of child abuse. Their presence alone 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 MASH/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)/carers
- 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
- Fabricate injuries or illnesses
- Use distractive techniques to avoid identification of abuse
- Manipulate parties to protect themselves

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

"Toxic Trio"

The combination of domestic violence, substance misuse and parental mental ill-health is often referred to as the "Toxic Trio". A research report in 2012 highlighted that, of the serious case reviews used in the study, 86% included one or more of the toxic trio.
(Research report DFE-RR226: conducted by The University of East Anglia and University of Warwick)

Domestic Violence
In April 2021, the Domestic Abuse Act 2021 received Royal Assent and introduced a statutory definition for the first time. The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:

(a) physical or sexual abuse;
(b) violent or threatening behaviour;
(c) controlling or coercive behaviour;
(d) economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and
(e) psychological, emotional or other abuse.

People are 'personally connected' when they are, or have been married to each other or civil partners; or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.
The definition of Domestic Abuse applies to children if they see or hear, or experience the effects of, the abuse; and they are related to the abusive person.

(The definition can be found here: https://www.legislation.gov.uk/ukpga/2021/17/part/1/enacted)

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

The National Domestic Abuse helpline can be called free of charge and in confidence, 24 hours a day on 0808 2000 247.

Children in Need

A child in need is defined under the *Children Act (1989)* as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled.

Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the *Children Act (1989)*.

Physical Abuse

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
- Online abuse which facilitates, threatens and/or encourages physical abuse

Bruising

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

- Any bruising to a pre-crawling or pre-walking baby
- 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/finger 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 also 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 3cm 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 for example:

- 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.

Peer on Peer Abuse

Peer on peer abuse (including Child on Child Sexual Violence and Sexual Harassment)

All staff at Manor Primary School have the knowledge and awareness that children can and sometimes do abuse other children (often referred to as peer on peer abuse).

We have a specific and separate Peer on Peer Abuse Policy which includes Sexual Violence and Sexual Harassment between children, as well as an anti-bullying and behaviour policy to guide, inform and support children, staff and parents/carers.

Peer on peer abuse including sexual violence and sexual harassment can occur between two children of any age and sex. It can occur with a single child or group of children. This can happen both inside and outside of our setting including online.

Children who are victims of peer on peer abuse including sexual violence and sexual harassment will find the experience stressful and distressing. This is likely to have an adverse effect their educational attainment. This type of abuse can exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable.

All staff at Manor Primary School recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports of it. They understand the importance of the timely challenge of inappropriate behaviours between peers, many listed below, that are abusive in nature. They are aware of the importance of: -

- Making clear that peer on peer abuse including sexual violence and sexual harassment is not acceptable and that that we have a zero-tolerance approach.
- Not dismissing peer on per abuse (incl 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 physical and sexual assaults e.g. grabbing bottoms, breasts, and genitalia, flicking bras and the lifting up of skirts.

All staff know that if we do not challenge and support our children that this will lead to a **culture** of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

At Manor Primary School we strive for a culture where children feel safe to speak to staff about their experiences. We know that the initial response to a report from a child is vitally important. We do not want to miss that opportunity and so we reassure victims that their reports are being taken seriously and that they will be supported and kept safe. We never give victims the impression that they are creating a problem by reporting sexual violence or sexual harassment. We reassure victims that they should not feel ashamed for making a report.

We have well promoted and easily understood systems in place so that our children feel confident to knowing their concerns will be treated seriously.

All victims are taken seriously and offered appropriate support. Staff are aware of the groups that are potentially more at risk as evidence shows that girls, children with SEND and LGBT children are at greater risk. The DfE states ‘peer on peer abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures.

Victims of peer on peer abuse will be supported by the school's pastoral system and referred to specialist agencies if appropriate. Risk assessment and/or safety planning are an integral part of this support plan, particularly regarding the post incident management.

All staff understand, that even if there are no reports in our setting, this does not mean that it is not happening, it may be the case that it is just not being reported. As such it is important that if staff at Manor Primary School have any concerns regarding peer on peer abuse, they speak to their Designated Safeguarding Lead (DSL) or deputy (DDSL). Our staff will not develop high thresholds before acting.

Peer on peer abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying).
- abuse in intimate personal relationships between peers.
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse).
- sexual violence such as rape, assault by penetration and sexual assault and may include an online element which facilitates, threatens and/or encourages sexual violence. Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- sexual harassment such as sexual comments, remarks about clothes and/or appearance, jokes, taunting and online sexual harassment. This also includes the telling of sexual stories, making lewd comments and calling someone sexual names and physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature; and online sexual harassment.
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery) Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal- whilst non-consensual is illegal and abusive.
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

All staff are clear as to the school's or college's policy and procedures with regards to peer on peer abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

If staff have a concern about a child or a child makes a report to them, they will follow the safeguarding referral process. 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). Schools behaviour policy will support any sanctions.

The DfE states 'peer on peer abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures.
Guidance Documents:

- Staffsscb-Responding to Sexting Guidance
- Disrespect NoBody
- CEOP-Safety centre
- UKCIS Guidance: Sharing Nudes and Semi-Nudes

- Sexual violence and sexual harassment between children in schools and colleges (publishing.service.gov.uk)
- Review of sexual abuse in schools and colleges - GOV.UK (www.gov.uk)
- Searching, screening and confiscation (publishing.service.gov.uk)
- Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK (www.gov.uk)

Racist Incidents
Our guidance on racist incidents is set out separately in our *Equality & Diversity Policy* and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents.

Anti-bullying
Our school policy on anti-bullying is set out in the school's *Anti-Bullying Policy* and acknowledges different types of bullying e.g. cyber, racist, homophobic and gender related bullying.
At Manor Primary we will support the victims of peer on peer abuse with internal/external professionals, continuous reflective practice linked to our values, offering a broad and balanced the curriculum (PSHCE/RE/SMSC), regular parental consultation events, the NSPCC.

Recording Bullying Incidents
We keep a record of known bullying incidents on an electronic tracking system (SIMS).

All staff are aware that children with SEND and/or perceived differences are more susceptible to being bullied/victims of child abuse. We keep records of all bullying incidents and have a school motto for supporting children with their online safety 'Zip It, Block It, Flag It'.

Sexual violence and/or sexual harassment
Sexual violence and sexual harassment is not acceptable and will not be tolerated. Sexual violence includes online abuse which facilitates, threatens and/or encourages sexual violence. Including causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party

As always, all staff should act in the best interests of the child. Things to consider following a report of sexual violence and/or sexual harassment:
- the wishes of the victim in terms of how they want to proceed
- the nature of the alleged incident
- the ages of the children involved
- the development stages of the children involved
- any power imbalance between the children
- is the incident a one-off or a sustained pattern of abuse
- are there ongoing risks to the victim, other children, school or college staff
- contextual safeguarding issues

Risk and needs assessments should be recorded and kept under review.

