

# SAFEGUARDING AND CHILD PROTECTION POLICY


This policy is reviewed annually by the Safeguarding Designated Persons, prior to scrutiny by governors.

Safeguarding is what we do for all children. Child protection is what we do for children who have been harmed or are at significant risk of being harmed. One of our school's main responsibilities is the protection of pupils in our care. We want all of our pupils to feel that they work and play in a secure and caring environment, free from any kind of abuse or neglect. This policy aims to ensure that all staff, governors, parents, visitors and volunteers have clear direction regarding expected behaviour and understand our legal responsibility to safeguard and promote the welfare of children at Pippins Schools. We have established and will maintain an ethos where children feel secure, are encouraged to talk, are listened to and feel safe.

## Key Personnel

The following Senior Staff are considered to have the appropriate status and authority to take responsibility for Child Protection matters

<b>Designated Safeguarding Leads</b>	Maninder Jalaf (Headteacher) <a href="mailto:mjalaf@pippins.slough.sch.uk">mjalaf@pippins.slough.sch.uk</a> Emily Manners (SENDCo) <a href="mailto:sendco@pippins.sch.uk">sendco@pippins.sch.uk</a>
<b>Lead Governor</b>	Sharan Ghuman Chair of Governors <a href="mailto:sghuman@pippins.slough.sch.uk">sghuman@pippins.slough.sch.uk</a>
<b>Child Protection Governors</b>	Sharon Ghuman <a href="mailto:sghuman@pippins.slough.sch.uk">sghuman@pippins.slough.sch.uk</a>
<b>Lead Governor on Mental Health and Wellbeing</b>	Sharon Ghuman <a href="mailto:sghuman@pippins.slough.sch.uk">sghuman@pippins.slough.sch.uk</a>
<b>Mental Health</b>	Susan Dyer <a href="mailto:susan.dyer@slough.gov.uk">susan.dyer@slough.gov.uk</a>
<b>Local Authority Designated Officer</b>	(01753 474053) or 0788 5828 387 <a href="mailto:lado@slough.gov.uk">lado@slough.gov.uk</a>
<b>Safeguarding Partner Board</b>	<a href="https://www.sloughsafeguardingpartnership.org.uk/scsp">https://www.sloughsafeguardingpartnership.org.uk/scsp</a>
<b>Local Child Protection Procedures</b>	<a href="http://berks.proceduresonline.com/index.htm">http://berks.proceduresonline.com/index.htm</a>
<b>Slough Children First Social Services</b>	01753 875362 <a href="mailto:sloughchildren.referrals@sloughchildrenfirst.co.uk">sloughchildren.referrals@sloughchildrenfirst.co.uk</a> Out of hours Emergency Duty Team 01344 786543 <a href="mailto:EDT@bracknell-forest.gov.uk">EDT@bracknell-forest.gov.uk</a>

<b>MARFS (Multi Agency Referral Form) sent to via Egress</b>	sloughchildren.referrals@sloughchildrenfirst.co.uk  MARF 2018.docx
<b>Early Help Hub and Getting Help Team</b>	Contact can be made at 01753 476 589 or using a MARF to <a href="mailto:sloughchildren.referrals@sloughchildrenfirst.co.uk">sloughchildren.referrals@sloughchildrenfirst.co.uk</a>
<b>Education Safeguarding Officer</b>	Jatinder Matharu <a href="mailto:Jatinder.matharu@slough.gov.uk">Jatinder.matharu@slough.gov.uk</a> 01753 875068 07714858213
<b>Slough Family Information Service</b>	Directory of all local services and agencies which may be useful in supporting families and young people who may need early help support. <a href="https://www.sloughfamilyservices.org.uk/kb5/sloughcst/directory/home.page">https://www.sloughfamilyservices.org.uk/kb5/sloughcst/directory/home.page</a>
<b>Thames Prevent Telephone</b>	01753 506291 Prevent Office, Slough Police Station, Windsor Road, Slough, SL1 2HH Naheem Bashir 01753 875201/07540147340 <a href="mailto:naheem.bashir@slough.gov.uk">naheem.bashir@slough.gov.uk</a> Prevent Education Officer: Rabena Sharif 07928655038 <b>Profile Prevent Website 'Let's Talk About It':</b> <a href="http://www.ltai.info//">http://www.ltai.info//</a>
<b>Education Standard and Effectiveness Officer (SEND)</b>	Samantha Caley <a href="mailto:Samantha.Caley@slough.gov.uk">Samantha.Caley@slough.gov.uk</a>
<b>Due Diligence and Counter Extremism Group (DDCEG)</b>	020 7340 7264 <a href="mailto:Counter.extremism@education.gsi.gov.uk">Counter.extremism@education.gsi.gov.uk</a>
<b>Criminal Exploitation Manager</b>	<a href="mailto:Harpreet.kaur2@scstrust.co.uk">Harpreet.kaur2@scstrust.co.uk</a>
<b>National anti-terrorist hotline</b>	0800 789 321
<b>Thames Valley Police</b>	01865 841148
<b>In an emergency contact the Police</b>	999
<b>FGM Helpline</b>	0800 028 3550
<b>NSPCC Whistleblowing Helpline</b>	0800 028 0285
<b>NSPCC</b>	08008005000
<b>Child line</b>	0800 1111

## Online Safety

The school ensures that appropriate filters and appropriate monitoring systems are in place.

There is a clear policy on the use of mobile and smart technology to reflect many children have unlimited access and unrestricted access to the internet.

Online safety sites and guidelines are posted on school website and emails are posted to parents with updates in light of more screen time and how we manage remote interactions.

The school has signed up with Project Evolve, to teach Online Safety effectively, throughout the school

<https://projectevolve.co.uk/>

Where children might be at risk of Cyber Crime, we can refer to the Choices programme via:

[www.cyberchoices.uk](http://www.cyberchoices.uk)

## Advice for the Education sector – COVID-19

Updated by the DfE <https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings> on the COVID-19 and helpline available

Email [DfE.coronavirushelpline@education.gov.uk](mailto:DfE.coronavirushelpline@education.gov.uk)

Telephone 0800 046 8687

Lines are open Monday to Friday from 8am to 6pm and weekends 10am to 4pm. If you work in a school, please have your unique reference number (URN or UK PRN) available when calling the hotline.

## Roles and responsibilities

The Children Act (1989) gave every child the right to protection from abuse and exploitation and the right to have enquires made to safeguard his or her welfare.

### All staff

#### *It could happen here.*

If members of staff ever have reason to suspect that a child may be suffering from physical or emotional neglect or sexual abuse, they have a duty to report what they have seen or heard to the Designated Safeguarding Leads (DSL and or Headteacher). In the DSLs absence, concerns should be reported to the Deputy DSLs. A failure to report evidence of child abuse may constitute misconduct. All staff may raise concerns directly with Children's Social Care Services.

**No** single professional can have a full picture of a child's needs and circumstances

### The Headteacher

All schools should have procedures for handling suspected cases of abuse of pupils, but the responsibility for investigating such cases lies with other agencies.

The Headteacher must:

- ✓ put in place procedures for handling cases of suspected abuse (including allegations against teachers) which are consistent with those agreed by the local Area Child Protection Committee and easily available to all staff for reference;

- ✓ appoint a DSL to coordinate action within the school and liaise with other agencies on suspected abuse cases;
- ✓ ensure that there is always cover for the role of DSL in his/her absence;
- ✓ make certain that the DSL receives appropriate training and support and ensure that all staff are alert to signs of possible abuse and know to whom concerns or suspicions should be reported;
- ✓ make parents aware of the school's safeguarding and child protection policy;
- ✓ make visitors to the school aware of their responsibility to report any concerns relating to the safeguarding of children in school to the DSLs - this information is provided in a leaflet to all visitors; and
- ✓ ensure that all staff, volunteers, students and governors have enhanced DBS clearance. It is the responsibility of those needing DBS clearance to advise the Headteacher/School Business Manager of any changes to the status of their DBS. Non-compliance of this could lead to disciplinary procedures or automatic dismissal.

## **The Designated Safeguarding Lead (DSL)**

### **Training and knowledge for DSLs**

The DSL and Headteacher has specific responsibility for the coordination of safeguarding and child protection procedures within the school and for liaison with social services and other agencies. The DSL and Headteacher need to have appropriate training, including 'New to Role' training and annual update training, and should know:

- ✓ how to identify the signs and symptoms of abuse and when to make a referral;
- ✓ the local Area Child Protection Committee and/or LA procedures, including the DSLs' role within them;
- ✓ the roles and responsibilities of the investigating agencies and how to liaise with them;
- ✓ the requirements of record keeping; and
- ✓ the conduct of a child protection conference and how the DSL, or another member of staff, can make an appropriate contribution to it.

(Please refer to Appendix A which outlines the job description of the DSL/Deputy DSL)

### **Staff**

All staff have a key role to play in identifying concerns early and in providing help for children. To achieve this, they will:

- ✓ Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to
- ✓ Ensure children know that there are adults in the school whom they can approach if they are worried about any problems
- ✓ Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe
- ✓ Attend training in order to be aware of and alert to the signs of abuse
- ✓ Maintain an attitude of "it could happen here" with regards to safeguarding
- ✓ Ensure all staff have been trained on CPOMS and reporting incidents online
- ✓ Ensure they know where 'Cause for Concern' Report forms are kept and know how to record concerns using CPOMS if they are worried that a child is being abused and report these to the relevant person(s) as soon as practical that day (Appendix C)
- ✓ If the disclosure is an allegation against a member of staff, they will follow the allegations' procedures
- ✓ Follow the procedures set out by the LSCB and take account of guidance issued by the DfE
- ✓ Support pupils in line with their child protection plan

- ✓ Treat information with confidentiality, but never promising to “keep a secret”
- ✓ Notify DSL of any child on a child protection plan who has unexplained absence
- ✓ In the context of early help, staff will notify colleagues and/or parents of any concerns about their child/ren, and provide them with, or signpost them to, opportunities to change the situation
- ✓ Liaise with other agencies that support pupils and provide early help
- ✓ Ensure they know who the DSL and deputy DSLs are and know how to contact them

Pippins School adheres to the definition set out in Keeping Children Safe in Education (September 2023)

- 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;
- taking action to enable all children to have the best outcomes.

### **Making referrals to social care**

If the DSL is unsure about whether a case should be formally referred or has a general concern about a child's health or development, he or she can seek advice and support from the local social services department, the NSPCC or the LA's Child Protection Coordinator. The Education Welfare Officer may also be able to offer advice.

Whether or not to make a referral that could activate a child protection investigation is a serious decision and will require careful judgement. Where the DSL is not the Headteacher, they should agree the way in which the DSL will keep the Headteacher informed of a case.

In the first instance, the DSL will make a telephone call to the first response team and follow up the call by completing a Multi-Agency Referral Form. The first response team will put the DSL in contact with a social worker who will advise next actions.

The DSL keeps 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 a child’s school records, until the child’s 25th birthday. The DSL liaises with other agencies and professionals attends case conferences, core groups, or other multi-agency planning meetings, contributing to assessments, and providing a report which is shared with the parents.

When referring a case of suspected or alleged abuse, the DSL should ask to be informed of the timing of the strategy discussion between the statutory agencies which will decide whether and how to investigate. The DSL may wish to clarify with the investigating agencies when and how the parents and the child will be told that a referral has been made and by whom, bearing in mind that the abuser is frequently known to the child and may be a close relative.

### **Reporting to Governors**

The DSL, in partnership with the Headteacher, provides an annual report for the Governing Board, detailing any changes to the policy and procedures; any training undertaken by the DSL/Headteacher, and by all staff and governors; the number and type of incidents/cases and the number of children on the child protection register (anonymised). A termly update is provided to governors detailing an update on safeguarding matters.

### **The Governing Board**

Under section 175 of the Education Act (2002) the Governing Board is responsible for safeguarding and promoting the welfare of children and working together with other agencies to ensure adequate arrangements identify, assess, and support those children who are suffering harm or at risk from suffering harm.

**The Governing Board:**

- ✓ ensures that the school has a Safeguarding and Child Protection Policy, as well as Code of Conduct for all staff, reviewing the policies annually;
- ✓ ensures that the school operates safer recruitment procedures, including carrying out necessary checks (see Safer recruitment);
- ✓ ensures that a senior leader is the DSL and that DSLs undertake appropriate training;
- ✓ ensures that all staff are up to date with safeguarding training;
- ✓ nominates a member, at Pippins the Chair of Governors, to liaise with the LA on child protection and safeguarding matters as well as in the event that an allegation of abuse is made against the Headteacher;
- ✓ monitors the compliance with the requirements outlined in Keeping Children Safe in Education (September 2023) and identifies areas to improve.
- ✓ ensure that their school or college has appropriate filters and monitoring systems in place and regularly review their effectiveness. They should ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified.