The designated safeguarding lead (or deputy) should ensure they are engaging with children's social care and specialist services as required.

Four scenarios to consider when managing any reports of sexual violence and/or sexual harassment.
1. Manage internally – the school manages incidents
2. Early help – multi-agency early help
3. Referrals to children's social care
4. Reporting to the police – in parallel to children's social care

Sexting
In cases of 'sexting' we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in August 2016: '*Sexting in schools and colleges, responding to incidents,*

and safeguarding young people'. 'sexting' refers specifically to the consensual and non-consensual sharing of nude and semi-nude images and/or videos

Upskirting
The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. Upskirting' 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 child's wishes
Where there is a safeguarding concern, school leaders will ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place for children to express their views and give feedback. Ultimately, all systems and processes will operate with the best interests of the child at their heart.

Ongoing response for the victim
- Appropriate support should be available on an ongoing basis to the victim. The school will consider safeguarding issues around the victim and alleged perpetrator sharing classes and sharing space at school or college.

Safeguarding and supporting the alleged perpetrator
- The school will manage the balance between supporting the victim and ensuring the alleged perpetrator has an education and safeguarding support themselves

Further information can be found here: Sexual violence and sexual harassment between children in schools and colleges 2018

Emotional 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 and children who suffer other kinds of abuse are likely to suffer emotional abuse.

The indicators of emotional abuse are often also associated with other forms of abuse. They include:
- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not 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 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. Children may not even be aware that that what they are subject to is considered abuse. There may be no physical signs and indications are likely to be emotional/behavioural.

Behavioural Indicators

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)

Physical indicators

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, inappropriate 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.

Sexual Abuse 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.

Child criminal exploitation (CCE) and child sexual exploitation (CSE)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity.

The Department for Education defines child sexual exploitation as follows:
"Child sexual exploitation (CSE) is a form of child abuse. It occurs where anyone under the age of 18 is persuaded, coerced or forced into sexual activity in exchange for, amongst other things, money, drugs/alcohol, gifts, affection or status. Consent is irrelevant, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and may occur online."

In February 2017 the government has provided the following definition of child sexual exploitation:
"Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. More information include definitions and indicators are included in Annex A."

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

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of

compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. More information include definitions and indicators are included in Annex A.

CSE is a form of child sexual abuse and can include:

- including physical contact and non-contact activities
- children may not realise they've been exploited (e.g. they believe they're in a romantic relationship)
- vehicle crime and threatening/committing serious violence (previous examples located in annex B)
- children may become trapped as they or their families may be threatened with violence and they may be coerced or entrapped into debt or into carrying weapons. They may carry weapons as a form of protection
- children involved in criminal exploitation need to be treated as victims themselves (particularly older children), even though they may commit crimes themselves
- girls are at risk of criminal exploitation too, even though their experience may be different

Mental Health
All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Manor Multi-Academy Trust has employed an Educational Psychologist who can diagnose a mental health problem. Staff also receive annual mental health training and are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following this child protection policy and speaking to the designated safeguarding lead or a deputy.

The department has published advice and guidance on Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools. In addition, Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people including its guidance Promoting children and young people's emotional health and wellbeing. Its resources include social media, forming positive relationships, smoking and alcohol. See 'Rise Above' for links to all materials and lesson plans.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to **observe** children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
Where children have suffered abuse and neglect, or other potentially traumatic Adverse Childhood Experiences (ACE), this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education.
Guidance and helpful documents: -

- Addressing Trauma and Adversity
- Mental Health and Behaviour in Schools Guidance.
- Preventing and tackling bullying
- PHE Rise Above for Schools programme.
- Every Interaction Matters
- Education recovery
- MIND-Parenting Capacity and Mental Health

- NSPCC-Mental Health and Parenting
- SSCB-Children & Young People who Self Harm or Disclose an Intent to Die by Suicide

Staff Support
We recognise the stressful and traumatic nature of safeguarding and child protection work. We will support staff by providing an opportunity to talk through their anxieties with the DSL and to signpost and seek further support as appropriate.

Regular supervision will be offered to the Lead DSL within school, at least half-termly and may be extended to other members of staff, as deemed appropriate by the school.

Use of Reasonable Force
There are circumstances when it is appropriate for staff in school to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involves a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury.

'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. Departmental advice for schools is available here

When using reasonable force in response to risks presented by incidents involving children including any with SEN or disabilities, or with medical conditions, staff should consider the risks carefully.

By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children and agreeing them with parents and carers, we will reduce the occurrence of challenging behaviour and the need to use reasonable force.

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 (including 16 and 17 year olds who can legally consent to have sex)
- 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.
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence
- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media)
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse

Recognising Child Sexual Exploitation
Indicators of child sexual exploitation may include:

- Receiving gifts or gifts from unknown sources e.g. money, clothes, mobile phones, etc. without plausible explanation and having unaffordable expensive habits (alcohol, drugs)
- Changes in appearance
- Gang-association and/or isolation from peers/social networks
- Exclusion 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) and/or having multiple mobile phones and worrying about losing contact via mobile
- Frequenting areas known for sex work and/or hotels or other unusual locations to meet friends
- Concerning use of internet or other social media
- Increasing secretiveness around behaviours
- Self-harm or significant changes in emotional well-being
- in girls, repeat pregnancy, abortions, miscarriage
- 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, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual) e.g. 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
- injuries from physical assault, physical restraint, sexual assault

Potential Vulnerabilities

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that:

a. not all children with these indicators will be exploited
b. 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)*

Fabricated or Induced Illness (FII)

Fabricated or Induced Illness is a condition whereby a child suffers harm through the deliberate action of their carer, and which is attributed by the adult to another cause.
There may be several explanations for these circumstances, and each requires careful consideration and review. Concerns about a child's health should be discussed with a health professional who is involved with the child.
Guidance Documents:

- **Safeguarding children in whom illness is fabricated or induced**
- **Staffsscb-Fabricated or induced Illness Guidance**

Homelessness
Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority, so they can raise/progress concerns at the earliest opportunity.

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

Our staff will consider homelessness in the context of children who live with their families, and intervention will be on that basis. However, it is also recognised that in some cases 16- and 17-year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and they will require a different level of intervention and support.

Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances.

Neglect

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

Prevent - Extremism and Radicalisation

As part of the *Counter Terrorism and Security Act (2015)*, schools have a duty to 'prevent people being drawn into extremism and radicalisation – which can lead to terrorism. This has become known as the 'Prevent Duty'.