**What Children are taught about Safeguarding**

We regularly host visitors from outside school who work with our children on safeguarding matters e.g. PCSO, NSPCC. This is in addition to the elements of safeguarding they learn about in PSHE lessons and through collective worship.

We also cover relevant issues for schools through Relationship Education and Health Education, mandatory from September 2020.

At Pippins School, we use Microsoft Teams as a platform to enable communication between pupils and teachers to enable the continuation of education via remote learning when required.

When in school, we will teach the pupils how to use Teams responsibly and safely at all times so that they know what is acceptable and appropriate when using at school and at home.

**Site security****Staff and visitors**

All staff have an electronic identity badge that is worn at all times. They are required to sign in/out during the course of the day using the inventory electronic system. Visitors/parents to the School, including contractors, are to sign in/out at the School Office and are given a visitor's badge and slip which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign; they can wait in the reception area. Parents that are meeting with a member of staff should be signed in, this excludes parents' evenings when a designated member of staff is on the door. All visitors are expected to observe the School's safeguarding and health and safety regulations to ensure children are kept safe. The Headteacher will exercise professional judgment in determining whether any visitor should be escorted or supervised while on site. All visitors are given a leaflet explaining the school's safeguarding expectations on their arrival. Agency staff working with children will need to provide a copy of their enhanced DBS/identity cards

**Private Lettings**

It is the responsibility of the SBM to ensure that all private lettings by outside agencies, including clubs/churches/tutors etc can show they have robust safeguarding practices and procedures.

**Security at the beginning and end of the school day**

### **Nursery Sessions are as follows:**

Nursery Session starts at 8.30am - 11.30am. At the end of the morning session pupils are collected from the **rear gate** of the Nursery (main gate closed due to H&S); this opens from 11.25am - 11.40am. It is then locked by a member of Nursery Team. The nursery gate is supervised by a member of the Nursery team during these times.

For the rest of the school, the school day begins at 8.35am and ends at 3.10pm.

Nursery is unlocked at 8.30am and the main school gate is unlocked at 8.35am; children can filter into school to their classes until 8.45am and are greeted with rise and shine activities. The gate is locked at 8.45am. The expectation is Parents and Carers are responsible for their child(ren) until they enter the school gate at the start of the school day and when their child is released at the end of the school day.

The front gate will be manned in the morning by SLT members and teaching staff to greet the children upon arrival, by way of a rota. The gates remain locked throughout the school day.

In the afternoon, the gates are unlocked from 3:10pm.

The children are collected from the main playground, unless it is raining, they will then be collected from their classroom door. However, if in Year 6 and have a signed consent form from their parents they can walk home. The gate is locked at 3.20pm.

Class registrations are taken electronically at 8.45am. Afternoon registration is taken once sessions commence.

Late arrivals must enter through the School Office and will be recorded as 'late'.

Children arriving late, but before 8.55am, are marked present by the staff in the office and a note is made of how many minutes late they are.

Children arriving after 8.55am are marked late by staff in the office in a book and on Arbor.

Office Staff contact the parents of children who are absent with no explanation by 10.30am. Office staff will inform the Headteacher and or DSL, of any safeguarding children who are absent on the day. During the school day, classes moving around the school (for example to ICT, PE or the Pippadrome) are escorted to these sessions either by their class teacher or a teaching assistant.

The safety of the pupils in classrooms and specialist rooms remains the responsibility of the teacher in charge.

### **Late Collection of Children**

All children, except children in Year 6, must be collected by a parent, or nominated adult. Children under the age of 16 are not allowed to collect a child.

Year 6 children are allowed to walk home, provided their parent/guardian has given signed permission. Office staff keep a list of these children. Staff are to contact the school office if they are unsure of the person picking up the child, and until clarified, are not to allow the child to leave.

Office staff will ring the parent/guardian from 3:20pm.

If there is no response, they will try the other contact numbers. It is the responsibility of the parent/carers to keep the school office informed of all current telephone numbers and emergency contacts. After a reasonable time, should school be unsuccessful in contacting a parent/carers, social services will be contacted.

### **After School Clubs**



Office staff Mrs Hundal and Mrs Capps arrange After School clubs, and these are checked by our SBM, Mrs Shaikh. Office staff ensure parents, children and class-based staff are aware of timings, letters and up to date changes.

Registers are kept of all children attending after school clubs by the teacher using a paper register. These registers can be accessed by all staff in the office area and staffroom. A signed permission slip must be obtained if a Year 6 child is allowed to walk home by themselves after the club. Club leaders bring children to the school office at the end of the club and are handed over to parents/carers or make their own way home according to the permission that parents/carers have given.

Arbor holds contact information and medical information for pupils in case of an emergency.

### **Occasional Events**

Some events, for example winter productions or sports days, involve the movement of large numbers of pupils around the school at a time when parents and carers are also given access to the site. The Leadership Team are responsible for ensuring that a plan is written, detailing how and when pupils and other people will enter and exit their classrooms and the school site. The plan is shared with all staff and each individual is responsible for making sure that they read, understand and carry out the plan.

On some occasions, it may be more practical for families to take their children home from the event directly rather than waiting for the end of the school day or for the children to return to the classroom. The plan will also explain if parents are permitted to do this and how this will be done. This would include the expectation that teachers or designated support staff know which children have been taken home.

### **End of Term**

At the end of term, children are given the opportunity to finish school at the earlier time of 1.15pm. This is shared in a newsletter letter, email and notices around school to parents. Parents need to inform the school office if they are unable to collect their child at an early time.

### **If a child is unaccounted for**

The emergency procedure for a situation where a child has gone missing is as follows:

- ✓ Notify the school office immediately of the child's name, class and time/location of last sighting.
- ✓ Office to alert Headteacher/Assistant Headteacher/DSL/School Business Manager
- ✓ Key personnel to search school site.
- ✓ If not found within the school building – designated members of staff to sweep full grounds.
- ✓ SENDCo to be notified and assessment made on individual child regarding child protection/safety issues/SEND.
- ✓ If deemed necessary – designated staff to search local roads.
- ✓ Parents/carers and police to be notified if child not found on the school site.

### **Reporting concerns**

#### **What to do if you're concerned about a child's safety**

Safeguarding incidents can happen in any setting, and the staff at Pippins School should be alert to possible concerns being raised at this school. This includes the duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. Any member of staff has a duty to report his or her concerns as soon as possible to the DSL and or Headteacher when:

- ✓ there is a suspicion that a pupil is marked or bruised in a way that is not readily attributed to "normal" knocks and scrapes;



- ✓ behaviours or actions are noted in a pupil which give rise to suspicions that the pupil may have suffered abuse (including Female Genital Mutilation and Child Sexual Exploitation – see Appendix B); or
- ✓ there are hints or a disclosure of any type of abuse from a pupil or from one of his/her friends.

A member of staff does not require absolute proof that a child is at risk. It is the responsibility of staff to report their concerns. It is **not** their responsibility to investigate whether a child has been abused for instance by speaking with and/or questioning pupils or parents. See flow chart on 'Actions where there are concerns about a child' for more information. Children with SEND and or disabilities may also be victims of abuse and it is important not to let SEND needs mask potential signs of abuse.

If a child is displaying signs which indicate that they may be suffering harm, it is acceptable for staff to ask if they are OK or if they can help in any way. If such a discussion leads to the child providing details of being harmed, then staff should follow the advice in the section Dealing with disclosures.

If a member of staff has concerns without direct disclosure of information they are to:

- ✓ report their concern to the DSL and or Headteacher immediately when there is evidence of physical or sexual abuse, otherwise as soon as possible and before the end of the school day;
- ✓ not start their own investigation;
- ✓ share information on a need-to-know basis only and not discuss the issue with colleagues, friends or family;
- ✓ seek support for themselves by informing the DSL if they are distressed or need to debrief and
- ✓ log the incident using CPOMS or complete a Cause for Concern Report form.

In the first instance, concerns should be done verbally. However, as in all cases where referral to outside agencies is a possibility, accurate written records are vital and should be completed promptly.

The concern can be reported using CPOMS or a Cause for Concern Report form should be completed (Appendix C). CPOMS or a Cause for Concern Report Form will alert the DSL and Headteacher that a concern has been raised, but if the concern is urgent the DSL/Headteacher must be informed verbally ASAP. The recording must be a clear, precise, factual account of the observations. The aim should be to record the disclosure verbatim without changing the child's language at all.

- ✓ Date and time of their observation
- ✓ Dates and times of any discussions they were involved in.
- ✓ Any injuries
- ✓ Explanations given by the child / adult
- ✓ What action was taken
- ✓ Any actual words or phrases used by the child.
- ✓ The records must be signed and name written and dated by the author.

A Cause for Concern Report Form needs to be handed to the DSL and or Headteacher **directly**.

### **After concerns have been reported**

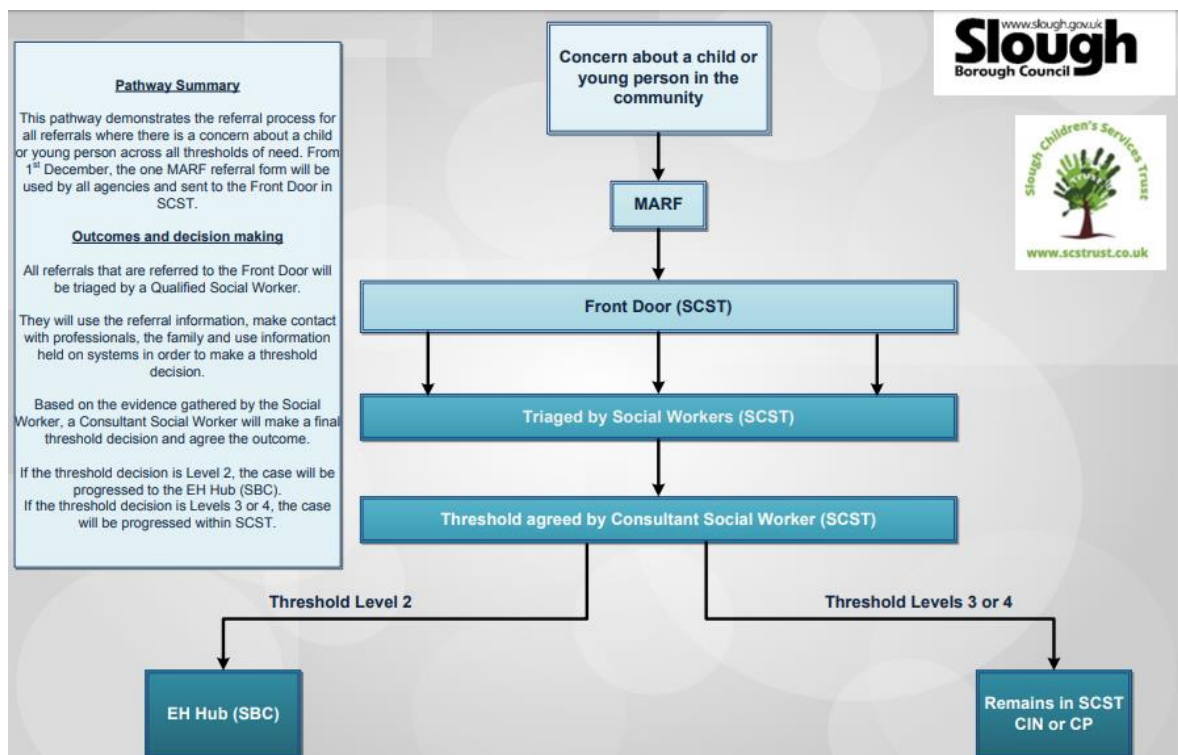
It is the responsibility of the DSL, together with the Headteacher, to make an informed decision as to whether to refer the case to Social Services. This may be immediately following the expression of concern or after discussion with the pupil, his/her parents or carers, the member of staff, other staff, and other agencies as appropriate. *However, in accordance with DfE guidance, this should only be done when it will not place the child at increased risk or could impact a police investigation.* The child's views should also be considered.