"Radicalisation" is the process by which a person comes to support terrorism and forms of extremism leading to terrorism. During that process it is possible to intervene to prevent vulnerable people being drawn into terrorist-related activity.

"Extremism" is 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.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

- Prevent awareness e-learning offers an introduction to the Prevent duty.
- Prevent referrals e-learning supports staff to make Prevent referrals that are robust, informed and with good intention.
- For advice specific to further education, the Education and Training Foundation (ETF) hosts the Prevent for FE and Training.

Potential Vulnerabilities

Extremists often target the vulnerable, including the young, by seeking to sow divisions between communities on the basis of race, faith or denomination; justifying discrimination towards women and girls; seeking to persuade others that minorities are inferior; or arguing against the primacy of democracy and the rule of law in our society.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalised, they should discuss this with the Designated Safeguarding Lead.

The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.
Recognising Extremism and Radicalisation

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

All staff at Manor Primary School have received Prevent Training.

As a result we assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. We have clear procedures in place for protecting children at risk of radicalisation.

The Prevent duty builds on existing local partnership arrangements. For example, our Directors ensure that their safeguarding arrangements take into account the policies and procedures of Local Safeguarding Partners.

The Prevent training and guidance from DfE has equipped staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. As a school we are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, we ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation. We also ensure all staff hake received prevent training.

We ensure that children are safe from terrorist and extremist material when accessing the internet in schools. We ensure that suitable filtering is in place. We also ensure that we teach pupils about online safety more generally.

Educate Against Hate, is a government website designed to support school teachers and leaders to help them safeguard their students from radicalisation and extremism. The platform provides free information and resources to help school staff identify and address the risks, as well as build resilience to radicalisation.

Channel

We are aware that it is appropriate to make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for us as a schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

- Channel awareness e-learning is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel.

Honour Based Abuse (HBA)

Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take.

So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such.

Where staff are concerned that a child might be at risk of HBA, they must contact the Designated Safeguarding Lead as a matter of urgency.

Female Genital Mutilation (FGM)

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

- FGM is usually carried out on young girls between infancy and the age of 15, most commonly before puberty starts. According to UNICEF in half the countries, half the girls were cut before the age of five.
- An estimated 137,000 women in the UK are affected by FGM. However, the true extent is unknown, due to the "hidden" nature of the crime.
- There are many traditional and local terms used for FGM – a full list can be found at www.forwarduk.org.uk/key-issues/fgm

FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in most countries including the UK. Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act 2003 ("the 2003 Act").

4 Types Of Procedure:

1. Clitoridectomy – partial/total removal of clitoris
2. Excision – partial/total removal of clitoris and labia minora
3. Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia
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

Potential Indicators

- 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 or a "special procedure"

Recognising FGM (Has Taken Place):
- 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

Mandatory Reporting

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.

Any member of staff, students and volunteers must immediately report any suspicions of FGM to the DSL/Deputy DSL. If they cannot be contacted, the staff, student or volunteer must report it to the police directly via the non-emergency 101 number. Those failing to report such cases as detailed above 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.

Breast Ironing

Breast ironing is where young girls are put through torture, a hot iron or stone is placed on their breasts to compress the breast issue. By doing this it destroys a women's breasts, it can take a few days or even a few weeks.

When breast ironing takes places it is often done as part of culture, tradition or religion. However, this is cruel and horrific and no women should be exposed to this abuse. It is most commonly seen in Western and Central Africa countries.

Girls as young as ten are forced to go through this brutal, horrific ordeal, and the only reason this is done is to control a women's sexuality, preventing attraction from males.

Breast ironing is often performed by mothers. Stones, hammers and hot spatulas are used to thin the breast tissue. It is said that mother's carry out this brutal process to prevent their daughters from being raped.

It is essential that more people in the UK are made aware of this abuse, as unfortunately figures show that this horrific abuse is on the rise in the UK. Not only is this a form of abuse, but it can also expose girls to health problems later on.

As this type of abuse happens in the home, it can often go unnoticed, meaning young girls are not getting the help they need.

It is everyone's duty to stop this from happening and protect anyone being exposed to this.

Forced Marriage (FM)

A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is using violence, threats or any other form of causing another person to enter into marriage without free and full consent. This is an entirely separate issue from arranged marriage.

Forced Marriage can happen in the UK or children and young people can be taken abroad to be married against their will — in such cases, the victims are often not aware that they are being taken overseas to be forced into marrying someone. Sometimes, they may have no access to money, their return ticket or passport, and no one to talk to about their situation.

It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. The practice is illegal in the UK (and applies to all UK nationals even when they are abroad).

- Forced marriage is a serious abuse of human rights
- It is estimated that approximately 8-10,000 forced marriages of British citizens take place every year.
- School summer holidays are a peak time for young people to be taken overseas and forced into marriage against their will.
- 79% female victims
- Youngest recorded case involves a 2 year old victim
- The top 3 countries where forced marriage takes place are Pakistan, India, and Bangladesh. Forced marriages are also known to take place in the Middle East, parts of Africa, Turkey and Eastern Europe.
- People found guilty of forcing marriage can be imprisoned or fined or both.

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.

Stakeholder Responsibilities

The Role of the Designated Safeguarding Leads and Deputies (DSL and DDSL)

The Designated Safeguarding Lead is responsible for safeguarding and child protection at Manor Primary School.
The key role of the Designated Safeguarding Lead is to:

- manage referrals from school staff or any others from outside the school;
- work with external agencies and safeguarding/child protection partners (clinical commissioning group for the LA, chief officer of police for the LA) on matters of safety and safeguarding;
- undertake the required safeguarding/child protection training as well as safer recruitment training;
- raise awareness of safeguarding and child protection amongst all stakeholders through a whole school ethos and age specific curriculum;
- ensure that child protection information is transferred to the pupil's new school effectively and all safeguarding partners are informed
- The Headteacher has the Designated Safeguarding Lead (DSL) responsibility
- On appointment, the DSL's undertake interagency training and also undertake DSL 'new to role' and an 'update' course every 2 years
- The DSL's who are involved in recruitment (and at least one governor) will also complete safer recruitment training (currently on-line on the DfE website) to be renewed as required (at least every 5 years)

The designated Safeguarding Leads are responsible for:

- Referring a child if there are concerns about possible abuse, to the Local Authority, and acting as a focal point for staff to discuss concerns. Referrals should be made in writing, following a telephone call using the Multi Agency Referral Form (MARF)