While staff must be circumspect about using "hearsay" evidence, it must not be discounted without thought. Gossip is often, but not always, untrue. Such evidence may, together with other indicators, give us warning of an abusive situation. Record keeping of all concerns is essential through the use of CPOMS or a Cause for Concern Report form.

If there are grounds to suspect a child is suffering, or is likely to suffer, significant harm they must contact children's social care via the Front Door (Slough Children First) **01753 875 362** (9am – 5pm) or **01344 786 543** (outside of these hours) and make a clear statement of:

- ✓ the known facts
- ✓ any suspicions or allegations
- ✓ whether or not there has been any contact with the child's family

If the DSL feels unsure about whether a referral is necessary, they can phone the Front Door on 01753 875 362 between the hours of 9am and 5pm only, to seek advice and guidance; **without** giving the name of the child. If a name is given it then has to be followed through.



The DSL must confirm any referrals in writing to children's social care, within 24 hours, including the actions that have been taken. The written referral should be made using the multi-agency referral form (MARF) which will provide children's social care with the supplementary information required about the child and family's circumstances.

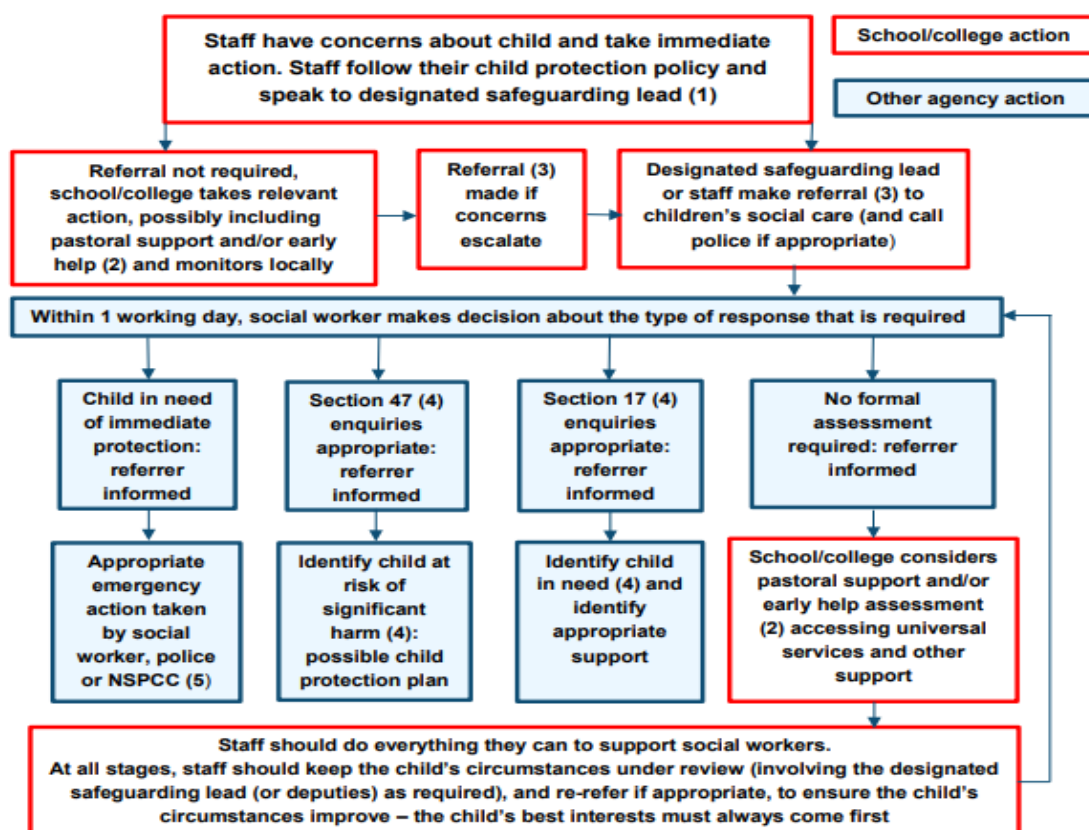
If a child is in immediate danger and urgent protective action is required, the police should be called. The designated safeguarding lead and any deputies should liaise with safeguarding partners and work with other agencies in line with [Working Together to Safeguard Children](#) and [NPCC- When to call the Police](#) should help designated safeguarding leads understand when they should consider calling the police and what to expect

when they do. The DSL should also notify children's social care of the occurrence and what action has been taken.

Where there are doubts or reservations regarding involving the child's family, the DSL should clarify with children's social care or the police whether, the parents should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation.

When a pupil is in need of **urgent** medical attention and there is suspicion of abuse the DSL should take the child to the accident and emergency unit at the nearest hospital, having first notified children's social care. The DSL should seek advice about what action children's social care will take and about informing the parents, remembering that parents should normally be informed that a child requires urgent hospital attention.

### Actions where there are concerns about a child



(1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

(3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

(4) Under the Children Act 1989, 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. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).

(5) This could include applying for an Emergency Protection Order (EPO).

### Whistleblowing

All staff have a duty to raise concerns, where they exist, about the management of child protection and safeguarding, which may include the attitude or actions of colleagues. If it becomes necessary to consult outside the school, they should speak in the first instance to the Area Education Officer/ local authority Designated Officer following the whistleblowing policy.

Whistle-blowing regarding the Headteacher should be made to the Chair of Governors whose contact details are readily available to staff.

Staff should follow the reporting procedures outlined in this policy, whereby they would normally report any concerns to the DSL. However, as emphasised in 'Keeping Children Safe in Education 2022', they may also share information directly with Children's Social Care and/or the police if:

- ✓ the situation is an emergency and the DSL, the Headteacher and/or the Chair of Governors are all unavailable;
- ✓ they are convinced that a direct report is the only way to ensure the child's safety; or
- ✓ for any other reason they make a judgment that a direct referral is in the best interests of the child.

In any of those circumstances, staff may make direct child protection referrals and share information without being subject of censure or disciplinary action. However, staff should inform the DSL and/or Headteacher at the earliest opportunity that they have done so unless in their judgement doing so would increase the risk of harm to the child.

Every staff member is sent a copy of the Whistleblowing Policy in September, and must sign to say they have read it.

### **What to do if you believe that a child is carrying a prohibited item**

The Headteacher and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- ✓ knives or weapons
- ✓ alcohol
- ✓ illegal drugs
- ✓ stolen items
- ✓ tobacco and cigarette papers
- ✓ fireworks
- ✓ pornographic images
- ✓ any article that the member of staff reasonably suspects has been, or is likely to be, used:
  - to commit an offence, or
  - to cause personal injury to, or damage to the property of, any person (including the pupil).

The Headteacher and authorised staff will also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

**A search may be conducted with the consent of the pupil but can also be conducted without consent if there are reasonable grounds to suspect a child is carrying a prohibited item. A search should be conducted by a same sex member of staff unless there is serious risk that someone will come to harm if the search is not conducted immediately.**

For further detail, please refer to [Searching, screening and confiscation at school](#) (DfE, January 2018)

### **Searching Electronic Devices**

Staff may lawfully search for electronic devices, without consent or parental permission, if there is a suspicion that the pupil has a device prohibited by school rules, or the staff member has good reason to suspect the device may be used to:

- ✓ cause harm,
- ✓ disrupt teaching,
- ✓ break school rules,
- ✓ commit an offence,
- ✓ cause personal injury, or
- ✓ damage property.

Any data, files or images that are believed to be illegal must be passed to the police as soon as practicable, including pornographic images of children, without deleting them.

Any data, files or images that are not believed to be unlawful, may be deleted or kept as evidence of a breach of the school's behaviour policy.

For further detail, please refer to [Searching, screening and confiscation at school](#) (DfE, January 2018)

### **Dealing with disclosures**

Disclosures of information may be received from child, parents/carers or other members of the public. It is recognised that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly, all staff will handle disclosures with sensitivity and care.

### **Accuracy of the disclosure**

When receiving a disclosure from an individual, staff will:

- ✓ allow them to speak freely, not be afraid of silences, listen to and take seriously any disclosure or information given;
- ✓ remain calm and not overreact;
- ✓ avoid admonishing the individual for not disclosing earlier;
- ✓ give reassuring nods or words of comfort;
- ✓ try not to show signs of shock, horror or surprise;
- ✓ not express feelings or judgments regarding any person alleged to have harmed the child;
- ✓ clarify the information;
- ✓ keep questions to a minimum and of an open nature;

Staff should not attempt to investigate the matter themselves but should make a careful note of exactly what was seen or heard or what their concerns are. It is the duty of the DSL to check facts and contact social care, who will undertake investigations, arrange medicals etc as appropriate. Staff can expect some feedback on what action has been taken within 7 days.

### **What to say to the child**

If a child discloses information, staff are unable to promise that they will not tell anyone what was said. Staff make the point that whatever needs to be done in the child's interests will be done and the child will be kept informed as far as possible.

### **Guiding principles, the seven R's**

#### **Receive**

- ✓ Listen to what is being said, without displaying shock or disbelief

- ✓ Accept what is said and take it seriously
- ✓ Make a note of what has been said as soon as practicable

### **Reassure**

- ✓ Reassure the pupil, but only so far as is honest and reliable
- ✓ Don't make promises you may not be able to keep e.g. 'I'll stay with you' or 'Everything will be alright now' or 'I'll keep this confidential'
- ✓ Do reassure e.g. you could say: 'I believe you', 'I am glad you came to me', 'I am sorry this has happened', 'We are going to do something together to get help'.

### **Respond**

- ✓ Respond to the pupil only as far as is necessary for you to establish whether or not you need to refer this matter, but do not interrogate for full details
- ✓ Do not ask 'leading' questions ie 'did he touch your private parts?' or 'did she hurt you?' such questions may invalidate your evidence (and the child's) in any later prosecution in court
- ✓ Do not criticise the alleged perpetrator; the pupil may care about him/her and reconciliation may be possible
- ✓ Do not ask the pupil to repeat it all for another member of staff. Explain what you have to do next and whom you have to talk to. Reassure the pupil that it will be a senior member of staff.

### **Report**

- ✓ Share concerns with the designated safeguarding lead as soon as possible
- ✓ If you are not able to contact your designated lead, and the child is at risk of immediate harm, contact the children's services department directly and the Police.
- ✓ If you are dissatisfied with the level of response you receive following your concerns you should press for re-consideration

### **Record**

- ✓ Make some brief notes at the time and write them up as soon as possible
- ✓ Keep your original notes on file
- ✓ Record the date, time, place, person/s present and noticeable nonverbal behaviour and the words used by the child. If the child uses sexual 'pet' words record the actual words used, rather than translating them into 'proper' words.
- ✓ Complete a body map to indicate the position of any noticeable bruising
- ✓ Record facts and observable things, rather than your interpretations or assumptions

### **Remember**

- ✓ Support the child: listen, reassure, and be available
- ✓ Complete confidentiality is essential. Share knowledge only with appropriate professional colleagues
- ✓ Try to get some support for yourself if you need it

### **Review (led by DSL)**

- ✓ Has the action taken provided good outcomes for the child?
  - ✓ Did the procedure work?
  - ✓ Were any deficiencies or weaknesses identified in the procedure? Have these been remedied?
- Is further training required?

### **Reporting the disclosure and next steps**

Staff report any concerns as quickly as possible so that investigations can be undertaken swiftly. A written record must be completed on the day of the disclosure using a cause for concern form which is available from the safeguarding folder. It is better to have reported concerns that prove groundless than to risk a child suffering significant harm.



The DSL, together with the Headteacher, make an informed decision as to whether to refer the case to social care, following the steps outlined in 'Making referrals to social care'.

The DSL, together with the Headteacher, decide whether to contact the parent in the event of a concern, suspicion or disclosure. However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will be sought first from social care.

### **Dealing with allegations against staff**

#### **Adults safeguarding themselves against allegations**

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. Staff read and sign the Code of Conduct to show that they have accepted the terms of acceptable behaviour.

Indications a person would pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity with children, including supply teachers and volunteers are that they may have:

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

(Transferrable risk)

#### **If an allegation is against a member of staff is made**

A child protection or safeguarding allegation made against a member of staff (including the DSL) is the responsibility of the Headteacher and not the DSL. All such concerns should be accurately recorded and reported to the Headteacher as soon as possible. The Headteacher will discuss the content of the allegation with the Local Authority Designated Officer (LADO) without delay. A child protection allegation made against the Headteacher should be accurately and promptly recorded and referred to the Chair of Governors. From there on, the LA, together with social care, will investigate the allegation. The school will follow the Berkshire Local Safeguarding Children's Boards Child Protection Procedures for managing allegations against staff. 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 Local Authority Designated Officer and Human Resources consultant in making this decision. In the event of an allegation against the Headteacher, the decision to suspend will be made by the Chair of Governors. See chart at the start of this policy for contact details of the Local Authority Designated Officer (LADO) The school has a duty of care to their employees. The school should ensure they provide effective support for anyone facing an allegation.