- Keeping written records of concerns about a child even if there is no need to make an immediate referral
- Ensuring that all such records are kept confidentially and securely and are separate from pupil records, until the child's 25th birthday, and are copied on to the child's next school or college.
- Where children leave the school or college ensure that the file transferred to the new school or college securely and confirmation of the receipt should be obtained
- Ensuring that an indication of the existence of the additional file above is marked on the pupil records.
- Liaising with other agencies, professionals and safeguarding partners.
- Ensuring that either they or the staff member attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report which has been shared with the parents.
- Ensuring that any pupil currently with a child protection plan who is absent in the educational setting without explanation for two days is referred to their key worker's Social Care Team.
- Organising child protection induction, and update training every 3 years, for all school staff which may become an annual requirement
- Providing an annual report for the Directors, detailing any changes to the policy and procedures; training undertaken by the DSL, and by all staff and Directors; number and type of incidents/cases, and number of children on the child protection register (anonymised)
- Always seek advice from the designated safeguarding lead or deputy about concerns and options for what to do next. Wherever possible, there should be a conversation with the designated safeguarding lead (or deputy), who will help staff decide what to do next. Options include:
  - managing any support for the child internally via the school or college's own pastoral support processes;
  - an early help assessment; or
  - a referral for statutory services, for example as the child is in need or suffering or likely to suffer harm
- The immediate response, concern and chronology reports must be completed as soon as possible. All victims must be taken seriously, supported and kept safe.

Directors and School Systems

At Manor Primary School pupils are taught about safeguarding, including online safety and peer relationships through various teaching and learning opportunities, as part of providing a broad and balanced curriculum.

All directors understand and fulfil their responsibilities, namely to ensure that:

- there is a Child Protection & Safeguarding policy together with a Code of Conduct policy
- the school operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training
- the school has procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.
- The school has procedures for dealing with allegations against other children (peer on peer abuse)
- All other staff have Safeguarding training throughout the academic year
- Any areas for development in the Child Protection policy and procedures are remedied immediately
- Nominated director liaise with the LA on Child Protection issues and in the event of an allegation of abuse made against the Headteacher the identified Director is David Coles.
- The Directors should ensure that the child's wishes and feelings are taken into account when determining what action to take and what services to provide to protect individual children through ensuring there are systems are in place for children to express their views and give feedback. The Directors ensure staff members do not agree confidentiality and always act in the interests of the child
- Child Protection policies and procedures are reviewed annually and that the Child Protection policy is available on the school website or by other means

- Directors consider how children may be taught about safeguarding. This may be part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHE) and/or for maintained schools through sex and relationships education.
- Enhanced DBS are in place for Directors of independent, academies, non-maintained special schools
- Enhanced DBS checks are required for volunteers
- Section 128 checks are required for governors/trustees, headteachers, members of the Senior Leadership Team and departmental heads.
- Ensure the Lead DSL and Deputy DSL have undertaken the relevant training and upon appointment will undertake 'DSL new to role' training followed by biannual updates
- At least one Director must complete safer recruitment training (currently on-line on the DfE website) to be renewed as required (at least every 5 years)
- All members of staff and volunteers are provided with child protection awareness information at induction, including in their arrival pack, the school safeguarding statement so that they know who to discuss a concern with
- All members of staff are trained in and receive regular updates in e-safety and reporting concerns
- All other staff and Directors, have child protection awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse.
- All members of staff, volunteers, and Directors know how to respond to a pupil who discloses abuse through delivery of the Awareness Raising pack
- All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the school's Safeguarding policy which includes how parents/carers can report their concerns.
- Safeguarding policy and procedures are also available via the main school website
- Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time
- Community users organising activities for children are aware of the school's child protection guidelines and procedures
- We will ensure that child protection type concerns or allegations against adults working in the school are referred to the LADO for advice, and that any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS) for consideration for barring, following resignation, dismissal, or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer.
- Our procedures will be regularly reviewed and up-dated.
- The name of the designated members of staff for Child Protection, the Designated Child Protection Officers, will be clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.
- All new members of staff will be given a copy of our safeguarding statement, and child protection policy, with the DSL' names clearly displayed, as part of their induction into the school.
- The policy is available publicly either on the school website. Parents/carers are made aware of this policy and their entitlement to have a copy of it via the school handbook/newsletter/website
- Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services if the child's situation does not appear to be improving or is getting worse. Any child may benefit from early help, but all staff should be particularly alert to the potential need for early help for a child who:
  - is disabled and has specific additional needs;
  - has special educational needs (whether or not they have a statutory education, health and care plan);
  - is a young carer;
  - is frequently missing/goes missing from care or home;
  - is misusing drugs or alcohol;
  - is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse; and/or
  - has returned home to their family from care
- Always speak to the designated safeguarding lead (or deputy)
- Wherever possible, there should be a conversation with the designated safeguarding lead (or

deputy), who will help staff decide what to do next. Options include:

- managing any support for the child internally via the school or college's own pastoral support processes;
- an early help assessment; or
- a referral for statutory services, for example as the child is in need or suffering or likely to suffer harm

Confidentiality

We recognise that all matters relating to child protection are confidential.

The Headteacher (DSL) or Deputy Headteacher will disclose any information about a child to other members of staff on a need to know basis only.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being.

We will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with Multi Agency Support Hub (MASH)

GDPR

Manor MAT's Data Protection Officer (DPO) has a due regard to the relevant data protection principles, which allows all schools in Manor MAT to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR. This includes:

- being confident in the school's processing conditions which allow Manor Primary School to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'.
- understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.

Supporting Children

- We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.
- We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Our school will support all children by:

- Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
- Promoting a caring, safe and positive environment within the school.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Notifying Social Care as soon as there is a significant concern.
- Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the school medical records are forwarded as a matter of priority.
- If in exceptional circumstances, the designated safeguarding lead (or deputy) is not available, this

should not delay appropriate action being taken

Pupils with Special Educational Needs and Disabilities

Children and young people with special educational needs and disabilities can face additional safeguarding challenges because: there may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration; children with SEN and disabilities can be disproportionally impacted by things like bullying without outwardly showing any signs; and difficulties may arise in overcoming communication barriers.

At Manor Primary School we identify pupils who might need more support to be kept safe or to keep themselves safe by:

- Early identification by the SENDCO
- Provision personalised to meet the needs of the child
- Establishing strong parental partnerships
- Assessing and reviewing every 6-8 weeks
- Creating an inclusive culture where all children are valued
- Always consider the views of the child
- Work collaboratively with external agencies
- Ensure the culture of the school celebrates differences and promotes a mutual respect agenda in accordance with the school values/British values
- Providing transitional/consultation days each year for children/families to meet staff

There's a concern sometimes that, for children with SEN and disabilities, that their SEN or disability needs are seen first, and the potential for abuse second. If children are behaving in particular ways or they're looking distressed or their behaviour or demeanour is different from in the past, maybe staff should think about that being a sign of the potential for abuse, and not simply see it as part of their disability or their special educational needs.

Children with have a higher risk of being left out, of being isolated from their peers, and they are disproportionately affected by bullying. At Manor Primary we make sure that children with SEND and disabilities have got a greater availability of mentoring and support.

Children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges. Governing bodies and proprietors should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children.

These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEND or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in managing or reporting these challenges

At Manor Primary School we provide extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place.

Staff, Students, Volunteers and Visitors

- All visitors to the school:
  - Must sign in and out
  - Are given a Safeguarding booklet that they must adhere to including use of mobile phones
  - Must wear a Visitors badge whilst onsite
  - Must always be accompanied onsite and must never be left alone with children.
- All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of

other adults.
- All Staff should be aware of local Guidance on Behaviour Issues, and the school's own Behaviour Management policy.
- Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction
- The use texting and messages that contain sexual references is forbidden. This can expose individuals to risks, particularly if the imagery is shared further, including embarrassment, bullying and increased vulnerability to sexual exploitation. Producing and sharing sexual images of under 18s is also illegal
- Mobile phones and the use of personal cameras are not permitted during the hours children are present.

The school will not under any circumstances affiliate with any individuals that:
- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

DBS Checks

In line with the *Recruitment and Selection Policy* staff DBS status is checked/renewed regularly – at least annually. When a disclosure report reveals information, the Head of School should confidentially discuss this with the Schools' HR Consultant for advice.

In all cases a meeting must be held between the Headteacher and the applicant, and the positive risk assessment (attached) completed. A brief note of the discussion must be completed, by the Headteacher, during the meeting. Suggested questions:
- Do you dispute the accuracy of the information disclosed? If yes they need to be advised to contact the DBS
- Can you tell me about your offence(s)
- How did you feel about them at the time?
- How do you feel about them now?
- How can I be sure that you are no longer a risk?
- How is your life different now?

Both the applicant and the Headteacher must sign the declaration.

Points to Consider
- Relevance - Whether the conviction or other matter revealed is relevant to the position for which they are being considered
- Seriousness - The seriousness of any offence or other matter revealed
- Age of offences - The length of time since the offence or other matter.
- Pattern of offending - Whether the applicant has a pattern of offending behaviour or other relevant matters
- Changed circumstances - Whether the applicant's circumstance have changed since the offending behaviour, the circumstances surrounding the offence and the explanation(s) offered by applicant

The Headteacher must make a decision on whether or not to continue the person's employment/placement based on the meeting, risk assessment, and the outcome recorded.

Authorisation of the outcome decision must be signed by Headteacher. An email should be sent to the HR Operations team to notify them of the decision, and a copy of this assessment sent which will be stored securely on the applicants' Personnel file.
Applicants and New Recruits

- All job advertisements include a section stating that offers of employment are subject to DBS. This is reiterated on the *Application Form* and all applicants are reminded of this at interview.

- On successful appointment, the individual must bring the original DBS certificate (not a copy) to the school to be checked by the Office Manager or Senior Leaders for:
    1. Identity – e.g. against a document such as a driving licence or passport
    2. authenticity – security features of a DBS certificate
    3. details of any caution, conviction, barring or police information

Once the certificate has been checked, make a note of the certificate number, the date of issue and the result for their Single Central Record.
If any conviction information is disclosed on the certificate you will need to contact HR to discuss the details before making a recruitment decision.

Physical Intervention

- We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.
- Such events should be recorded and signed by a witness
- Parents or carers will be notified by the school to ensure an opportunity will be provided for the child and staff member to receive a debrief
- Staff who are likely to need to use physical intervention will be appropriately trained in use of reasonable physical intervention
- We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures
- We recognise that touch is appropriate in the context or working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundary.
- Our school identifies children where physical intervention might be necessary by creating individual plans in order to minimise the likelihood of challenging behaviour, and when it does occur, that there is less use of physical restraint and other restrictive methods.

Allegations against Staff, Students or Volunteers

Allegations against staff, students and volunteers and children

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

We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support as appropriate.

Whistleblowing – Allegations
At Manor Primary School we recognise that adults working in schools may pose risks or harm children. All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues i.e.

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

Reporting Concerns
Any concerns about the conduct of other adults in the school should be taken to the Headteacher without delay (or where that is not possible, to the Deputy Designated Safeguarding Lead). Any concerns about the Headteacher should go to the Chair of Governors - without notifying the Headteacher. David Coles, Chair of Governors can be contacted via email: dcoles@manormat.com or by telephone: 01902 556460. If it becomes necessary to consult outside the school, they should speak in the first instance, to the LADO following the Whistleblowing Policy. The LADO must be contacted within one working day in respect of all cases in which it is alleged that a member of staff, a student, volunteer or any other person in a position of trust working with the children has:

There may be up to three strands in the consideration of an allegation:

1. a police investigation of a possible criminal offence;
2. enquiries and assessment by children's social care about whether a child is in need of protection or in need of services;
3. consideration by an employer of disciplinary action in respect of the individual.

The LADO is responsible for:

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

We understand that allegations may be made against a member of staff, a student or a volunteer.

- Suspension of the member of staff, excluding the Headteacher, against whom an allegation has been made, needs careful consideration, and the Headteacher will seek the advice of the LADO and Personnel Consultant in making this decision.
- In the event of an allegation against the Headteacher, the decision to suspend will be made by the Lead Director with advice as above.
- We have a procedure for managing the suspension of a contract for a community user in the event of an allegation arising in that context.

Whistle-blowing - process

Where there are concerns about the way that safeguarding is carried out in the school, staff should refer to the Whistle-blowing Policy.

A whistleblowing disclosure must be about something that affects the general public such as:

- a criminal offence has been committed, is being committed or is likely to be committed
- an legal obligation has been breached
- there has been a miscarriage of justice
- the health or safety of any individual has been endangered
- the environment has been damaged
- information about any of the above has been concealed.

The NSPCC runs a whistleblowing helpline on behalf of the Home Office, the number is 0808 800 5000.

Allegations or concerns about an adult working in the school whether as a teacher, supply teacher, other staff, volunteers or contractors

At Manor Primary School we recognise the possibility that adults working in the school may harm children, including governors, volunteers, supply teachers and agency staff. Any concerns about the conduct of other adults in the school should be taken to the headteacher without delay; any concerns about the headteacher should go to the Chair of Governors who can be contacted via email: dcoles@manormat.com or by telephone: 01902 556460

Any concerns about the conduct of a member of staff, supply teachers, volunteers or contractors should be reported to the Headteacher/CEO.