In some circumstances, the school may have to consider an allegation against an individual not directly employed by them, and where the disciplinary procedures do not fully apply to them, including agency and supply staff. The school should ensure the allegations are dealt with properly. The school will liaise with the LADO and find out the facts prior to determining a suitable outcome. The agency will be consulted on the best course of action for the supply teacher whilst the investigation is ongoing.

The school will inform any agencies of the process used for managing allegations prior to the agency staff beginning work.

The school is working on a Low Level Concern policy to be added to the Code of Conduct policy as per Keeping Children Safe in Education 2022.

### **Malicious allegations against school staff**



After an investigation, where it is reasonable to conclude that an allegation against a member of staff was made with malicious intent, and where this can be established on the part of a pupil, appropriate disciplinary action will be taken against the pupil. It is essential that there is clear evidence to support this action, and any action taken will be appropriate to the incident and to the pupil's age and understanding.

### **Dealing with allegations against children**

#### **Situations where allegations may arise including peer on peer abuse**

A child or parent/carer might make a direct allegation against another child or they might express discomfort with the behaviour of another child that falls short of a specific allegation. Another child, member of staff or volunteer may directly observe behaviour from one child towards another that gives cause for concern. A child may volunteer information to an adult that he/she has harmed another child or is at risk of doing so, or has committed an offence against or related to a child. Staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to:

- ✓ Bullying (including cyberbullying)
- ✓ Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- ✓ Sexual violence and sexual harassment
- ✓ Gender-based violence
- ✓ Sexting (also known as youth produced sexual imagery) and
- ✓ Initiation-type violence and rituals

Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. Different gender issues can be prevalent when dealing with peer on peer abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

At Pippins we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students. We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

Pippins does not tolerate peer on peer abuse and guidance on the different forms of peer on peer abuse can be found in Appendix B. Staff vigilance and application of the school's behaviour policy and commitment to Unicef's Rights of the child will minimise the risk of peer-on-peer abuse.

Allegations will be recorded, investigated and dealt with by the DSL and other senior staff. Victims, perpetrators and any other child affected by peer-on-peer abuse will be supported by the school's Senior Leadership Team and Nurture.

The school follows the advice in the DfE guidance 'Sexual Violence and Sexual Harassment between children, September 2022.'

The advice sets out what sexual violence and sexual harassment is, how to minimise the risk of it occurring and what to do when it does occur or is alleged to have occurred.

### **Sexting**

In cases of 'sexting' we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in 2017: ['Sexting in schools and colleges, responding to incidents, and safeguarding young people'](#).

### **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 'grandparents, brother, sister, uncle or aunt' and includes half-sibling 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 neglected, 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.

### **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.

Staff who are likely to need to use physical intervention will be appropriately trained in the Team Teach Techniques. 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 of working with children, and all staff have been given ['Safe Practice'](#) guidance to ensure they are clear about their professional boundary

### **Safeguarding concern or bullying?**

When faced with a situation of one child behaving inappropriately towards another, a decision needs to be made about whether the problem behaviour constitutes bullying or a child protection concern. This is a decision that needs to be reached by the DSL, in consultation with the child's class teacher, senior leaders and, if necessary, social care. If the conclusion is that the behaviour is an example of bullying, it needs to be dealt with under the anti-bullying policy and procedure. If it is behaviour that could be described as child abuse and has led to the victim possibly suffering significant harm, then it must be dealt with under child protection procedures. This should include all incidents of sexual assault and all but the most minor incidents of physical assault.

A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances. The DSL should contact social care to discuss the case. The DSL will follow through the outcomes of the discussion and make a referral where appropriate. The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both children. If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents informed (of both the child being complained about and the alleged victim). It may be appropriate to

exclude the child being complained about for a period of time according to the school's behaviour policy and procedures.

### **Inappropriate sexual behaviour**

All children and young people develop an interest in their own sexuality from a young age, and seek to learn about sex from their peers. It is important not to label normal, healthy behaviour as deviant or abusive. It is equally important not to allow sexually abusive behaviour perpetrated by one child or young person towards another to go unchecked, as this is harmful both for the victim and the perpetrator. There are ways of assessing whether sexual behaviour between children and young people is abusive or not. Indicators of abusive or otherwise sexually inappropriate behaviour include:

- ✓ a significant difference in age, dominance or understanding between the children/young people;
- ✓ behaviour accompanied by the use of threats or bribes;
- ✓ an extent of sexual knowledge beyond what would normally be expected; or
- ✓ behaviour carried out in secret.

The DSL will make a decision about whether to take advice from social care in partnership with senior leaders. A decision will need to be made about when and who should inform the families of both the child who has been abused and the child who has allegedly perpetrated the abuse, as well as social care. For more information and advice, refer to Appendix E A Continuum of Sexual Behaviours and Appendix F Sexual Behaviours Traffic Light Tool.

### **Sexual violence and sexual behaviour between children**

Sexual violence and sexual harassment can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

Children's sexual behaviours exist on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviours are developmentally inappropriate and may cause developmental damage.

The school adheres to the advice as set out in 'Sexual violence and sexual harassment between children in schools and colleges', December 2017 and updated in May 2018, and will follow safeguarding procedures as set out in this policy to support pupils who are victims or perpetrators of sexual violence or sexual harassment. For more information and advice, refer to Appendix E (A Continuum of Sexual Behaviours) and Appendix F (Sexual Behaviours Traffic Light Tool).

### **Attendance**

The school has an up to date Pupil Attendance and Absence policy dating from April 2023.

### **Any child**

When dealing with absent children, the Office Staff follows this procedure:

- ✓ Check for missing marks (all registers completed by class teachers by 8.50am)
- ✓ Run an absence report
- ✓ Call class teacher to check that the child has not arrived in the meantime
- ✓ Call a named contact on the same day if no reason has yet been recorded
- ✓ If the child is absent for a second day with no contact from the family, notify the DSL.

Where any child has 10 consecutive school days of unexplained absence and all reasonable steps have been taken by the school to establish their whereabouts without success, the school should make an immediate referral to Slough's Children Missing Education (CME) Service. Reasonable steps include:

- ✓ telephone calls to all known contacts;
- ✓ letters home (including recorded delivery);
- ✓ contact with other schools where siblings may be registered;
- ✓ possible home visits (where safe to do so);
- ✓ enquiries to friends, neighbours etc. through school contacts;
- ✓ enquiries with any other service known to be involved with the child/family; and
- ✓ recording all contacts and outcomes on the child's file.

Upon receipt of a referral from the School, the Slough CME Service will then continue to attempt to track the child. If this also fails to establish the child's whereabouts, the School will be informed to remove the child from roll. If the Slough CME Service is able to contact the child and their parents, arrangements will be made with the school and family for a return to education within 20 days, including a reintegration programme where necessary. If the child has registered at another school, the school will delete the child's name from the roll and transfer the child's educational records to the new school in the normal way. Any child protection records will be transferred separately and securely for the attention of the DSL in the new school and a receipt requested.

### **Children subject to child protection plans or child in need (CIN) plans**

The Attendance Leader will ensure that any child currently with a child protection plan or CIN plan who is absent in the educational setting without explanation is referred to the DSL who will then liaise with the child's key worker's Social Care Team. Children who have previously been looked after or who are in a Special Guardianship arrangement will be monitored closely.

### **Preventing radicalisation and extremism**

Since the Education and Inspections Act (2006), schools have a duty to promote community cohesion. Over the last few years, global events have led to a growth of extremist viewpoints, including advocacy of violent extremism. Pippins has an important part to play in both educating children about extremism and recognising when children start to become radicalised. In March 2015, new statutory duties were placed on schools by the Counter Terrorism and Security Act (2015) which means they must work to prevent children being drawn into extremism. Safeguarding children from all risks of harm is an important part of a school's work and protecting them from extremism is one aspect of that.

### [Channel General Awareness](#)

[www.gov.uk/channel.duty.guidance](http://www.gov.uk/channel.duty.guidance)

### **Definitions**

#### **Extremism**

Extremism is defined in the 2011 Prevent strategy as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

#### **Radicalisation**

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

### **British Values**

British values are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

### **Signs of vulnerability**

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

- ✓ underachievement
- ✓ being in possession of extremist literature
- ✓ poverty
- ✓ social exclusion
- ✓ traumatic events
- ✓ global or national events
- ✓ religious conversion
- ✓ change in behaviour
- ✓ extremist influences
- ✓ conflict with family over lifestyle
- ✓ confused identify
- ✓ victim or witness to race or hate crimes
- ✓ rejection by peers, family, social groups or faith

### **Recognising Extremism**

Early indicators of radicalisation or extremism may include:

- ✓ showing sympathy for extremist causes
- ✓ glorifying violence, especially to other faiths or cultures
- ✓ making remarks or comments about being at extremist events or rallies outside school
- ✓ evidence of possessing illegal or extremist literature
- ✓ advocating messages similar to illegal organisations or other extremist groups
- ✓ out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- ✓ secretive behaviour
- ✓ online searches or sharing extremist messages or social profiles
- ✓ intolerance of difference, including faith, culture, gender, race or sexuality
- ✓ graffiti, art work or writing that displays extremist themes
- ✓ attempts to impose extremist views or practices on others
- ✓ verbalising anti-Western or anti-British views
- ✓ advocating violence towards others

Further information and guidance can be found in the Preventing Radicalisation and Extremism Policy.

### **Staff professional learning**

This policy is provided to all staff on their induction alongside the Code of Conduct.

All staff, governors and volunteers, on induction, are given Safeguarding Children training by our Headteacher and DSL and training is updated at least annually.

The school recognises the need to train all staff to be aware of the incidence, gravity, signs, symptoms, nature and categories of abuse and in the way to deal with the disclosure of abuse.

All staff are expected to read and be able to talk about Keeping Children Safe in Education, Part 1 (DfE, 2023). Mechanisms are in place to assist staff to understand the document and include:

- ✓ providing the document to new staff on induction as part of broader safeguarding training;
- ✓ providing an audiobook version of the document;
- ✓ providing any updates to all staff as necessary;
- ✓ regularly discussing safeguarding issues as part of weekly professional learning sessions;
- ✓ the expectation that staff subscribe to and read weekly newsletters from Andrew Hall's Safeguarding in Schools; and
- ✓ conversations with the DSL and senior leaders in response to concerns.

The DSL plans a robust scheme of Educare modules throughout the school year, focussing on key issues. All staff know and understand the need to complete these modules.

From September 2022, the DSL will highlight key themes from the modules completed, and will discuss these with staff during timetabled CPD meetings.

### **Safer recruitment**

DSL and SBM completed safer recruitment training in April 2023.

### **Checks**

Pippins ensures that all staff have been checked as to their suitability to work with children, including verification of their identity, qualifications, and a satisfactory DBS check (according to guidance). A single central record is kept for audit. As part of our safer recruitment procedures, all applicants will:

- ✓ complete an application form which includes their employment history;
- ✓ provide two referees, including at least one who can comment on the applicant's suitability to work with children;
- ✓ provide evidence of identity and qualifications;
- ✓ be checked in accordance with the Disclosure and Barring Service (DBS) regulations as appropriate to their role;
- ✓ be checked against the Prohibition from Teaching orders (for qualified teachers);
- ✓ provide evidence of their right to work in the UK;
- ✓ possibly be subject to further checks if the applicant has lived or worked outside the UK; and
- ✓ be interviewed by a panel of at least two school leaders, at least one of whom who has safer recruitment training.

Interview panels include at least one member of staff trained in Safer Recruitment and the members of the panel with safer recruitment training are recorded on paperwork for the interviews. The members of staff who deal with references and recruitment in the office are also safer recruitment trained.

### **Record keeping and sharing information**

All concerns, discussions and decisions made, as well as the reasons for those decisions, should be recorded in writing.

### **Confidentiality**

We recognise that all matters relating to child protection are confidential. The Headteacher or DSL will disclose any information about a child to other members of staff on a need to know basis only. All staff have a professional responsibility to share information with other agencies in order to safeguard children. We will

always 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.

**Storage of records**

All records must be kept securely, separate from the main Pupil File, and in a locked location.

**When a child leaves the school**

It is the responsibility of the DSL, together with the Headteacher to ensure that when a pupil on the Child Protection Register leaves the school, their information is transferred to the new school immediately and the child's Social Worker is informed. Any child protection information is transferred, and a receipt of the transfer is obtained from the new school.

**Sharing information**

We follow the government's non-statutory guidance [\*Information sharing: Advice for practitioners providing safeguarding services \(2018\)\*](#). This document has a useful flowchart showing when to share information. The flowchart is included in the appendices.

Further details can be found at <https://www.gov.uk/government/publications/data-protection-toolkit-for-schools> Data protection: toolkit for schools - Guidance to support schools with data protection activity, including compliance with the GDPR.

**Record Retention Period**

The school adheres to the '[IRMS Toolkit for Schools](#)' which outlines a recommended retention period of different records.



## **Appendix A**

### **DSL/Deputy DSL Job Description**

Governing bodies, proprietors and management committees should appoint an appropriate senior member of staff, from the school or college leadership team, to the role of designated safeguarding lead. The designated safeguarding lead should take lead responsibility for safeguarding and child protection. This should be explicit in the role holder's job description. This person should have the appropriate status and authority within the school to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and interagency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.

### **Deputy designated safeguarding leads**

It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding lead(s). Any deputies should be trained to the same standard as the designated safeguarding lead.

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead; this lead responsibility should not be delegated.

### **Manage referrals**

The designated safeguarding lead is expected to:

- ✓ refer cases of suspected abuse to the local authority children's social care as required;
- ✓ support staff who make referrals to local authority children's social care;
- ✓ refer cases to the Channel programme where there is a radicalisation concern as required;
- ✓ support staff who make referrals to the Channel programme;
- ✓ refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- ✓ refer cases where a crime may have been committed to the Police as required.

### **Work with others**

The designated safeguarding lead is expected to:

- ✓ liaise with the Headteacher to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations; 60
- ✓ as required, liaise with the "case manager" (as per Part four) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and
- ✓ liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

### **Training**

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

Mr Jalaf undertook the Experienced DSL training in May 2022?.

Mrs Manners undertook the Experienced DSL training in January 2023

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest

safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- ✓ understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- ✓ have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ✓ ensure each member of staff has access to and understands the school or college's child protection policy and procedures, especially new and part time staff;
- ✓ are alert to the specific needs of children in need, those with special educational needs and young carers;
- ✓ are able to keep detailed, accurate, secure written records of concerns and referrals;
- ✓ understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- ✓ obtain access to resources and attend any relevant or refresher training courses; and
- ✓ encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.
- ✓ are able to ensure secure and regular monitoring is in place and filtering processes are reviewed regularly in accordance with guidance regarding filtering and monitoring standards issued March 2023.  
<https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges>

### **Raise Awareness**

The designated safeguarding lead should:

- ✓ ensure the school or college's child protection policies are known, understood and used appropriately;
- ✓ ensure the school or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ✓ ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- ✓ link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- ✓ ensure the school has secure and regular monitoring in place and the filtering processes are reviewed regularly. Ensure that relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified (Filtering and Monitoring Standards 2023).

One member of the DSL team will attend the Slough DSL forum, termly, and report back information to key staff.

### **Availability**

During term time the designated safeguarding lead/ Headteacher (or a deputy) should always be available (during school hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead/Headteacher (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead/Headteacher, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable. It is a matter for individual schools and colleges and the

designated safeguarding lead/Headteacher to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

**Equal Opportunities**

This policy applies to all users regardless of their special educational need, sexual orientation, culture, race, religion, belief, gender reassignment, ability or disability, preferred gender, ethnicity or nationality.

## Appendix B

### Types of child abuse

All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

The incidence of child abuse is much higher than many teachers and support staff imagine and is frequently at the hands of a person known to the child. There are several types of abuse: mental, physical, sexual and emotional abuse, all of which can form the basis of bullying. What needs to be remembered is that a high percentage of bullies have themselves been abused so that history is repeating itself.

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

An abused child is a boy or girl under the age of 18 who has suffered from:

- ✓ physical injury - actual or likely injury (failure to prevent injury);
- ✓ physical neglect - persistent or severe neglect by adults;
- ✓ failure to be protected from exposure to any danger;
- ✓ extreme failure to carry out important aspects of care, resulting in the significant impairment of the child's health or development, including non-organic failure to thrive;
- ✓ emotional abuse - actual or likely severe adverse effect on the emotional and behavioural development of a child caused by persistent or severe emotional ill treatment or rejection - all abuse involves some emotional ill treatment and this category should be used where it is the main or sole form of abuse; and
- ✓ sexual abuse - actual or likely sexual exploitation of a child or adolescent - the child may be so dependent and/or developmentally immature that the person or persons who had parental responsibility, charge or care of the child, either caused or knowingly failed to prevent sexual exploitation.

Peer on peer abuse is most likely to include, but not limited to: bullying (including cyber bullying), gender-based violence/sexual assaults and sexting.

Below are common signs of different types of abuse but they are not exhaustive lists. Some symptoms are indicative of all the different forms of abuse.

### Categories of Abuse:

- ✓ Physical Abuse
- ✓ Emotional Abuse (including Domestic Abuse)
- ✓ Sexual Abuse
- ✓ Neglect
- ✓ Extreme anger or sadness
- ✓ Aggressive and attention-seeking behaviour
- ✓ Suspicious bruises with unsatisfactory explanations
- ✓ Lack of self-esteem
- ✓ Self-injury
- ✓ Depression
- ✓ Age inappropriate sexual behaviour

- ✓ Child Sexual Exploitation
- ✓ Criminal Exploitation

**Risk Factors:**

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

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

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

In an abusive relationship the child may:

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

The parent or carer may:

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

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

**Signs of physical abuse**

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

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

**Bruising**

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

- ✓ 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 prints or a hair brush
- ✓ Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- ✓ Bruising around the face
- ✓ Grasp marks on small children
- ✓ Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

### **Bite Marks**

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child. A medical opinion should be sought where there is any doubt over the origin of the bite.

### **Burns and Scalds**

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

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

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

### **Fractures**

Fractures may cause pain, swelling and discolouration over a bone or joint. Non-mobile children rarely sustain fractures. There are grounds for concern if:

- ✓ The history provided is vague, non-existent or inconsistent with the fracture type
- ✓ There are associated old fractures
- ✓ Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- ✓ There is an unexplained fracture in the first year of life

### **Scars**

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse. Other signs of physical abuse might include:

- ✓ injuries that are not adequately explained by the pupil;
- ✓ current bruising injury, with a long history of bruises and accidents;
- ✓ injuries getting progressively worse, or occurring in a time pattern (e.g. every Tuesday morning or after visits to relatives);
- ✓ 'grip' marks on arms (may indicate severe shaking) or 'slap' markings (especially cheeks, buttocks, arms or legs);
- ✓ long marks which could be from a belt or cane;
- ✓ stub marks that might be from a cigarette;
- ✓ bruising on both sides of the ear - any 'symmetrical' bruising is suspicious;

- ✓ teeth marks from a bite;
- ✓ scalding to both soles of the feet;
- ✓ bruised eyes, especially if both at once - a doctor or the school nurse can usually tell whether the bruised eye is spread-bruising from an accidental bump to the nose or more likely to have been a fist to the eye;
- ✓ constant attention seeking, over-pleasing/compliant behaviour or 'frozen watchfulness';
- ✓ running away;
- ✓ kept away from school medical inspections and check-ups; or
- ✓ reluctance to go home after school.

### **Signs of emotional abuse**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development.

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse. The following may be indicators of emotional abuse:

- ✓ Developmental delay
- ✓ Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- ✓ Indiscriminate attachment or failure to attach
- ✓ Aggressive behaviour towards others
- ✓ Scape-goat 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
- ✓ physical, mental and emotional development lags;
- ✓ admission of punishment that appears excessive;
- ✓ over-reaction to mistakes;
- ✓ continual self-depreciation;
- ✓ sudden speech disorders;
- ✓ fear of new situations;
- ✓ inappropriate emotional responses to painful situations;
- ✓ neurotic behaviour (e.g. rocking, hair-twisting, thumb sucking);
- ✓ self-mutilation;
- ✓ fear of parents being contacted;
- ✓ extremes of passivity or aggression;
- ✓ drug/solvent abuse;
- ✓ running away; or
- ✓ compulsive stealing, scavenging.

### **Signs of 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

Other signs might include:

- ✓ looking extra thin and poorly;
- ✓ well below average in height and weight; 'failing to thrive';
- ✓ complaints of hunger, lacking energy;
- ✓ an untreated condition or injury;
- ✓ repeated accidents (especially burns);
- ✓ being left alone at home inappropriately;
- ✓ being repeatedly unwashed or smelly;
- ✓ being kept away from school check-ups; or
- ✓ reluctance to go home.

### **Domestic violence and abuse**

Domestic violence and abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- ✓ psychological,
- ✓ physical,
- ✓ sexual,
- ✓ financial or
- ✓ emotional.

[Safelives: young people and domestic abuse](#)

[Refuge: what is domestic violence/effects of domestic violence on children](#)

[NSPCC UK domestic abuse signs and symptoms effects](#)

### **Controlling behaviour**

Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

### **Coercive behaviour**

Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim. This is not a legal definition.

### **Inappropriate sexual behaviour and sexual harassment**

For school staff, identifying inappropriate sexual behaviour can be a complex task. Children and adolescents are normally sexually curious and may behave inappropriately with each other - the boundary between sexual harassment and sexually abusive behaviour can be difficult to define.

Defining behaviour as sexual harassment is difficult and a major issue is likely to be whether the sexual contact is consensual or not. A boy groping a girl may be an incident of inept behaviour by an immature adolescent; it may indicate that the person has the potential to become a sexual offender; it may indicate that they themselves are a victim of abuse. In all cases, it is essential that these incidents are treated seriously.

Details must be recorded accurately and passed on to the appropriate person. The needs of the victim must be addressed, in addition to ensuring that the perpetrator is dealt with in such a way that they realise the seriousness of their behaviour. Parents of both children should be contacted to give them an opportunity to support their child. It must be remembered that a criminal offence may have been committed and the parents of the victim have the right to pursue a complaint against someone who has assaulted their son/daughter. It must also be remembered that one or both parents/carers or a close relative may be the perpetrators.

### **Signs of sexual abuse**

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family. Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural. Some behavioural indicators associated with this form of abuse are:

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

Some physical indicators associated with this form of abuse are:

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

### **Sexual Abuse by Young People**

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

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

Inappropriate Sexual Behaviour can be inappropriate socially, 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.

Other signs of sexual abuse might include:

- ✓ sudden changes in behaviour or school performance;
- ✓ displays of affection in a sexual way inappropriate to age;
- ✓ tendency to cling or need constant reassurance;
- ✓ tendency to cry easily;
- ✓ regression to younger behaviour, such as thumb sucking, playing with discarded toys, acting like a baby;
- ✓ complaints of genital itching or pain or publicly playing with themselves;
- ✓ distrust of a familiar adult, or anxiety about being left with a relative, a baby-sitter or lodger;
- ✓ unexplained gifts or money;
- ✓ depression and withdrawal;
- ✓ apparent secrecy;
- ✓ wetting, day or night;
- ✓ sleep disturbances or nightmares;
- ✓ chronic illnesses, especially throat infections and venereal disease;
- ✓ anorexia or bulimia;
- ✓ self-mutilation, attempted suicide, frequently running away;
- ✓ unexplained pregnancy;
- ✓ fear of undressing for PE or
- ✓ phobias or panic attacks.

More information about sexual behaviours can be found in Appendix F (A Continuum of Sexual Behaviours) and Appendix G (The Sexual Behaviours Traffic Light Tool). These appendices support in helping to distinguish normal from abnormal sexual behaviours.

### **Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)**

Both CSE and CCE as defined in Keeping Children Safe in Education (2022) 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.

Child sexual exploitation is a form of child sexual abuse. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.’ (Working Together to Safeguard Children, 2022).