Concerns may come from various sources, for example, a suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

The Headteacher has to decide whether the concern is an allegation or low-level concern. The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold for referral to the Local Authority Designated Officer (LADO) (see below).

Allegations

It is an allegation if the person* has:

- behaved in a way that has harmed a child, or may have harmed a child and/or;
- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children (also includes behaviour outside the school).

(*Person could be anyone working in the school or a college that provides education for children under 18 years of age, including supply teachers, volunteers and contractors.)

Allegations should be reported to the LADO 'without delay'. Before contacting the LADO, schools and colleges should conduct basic enquiries in line with local procedures to establish the facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation. The LADO's role is not to investigate the allegation, but to ensure that an appropriate investigation is carried out, whether that is by the police, children's social care, the school or college, or a combination of these.

Low-level Concerns

Concerns may be graded Low-level if the concern does not meet the criteria for an allegation; and the person* has acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work. Example behaviours include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

If the concern has been raised via a third party, the Headteacher should collect as much evidence as possible by speaking:

- directly to the person who raised the concern, unless it has been raised anonymously;
- to the individual involved and any witnesses.

Reports about supply staff and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified. Staff should be encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

Low-level concerns should be recorded in writing, including:

- name* of individual sharing their concerns
- details of the concern
- context in which the concern arose
- action taken

(* if the individual wishes to remain anonymous then that should be respected as far as reasonably possible)

Records must be kept confidential, held securely and comply with the Data Protection Act 2018. Schools and colleges should decide how long they retain such information, but it is recommended that it is kept at least until the individual leaves their employment. Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. If a concerning pattern of behaviour is identified and now meets the criteria for an allegation, then the matter should be referred to the LADO. The records' review might identify that there are wider cultural issues within the school or college that enabled the behaviour to occur. This might mean that policies or processes could be revised or extra training delivered to minimise the risk of it happening again.

See also Developing and implementing a low-level concerns policy (Farrer & Co) https://www.farrer.co.uk/globalassets/clients-and-sectors/safeguarding/low-level-concerns-guidance-2020.pdf

Policy Monitoring, Review and Evaluation

Status & Review Cycle

Scheduled update (September 2022)

Our Child Protection Policy and Procedures will be monitored and evaluated by:

- Director visits to the school
- SLT 'drop ins' and discussions with children and staff
- Pupil surveys and questionnaires
- Scrutiny of Attendance data
- Scrutiny of range of risk assessments
- Scrutiny of Directors Meetings minutes
- Records of bullying/racist/behaviour incidents for SLT and GB to monitor
- Review of parental concerns and parent questionnaires
- Review of extra-curricular provision

Policy Links

- Behaviour
- Staff Behaviour Policy / Code of Conduct
- Whistleblowing
- Anti-bullying
- Peer-On-Peer Abuse
- Health & Safety
- Allegations against staff
- Parental concerns
- Attendance
- Curriculum/Teaching and Learning
- PHSE
- RSE
- Teaching and Learning
- Administration of medicines
- Drug Education
- Sex and Relationships Education
- Physical intervention
- Online Safety, including staff use of mobile phones
- Risk Assessment
- Recruitment and Selection
- Child Sexual Exploitation
- Intimate Care

References & Guidance (hyperlinks)

This policy adopts all statutory guidance from:

- *Keeping Children Safe in Education 2021*
- *Working Together to Safeguard Children 2018*
- *What to do if you are worried a child is being abused 2015*
- *Information Sharing Guidance Advice for Schools 2018*
- *Sexual violence and sexual harassment between children in schools and colleges 2021*
- *Child sexual exploitation: definition and guide for practitioners 2017*
- *Sexual violence and sexual harassment between children in schools and colleges 2017*
- *Sharing nudes and semi-nudes: advice for education settings working with children and young people 2020*

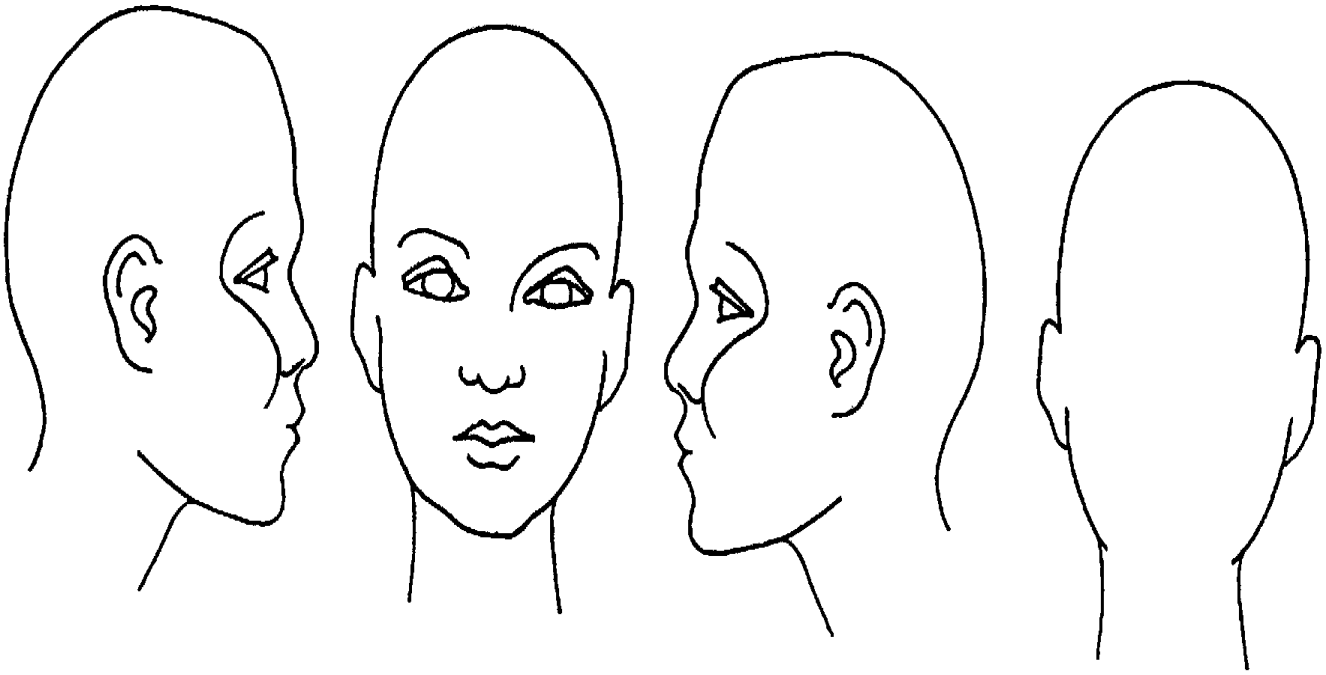
- *The Prevent Duty for Schools and Childcares 2015*
- *Teaching Online Safety in Schools 2019*
- *Safeguarding children in whom illness is fabricated or induced 2008*
- *Children Missing in Education 2013*
- *The Children Act 1989 and 2004*
- *Education Act 2002*
- *The Education (Health Standards) (England) Regulations 2003*
- *The Further Education (Providers of Education) (England) (Regulations) 2006*
- *The Education (Pupil Referral Units) (Application of Enactments) (England) Regulations 2007 as amended by SI 2010/1919, SI 2012/1201, SI 2012/1825, SI 2012/3158*
- *The School Staffing (England) Regulations 2009 as amended by SI 2012/1740 and SI 2013/1940*
- *The Education (Non-Maintained Special Schools) (England) Regulations 2011 as amended by SI 2015/387*
- *The Education (School Teachers' Appraisal) (England) Regulations 2012*
- *The Children and Families Act 2014*
- *The Education (Independent School Standards) Regulations 2014*