Sexual exploitation could involve photographing or videoing other children performing indecent acts. In areas where gangs are prevalent, older children may attempt to recruit younger children. Young people suffering

from sexual exploitation themselves may be forced to recruit other young people under threat of violence. The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation:

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

### **Female Genital Mutilation (FGM)**

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

- ✓ Type 1 Clitoridectomy - partial/total removal of clitoris
- ✓ Type 2 Excision - partial/total removal of clitoris and labia minora
- ✓ Type 3 Infibulation - entrance to vagina is narrowed by repositioning the inner/outer labia
- ✓ Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in most countries including the UK. Circumstances and occurrences that may point to FGM happening are:

- ✓ the child talking about getting ready for a special ceremony;
- ✓ the family taking a long trip abroad;

- ✓ the child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leone, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan);
- ✓ the knowledge that the child's sibling has undergone FGM or
- ✓ the child talking about going abroad to be 'cut' or to prepare for marriage.

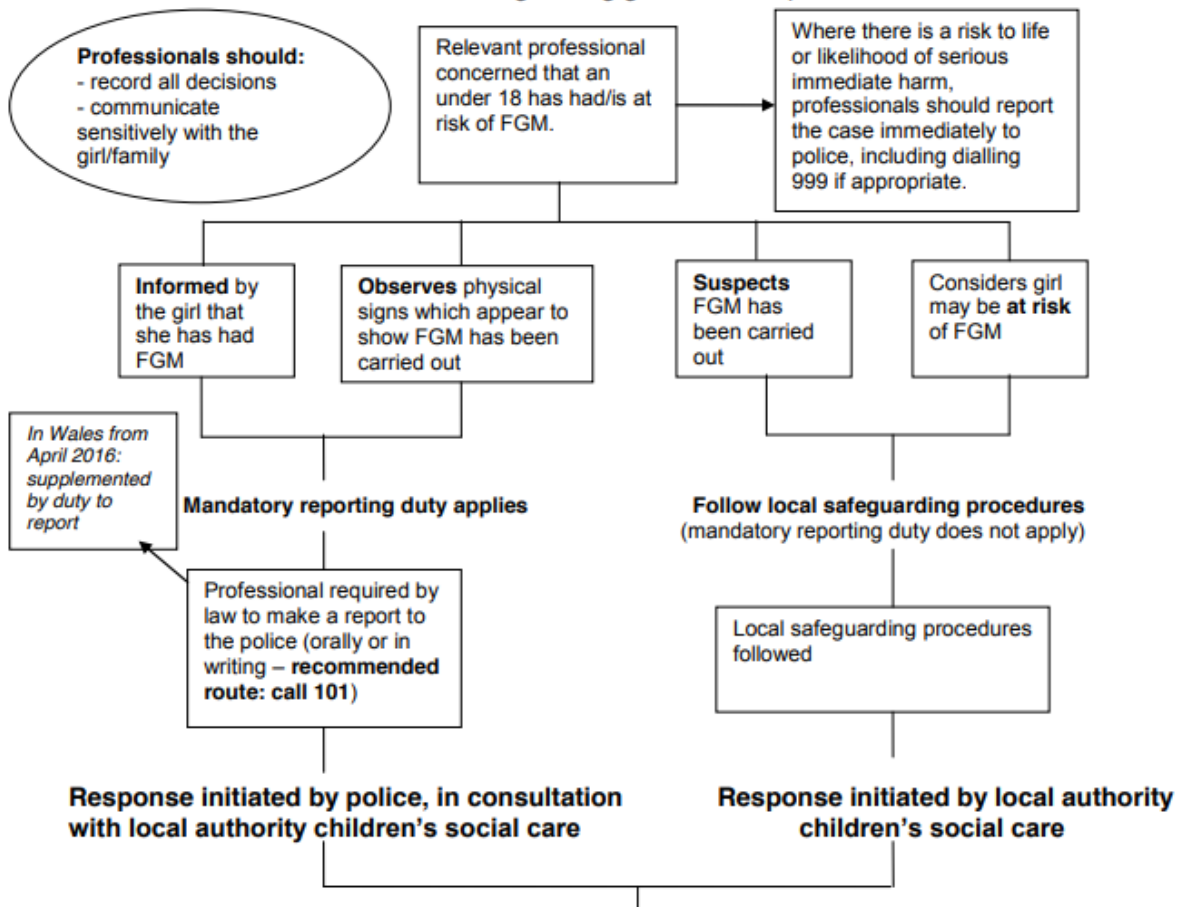
Signs that may indicate a child has undergone FGM:

- ✓ prolonged absence from school and other activities;
- ✓ behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued;
- ✓ bladder or menstrual problems;
- ✓ finding it difficult to sit still and looking uncomfortable;
- ✓ complaining about pain between the legs;
- ✓ mentioning something somebody did to them that they are not allowed to talk about;
- ✓ secretive behaviour, including isolating themselves from the group;
- ✓ reluctance to take part in physical activity or
- ✓ repeated urinal tract infections.

There is a mandatory duty on teachers to report disclosures on FGM about a female under the age of 18.

### **FGM Mandatory reporting Process map**

*This process map is intended to demonstrate where the FGM mandatory reporting duty fits within existing processes. It is not intended to be an exhaustive guide, and should be considered in the context of wider safeguarding guidance and processes.*



[NHS – Female Genital Mutilation](#)

[NSPCC – FGM](#)

[FGM Fact Sheet](#)

[Mandatory reporting of FGM procedural information](#)

[FGM Resource Pack](#)

### **Honour Based Violence and Forced Marriage**

Honour based violence is a violent crime or incident which may have been committed to protect or defend the honour of the family or community.

It is often linked to family members or acquaintances who mistakenly believe someone has brought shame to their family or community by doing something that is not in keeping with the traditional beliefs of their culture. For example, honour based violence might be committed against people who:

- ✓ become involved with a boyfriend or girlfriend from a different culture or religion
- ✓ want to get out of an arranged marriage
- ✓ want to get out of a forced marriage
- ✓ wear clothes or take part in activities that might not be considered traditional within a particular culture

Women and girls are the most common victims of honour-based violence however it can also affect men and boys. Crimes of 'honour' do not always include violence. Crimes committed in the name of 'honour' might include:

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

Forced Marriage is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistleblowing 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. Always call either the Contact Centre or the Forced Marriage Unit on 020 7008 0151. With Forced Marriage, there is the 'One Chance' rule: it is essential that settings / schools / colleges take action without delay.

A forced marriage is a marriage in which one or both spouses do not consent to the marriage but are coerced into it. Duress can include physical, psychological, financial, sexual and emotional pressure. In the cases of some vulnerable adults who lack the capacity to consent, coercion is not required for a marriage to be forced. If families have to resort to violence or coercion alluded to above to make someone marry, that person's consent has not been given freely and it is therefore considered a forced marriage. Where a person lacks the capacity to consent, an offence is also capable of being committed by any conduct carried out with the purpose of causing the victim to marry, whether or not it amounts to violence threats or any other form of coercion. A person's capacity to consent can change. With the right support and knowledge, a person with a learning disability may move from a position of lacking capacity to consent to marriage, to having capacity.



However, some children and adults with learning disabilities are given no choice and / or do not have the capacity to give informed consent to marriage and all it entails.

Since February 2023, it's been a crime to carry out any conduct whose purpose is to cause a child to marry before their 18th birthday, even if violence, threats or another form of coercion are not used. This applies to non-binding, unofficial 'marriages' as well as legal marriages.

### **Trafficked children**

"Trafficking of persons" shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs.

Any child transported for exploitative reasons is considered to be a trafficking victim, whether or not they have been forced or deceived. This is partly because it is not considered possible for children to give informed consent. Even when a child understands what has happened, they may still appear to submit willingly to what they believe to be the will of their parents or accompanying adults. It is important that these children are protected too.

Trafficked children may not only be deprived of their rights to health care and freedom from exploitation and abuse but may also be denied access to education. The creation of a false identity and implied criminality of the children, together with the loss of family and community, may seriously undermine their sense of self-worth. At the time they are found, trafficked children may not show any obvious signs of distress or imminent harm, but they may be vulnerable to particular types of abuse and may continue to experience the effects of their abuse in the future. Physical abuse can include:

- ✓ beatings;
- ✓ being subdued with drugs, on which they then become dependent;
- ✓ alcohol addiction; and
- ✓ stress/post-traumatic stress-related physical disorders such as skin diseases, migraine and backache.

Some kind of emotional abuse is involved in all types of maltreatment of a child, including trafficking.

Trafficked children may:

- ✓ feel disorientated after leaving their family environment, no matter how impoverished and difficult. This disorientation can be compounded for some children who have to assume a new identity or have no identity;
- ✓ feel isolated from the local community in the UK by being kept away from school and because they may not be able to speak English;
- ✓ fear both the adults who have physical control of them and the threat that they will be reported to the authorities as immigration criminals;
- ✓ lose their trust in all adults;
- ✓ have low self-esteem and believe that the experience has ruined them for life psychologically and socially;
- ✓ become depressed or suicidal;
- ✓ worry about people in their families and communities knowing what has happened to them, and become afraid to go home; and
- ✓ feel like criminals as a result of the new identity forced on them, which can have long-term consequences for their adult lives.

All children who have been exploited are likely to suffer some form of mental harm. Usually the longer the exploitation, the more their mental health will deteriorate. This can include:

- ✓ psychological distress owing to their sense of powerlessness - in many cases involving violence and deprivation at the hands of their traffickers, it will take the form of posttraumatic stress disorder;
- ✓ dependent relationships with their abusers;
- ✓ flashbacks, nightmares, anxiety attacks, irritability and other symptoms of stress, such as nervous breakdowns;
- ✓ a loss of ability to concentrate;
- ✓ becoming anti-social, aggressive and angry, and/or fearful and nervous – finding it difficult to relate to others, including in the family and at work; and
- ✓ fear of authorities based on past experiences or what they have been told by their traffickers.

Children who have been trafficked may be sexually abused as part of being controlled or because they are vulnerable. In many cases, sexual exploitation is the purpose of the trafficking. Children being sexually exploited are at risk of sexually transmitted infections, including HIV/AIDS; and for girls there is the risk of pregnancy and possible damage to their sexual and reproductive health.

Trafficked children may also suffer neglect. In particular, they may not receive routine and emergency medical attention (partly through a lack of concern about their welfare and partly because of the need for secrecy surrounding their circumstances). They may also be subject to physical, sensory and food deprivation.

There are a number of indicators which suggest that a child may have been trafficked into the UK, and may still be controlled by the traffickers or receiving adults. The child may:

- ✓ shows signs of physical or sexual abuse, and/or has contracted a sexually transmitted infection or has an unwanted pregnancy;
- ✓ has a history with missing links and unexplained moves;
- ✓ has gone missing from local authority care;
- ✓ is required to earn a minimum amount of money every day;
- ✓ has limited freedom of movement;
- ✓ appears to be missing for periods;
- ✓ is known to beg for money;
- ✓ performs excessive housework chores and rarely leaves the residence;
- ✓ is being cared for by adult/s who are not their parents and the quality of the relationship between the child and their adult carers is not good;
- ✓ is one among a number of unrelated children found at one address;

The indicators above should not be read as a definitive list and practitioners should be aware of any other unusual factors that may suggest a child might have been trafficked. They are intended as a guide, which should be included in a wider assessment of the young person's circumstances. It is also important to note that trafficked children might not show obvious signs of distress or abuse and this makes it difficult to identify children who may have been trafficked. Some children are unaware that they have been trafficked, while others may actively participate in concealing that they have been trafficked.

## **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. Only appropriately trained professionals 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. 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. All staff have completed training on Educare on Adverse Childhood Experiences.

Pippins has a designated Mental Health Lead for staff to share concerns with. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

### **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 DSL when they become aware of private fostering arrangements. The DSL 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.

### **Alcohol and drug use**

Pupils affected by their own or other's drug misuse should have early access to support through the school and other local services. Staff are alert to behaviour which might indicate that a child is experiencing difficult home circumstances. Where problems are observed or suspected, or if a child chooses to disclose that there are difficulties at home and it is not deemed a safeguarding issue, the school will follow the procedures set out in its drug policy.

Further information Expert and professional organisations are best placed to provide up to date guidance for specific safeguarding issues. These are listed in Keeping Children Safe in Education (DfE, 2022).

## Appendix C

### Cause for Concern Report

This form is to be completed **AT THE TIME OF OBSERVATION**, when there is a cause for concern in relation to the welfare of a child. The form must be given to your Designated Safeguarding Leads; M Jalaf and E Manners. If you are unable to locate your DSLs, the form must be handed A Shaikh, C Capps or R Hundal. Please use CPOMS where possible to record the incident.