Appendix

1. *Referral Form* – completed by staff member, student or volunteer making the referral to the DSL and stored in the Safeguarding Area in the Staff Room

2. *Safeguarding Referral and Notification Checklist* – completed by DSL/Deputy DSL and stored in the Safeguarding Area in the Staff Room

3. *Safeguarding Referral Chronology* – completed by DSL/Deputy DSL and stored in the Safeguarding Area in the Staff Room



Referral Form

Body Map: Child

Name of Child:

……

School child attends: ……

Date marks observed: ……

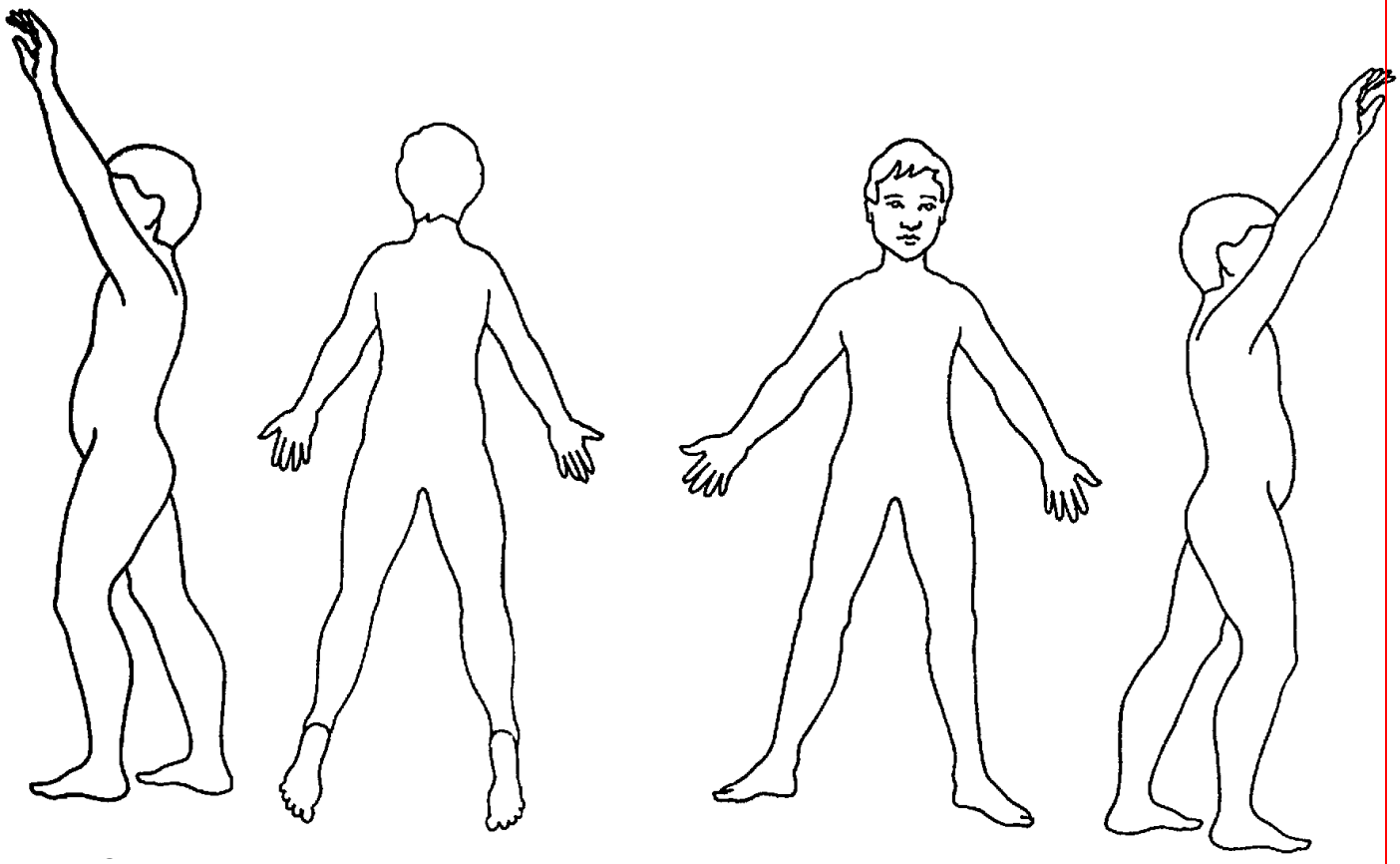
Name of adult completing this form: ……..

Signature of adult completing this form: ……..

When you notice an injury to a child, try to record the following information in respect of each mark:

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

Body Map: Child



N

School child attends: ……..…….

Date marks observed: ……

Name of adult completing this form: ……..

Signature of adult completing this form: ……..

When you notice an injury to a child, try to record the following information in respect of each mark:

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

Case: _____ (child/staff name)

MASH/First Response (Worried a child is being abused)		
Were you given advice only or did you make a formal referral? (please circle below)	Advice/Formal Referral (please circle below)	
Advice	Follow up email within 24 hours?	Date and time of advice/referral
Formal Referral	Follow up form within 24 hours?	Date and time of advice/referral

LADO (Allegation against staff, students and volunteers)		
Were you given advice only or did you make a formal referral? (please circle)	Advice/Formal Referral (please circle)	
Advice	Follow up email within 24 hours?	Date and time of advice/referral
Formal Referral	Follow up form within 24 hours?	Date and time of advice/referral

Notification Checklist:

Body	**Required** (Yes or No)	**Timeframe**	**Date notified**	**Notified by**
Board of Directors		ASAP but always within 14 days (in writing)		
LADO		ASAP (in writing)		
DBS		If you terminate employment or they resign (in writing)		
Other e.g. RIDDOR (HSE) (please specify)		Physical injury or fatality		

Safeguarding Referral Chronology

Example:

Date	Time	Action	Document(s)
17.11.16	5:00pm	Jack Jones made statement to teacher that his dad hit him last night	
	5:01pm	teacher informs Safeguarding Officer	
	5:05pm	Teacher writes detailed statement about the comments made by Jack	CP Report
	5:05pm	Designated Safeguarding Lead calls MASH/First Response to make referral MASH/FR advise to X, Y and Z	2
	5:08pm	DSL does X, Y and Z	
18.11.16	8:00am	DSL follow up in writing to MASH/FR	3
		Child returned to Manor Primary. No further action required.	
18.11.16	9:30am	MASH/FR confirm no further action in writing (or Manor Primary email MASH/FR to them to reaffirm their advice of no further action required.	4

This case: _____ (child's/staff name)

Date	Time	Action	Doc(s)

Safeguarding Induction Checklist

Name: **Date:**

	Criteria	**Comments**	**Signature**
DAY 1	Welcome		
	Employment Checks Complete		
	School Background information: Pupils, Ofsted, Community/Special		
	School Structure, Governance arrangement		
	Keeping Children Safe In Education, Part 1 issued and explained		
	School Ethos explained		
	Role & Responsibility: reporting structure, Safeguarding role in school		
	Name of DSL, role described and contact details		
	Role of the Governing Body-members		
	Staff Conduct of Code Policy Behaviour Policy		

	Children Missing from education process		
	Confidentiality and breaches		
	General Data Protection Act		
	Health & Safety: Fire procedures and Fire officers (review date)		
WEEK 1	Meet with Head teacher & DSL		
	Physical Intervention Leads Other leads: CSE/Prevent/LAC/SENCO/IT lead		
	Named Governors Safeguarding- Chair-		
	Pastoral Support Officers/ behaviour/ attendance		
	Alternatives to reporting in school in an emergency		
	Signs and types of Abuse		
	Where to find safeguarding policy		
	What to do regarding disclosure – reporting systems		
	Policies to read: Health & Safety		

	Complaints Safeguarding Peer on peer abuse policy Code of Conduct Whistle Blowing KCSIE (part 1 or 2) Online Safety Prevent Site Security Behaviour Other: Other:		
WEEK 2	Training needs identified		
	Training needs scheduled		
	Any other issues		
	Review date:		

Date Induction carried out on:

By:

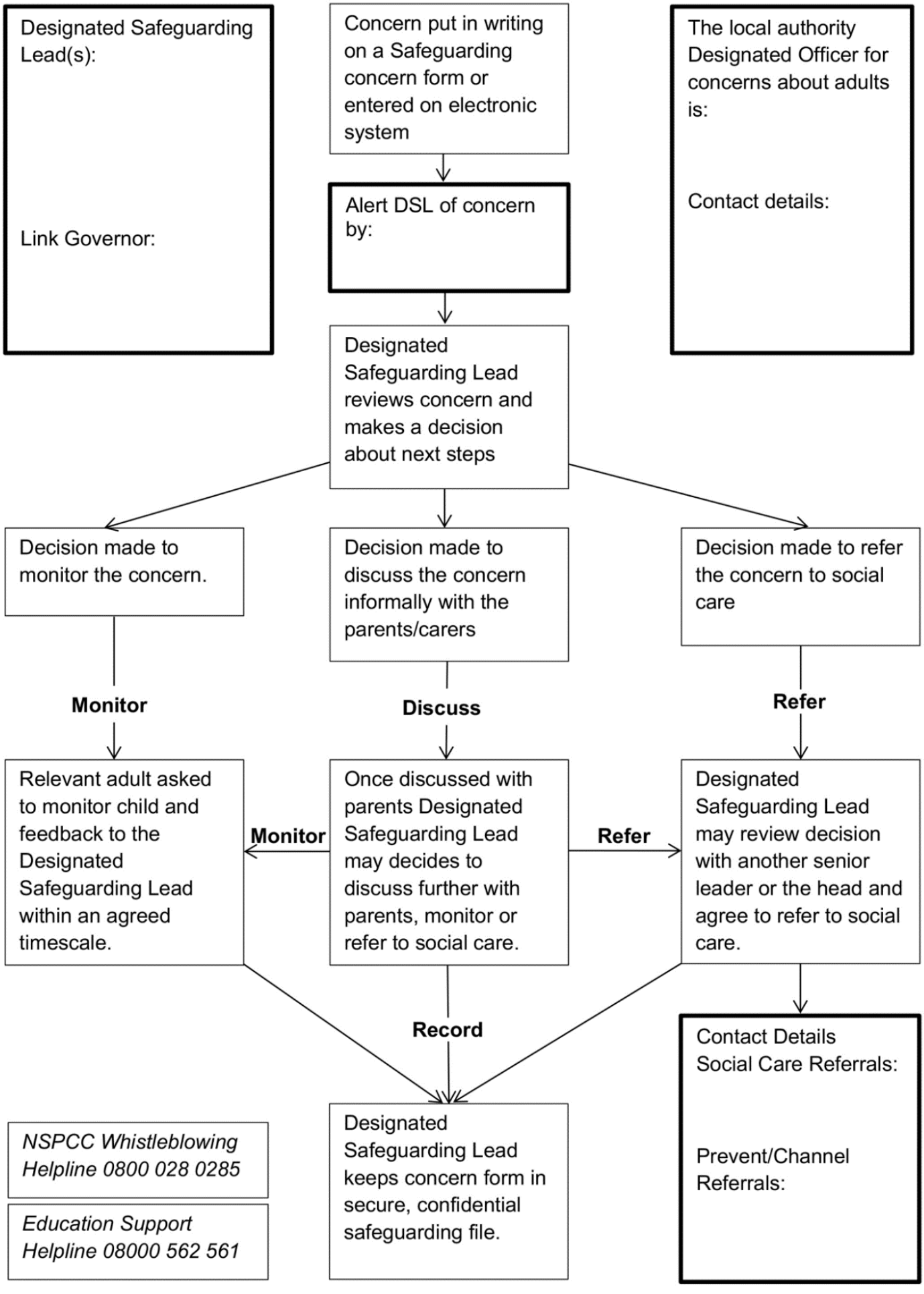
Signed by Employee:

Date of Completion:

Areas to follow up:

Training needs Identified

FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD



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