All safeguarding issues must remain **CONFIDENTIAL**

<b>Name of Pupil:</b>	<b>Class:</b>
<b>Date:</b>	<b>Time:</b>
<b>Body Map used? YES/NO</b>	<b>Form passed to DSL? YES/NO</b>

**Cause for Concern:**

**Please use the back of this form if required.**

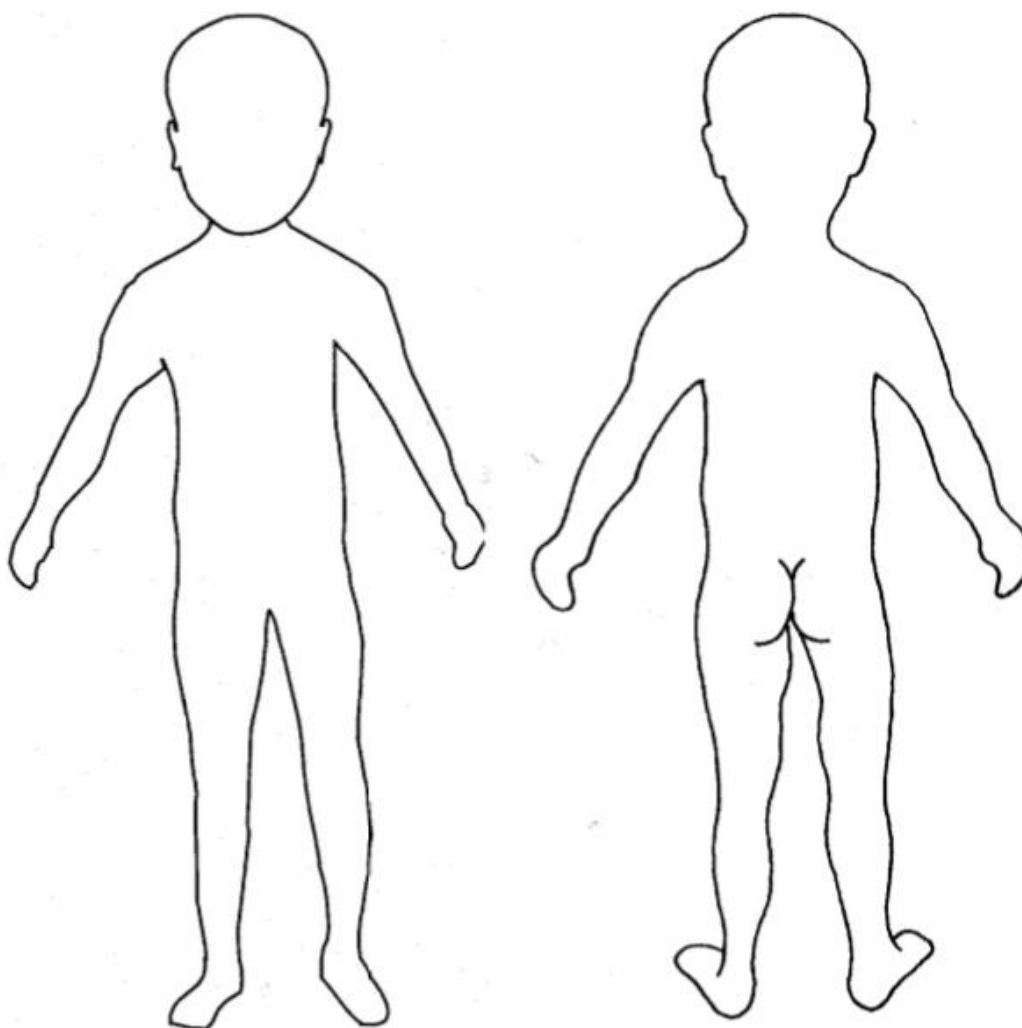
**DSL Actions:**

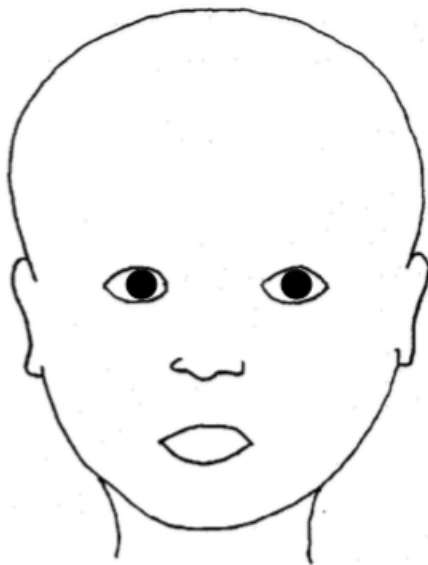
**Recorded on CPOMS?**

**Name of DSL:**

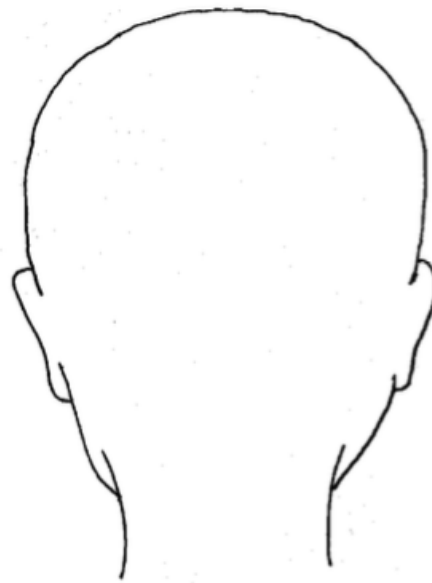
**Body Map**

Please clearly mark on the maps where you have witnessed anything causing concern.

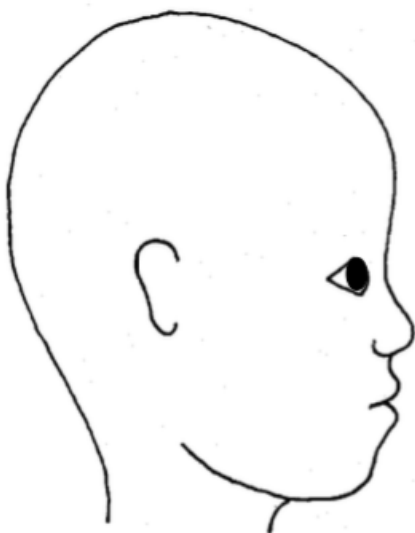




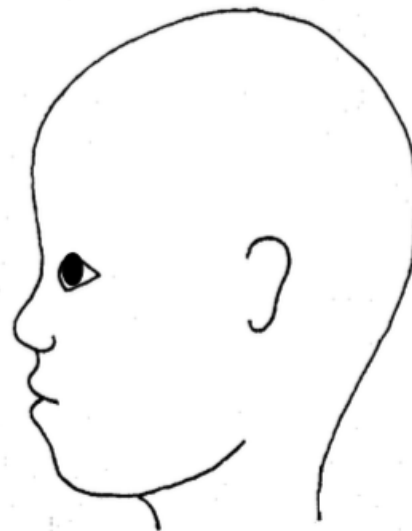
FRONT



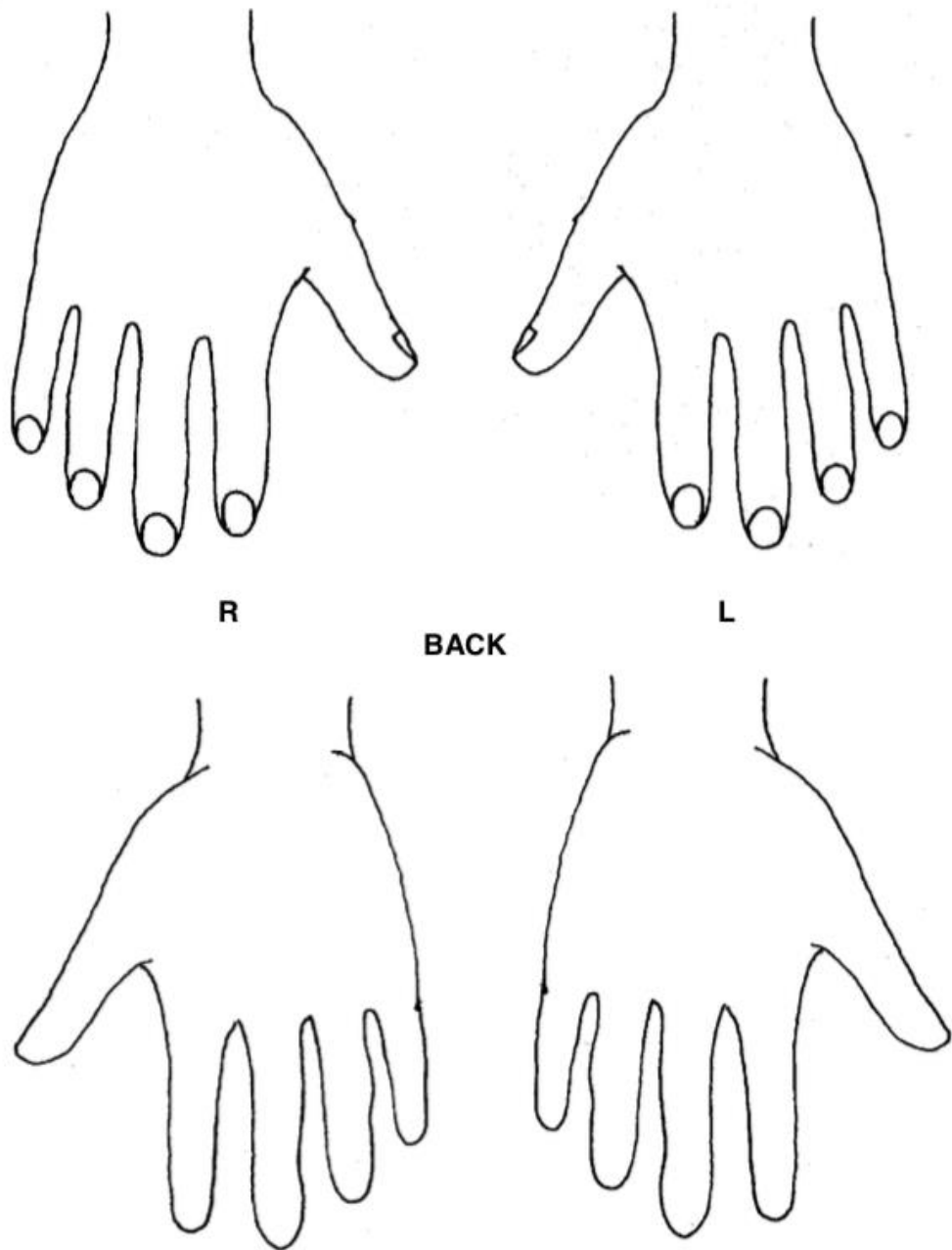
BACK



RIGHT



LEFT







R

TOP

L



R

BOTTOM

L



R



L

INNER



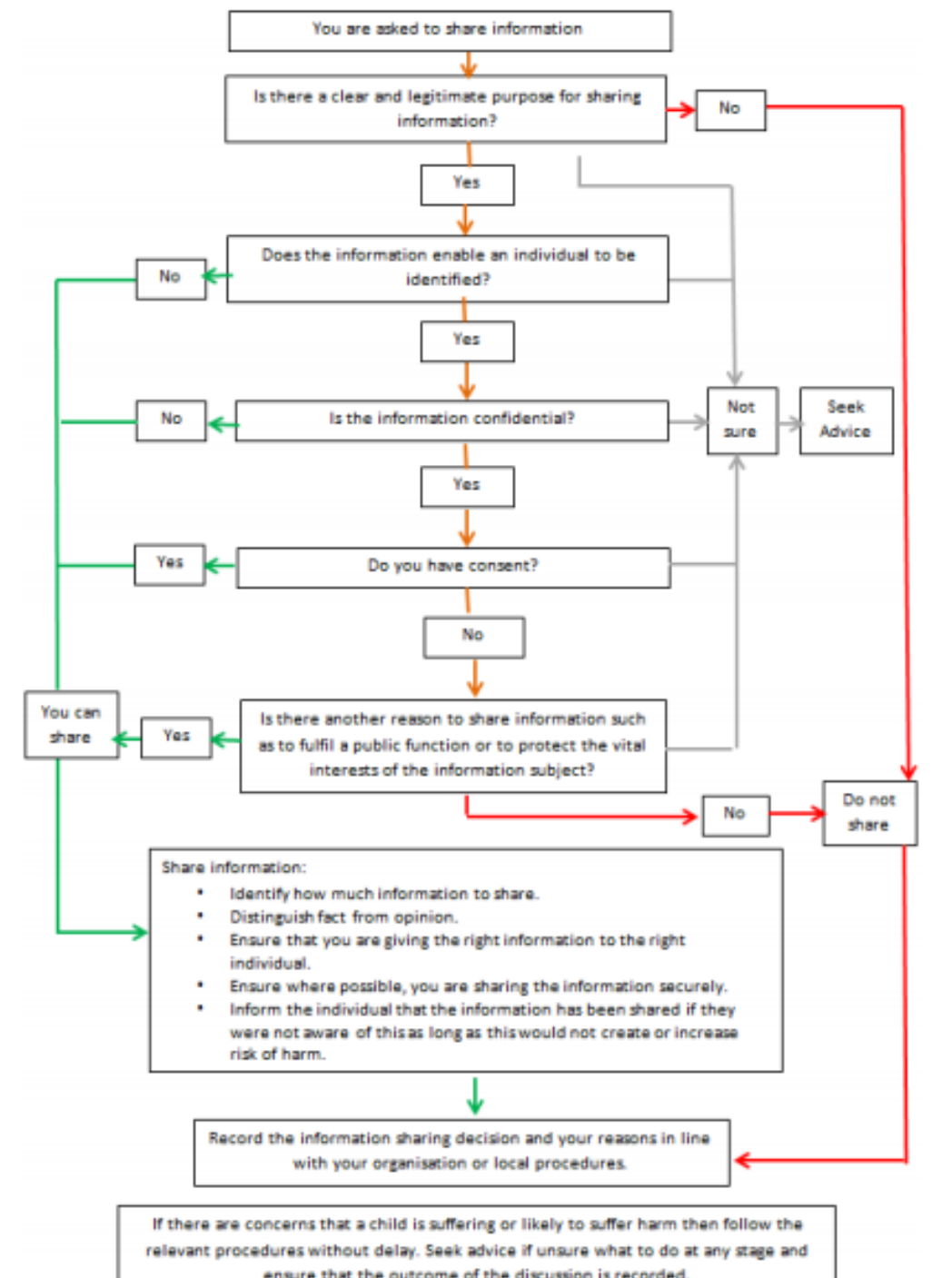
R



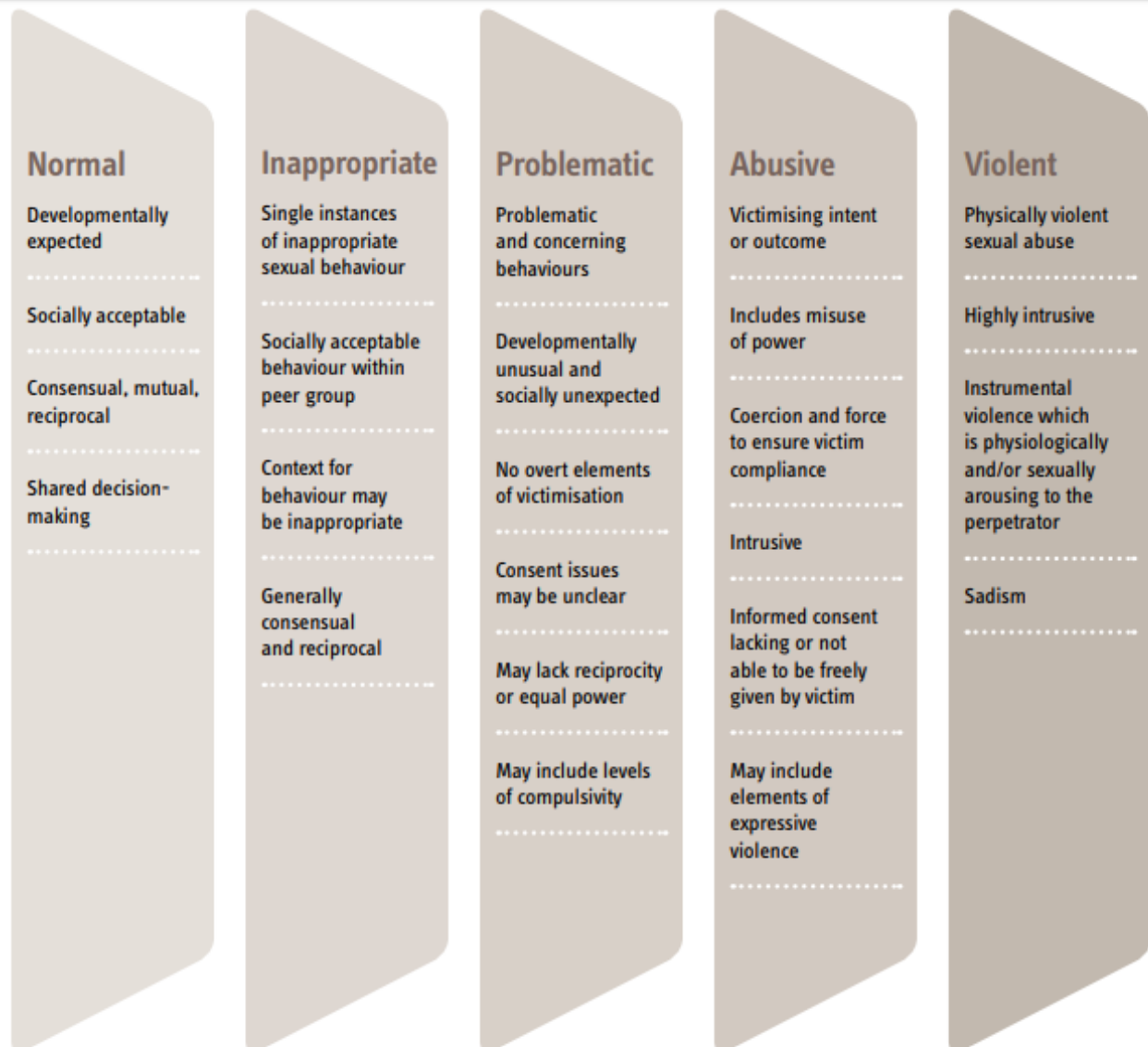
L

OUTER

# Information sharing (March 2015) Flowchart of when and how to share information



## Appendix E



### *A continuum of children and young people's sexual behaviours*



## SEXUAL BEHAVIOURS

● ● ● TRAFFIC LIGHT TOOL

### Behaviours: age 0 to 5 years

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

#### ● Green behaviours

- holding or playing with own genitals
- attempting to touch or curiosity about other children's genitals
- attempting to touch or curiosity about breasts, bottoms or genitals of adults
- games e.g. mummies and daddies, doctors and nurses
- enjoying nakedness
- interest in body parts and what they do
- curiosity about the differences between boys and girls

#### ● Amber behaviours

- preoccupation with adult sexual behaviour
- pulling other children's pants down/skirts up/trousers down against their will
- talking about sex using adult slang
- preoccupation with touching the genitals of other people
- following others into toilets or changing rooms to look at them or touch them
- talking about sexual activities seen on TV/online

#### ● Red behaviours

- persistently touching the genitals of other children
- persistent attempts to touch the genitals of adults
- simulation of sexual activity in play
- sexual behaviour between young children involving penetration with objects
- forcing other children to engage in sexual play

#### What is green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

#### What is amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- unusual for that particular child or young person
- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

#### What is red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

#### What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

#### What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

#### What can you do?

Red behaviours indicate a need for immediate intervention and action.

## Behaviours: age 5 to 9 years

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

### ● Green behaviours

- feeling and touching own genitals
- curiosity about other children's genitals
- curiosity about sex and relationships, e.g. differences between boys and girls, how sex happens, where babies come from, same-sex relationships
- sense of privacy about bodies
- telling stories or asking questions using swear and slang words for parts of the body

#### What is green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

#### What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

### ● Amber behaviours

- questions about sexual activity which persist or are repeated frequently, despite an answer having been given
- sexual bullying face to face or through texts or online messaging
- engaging in mutual masturbation
- persistent sexual images and ideas in talk, play and art
- use of adult slang language to discuss sex

#### What is amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- unusual for that particular child or young person
- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

#### What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

### ● Red behaviours

- frequent masturbation in front of others
- sexual behaviour engaging significantly younger or less able children
- forcing other children to take part in sexual activities
- simulation of oral or penetrative sex
- sourcing pornographic material online

#### What is red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

#### What can you do?

Red behaviours indicate a need for immediate intervention and action.



## Behaviours: age 9 to 13 years

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

### ● Green behaviours

- solitary masturbation
- use of sexual language including swear and slang words
- having girl/boyfriends who are of the same, opposite or any gender
- interest in popular culture, e.g. fashion, music, media, online games, chatting online
- need for privacy
- consensual kissing, hugging, holding hands with peer

### ● Amber behaviours

- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- verbal, physical or cyber/virtual sexual bullying involving sexual aggression
- LGBT (lesbian, gay, bisexual, transgender) targeted bullying
- exhibitionism, e.g. flashing or mooning
- giving out contact details online
- viewing pornographic material
- worrying about being pregnant or having STIs

### ● Red behaviours

- exposing genitals or masturbating in public
- distributing naked or sexually provocative images of self or others
- sexually explicit talk with younger children
- sexual harassment
- arranging to meet with an online acquaintance in secret
- genital injury to self or others
- forcing other children of same age, younger or less able to take part in sexual activities
- sexual activity e.g. oral sex or intercourse
- presence of sexually transmitted infection (STI)
- evidence of pregnancy

#### What is green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

#### What is amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- unusual for that particular child or young person
- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

#### What is red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

#### What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

#### What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

#### What can you do?

Red behaviours indicate a need for immediate intervention and action.

## Behaviours: age 13 to 17 years

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

### ● Green behaviours

- solitary masturbation
- sexually explicit conversations with peers
- obscenities and jokes within the current cultural norm
- interest in erotica/pornography
- use of internet/e-media to chat online
- having sexual or non-sexual relationships
- sexual activity including hugging, kissing, holding hands
- consenting oral and/or penetrative sex with others of the same or opposite gender who are of similar age and developmental ability
- choosing not to be sexually active

### ● Amber behaviours

- accessing exploitative or violent pornography
- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- concern about body image
- taking and sending naked or sexually provocative images of self or others
- single occurrence of peeping, exposing, mooning or obscene gestures
- giving out contact details online
- joining adult-only social networking sites and giving false personal information
- arranging a face to face meeting with an online contact alone

### ● Red behaviours

- exposing genitals or masturbating in public
- preoccupation with sex, which interferes with daily function
- sexual degradation/humiliation of self or others
- attempting/forcing others to expose genitals
- sexually aggressive/exploitative behaviour
- sexually explicit talk with younger children
- sexual harassment
- non-consensual sexual activity
- use of/acceptance of power and control in sexual relationships
- genital injury to self or others
- sexual contact with others where there is a big difference in age or ability
- sexual activity with someone in authority and in a position of trust
- sexual activity with family members
- involvement in sexual exploitation and/or trafficking
- sexual contact with animals
- receipt of gifts or money in exchange for sex

#### What is green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

#### What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

#### What is amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- unusual for that particular child or young person
- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

#### What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

#### What is red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

#### What can you do?

Red behaviours indicate a need for immediate intervention and action.



## Appendix G

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for schools and colleges can be found on the [TES website](#), [MindEd](#) and [NSPCC website](#). Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website:

- ✓ [Child sexual exploitation \(CSE\)](#)
- ✓ [Bullying including cyberbullying](#)
- ✓ [Children missing education](#)
- ✓ [Children missing from home or care](#)
- ✓ [Child sexual exploitation \(CSE\)](#)
- ✓ [Domestic violence](#)
- ✓ [Drugs](#)
- ✓ [Fabricated or induced illness](#)
- ✓ [Faith abuse](#)
- ✓ [Female genital mutilation \(FGM\)](#)
- ✓ [Forced marriage](#)
- ✓ [Gangs and youth violence](#)
- ✓ [Gender-based violence/violence against women and girls \(VAWG\)](#)
- ✓ [Hate](#)
- ✓ [Mental health](#)
- ✓ [Missing children and adults strategy](#)
- ✓ [Private fostering](#)
- ✓ [Preventing radicalisation](#)
- ✓ [Relationship abuse](#)
- ✓ [Sexting](#)
- ✓ [Teenage relationship abuse](#)
- ✓ [Trafficking](#)

### Guidance

- ✓ Section 175 (maintained schools) or section 157 (independent schools and academies) of the
- ✓ Keeping Children Safe in Education (KCSIE) 2023, DfE