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Safeguarding and Child Protection Policy

Spalding Parish Church of England Day School

This Policy has been updated in line with Keeping Children Safe in Education- 2nd September 2020

Church schools serving their communities through excellence, exploration and encouragement within the love of God.

The Diocese of Lincoln is called to faithful worship, confident discipleship and joyful service and our church schools bear witness to our belief that every child is made in the image of God and loved by Him. They were founded for the good of their local communities so that children can be educated through the values and stories of Christianity.

Policy Owner: CEO LAAT
Policy Date: September 2020
Policy Review Date: September 2021

SCHOOL INFORMATION

Designated Safeguarding Lead	**Emily Hill** **emily.hill@spaldingparish.lincs.sch.uk**
Deputy Designated Safeguarding Lead	**Sam Bocock** **Sam.bocock@spaldingparish.lincs.sch.uk**
Date Approved by Local Board	OCTOBER 2020
Date Uploaded to School Website	OCTOBER 2020
Link to Local Safeguarding Children Board	https://www.lincolnshire.gov.uk/safeguarding

The safety of all pupils is our first priority

Safeguarding and promoting the welfare of children is everyone's responsibility	We operate a culture of openness and accept that abuse can happen in any organisation	All concerns are reported

All concerns about a child must be reported immediately to the Designated Safeguarding Lead (DSL) or in their absence the Deputy Safeguarding Lead (DDSL)

Designated Safeguarding Lead	**Emily Hill**
Deputy Designated Safeguarding Lead	**Sam Bocock**

In the absence or unavailability of the DSL or DDSL, please report your concerns to Diane Mulley, the Head Teacher or another member of SLT.

In the event that a child is in danger or at risk of harm a referral should be made to Children's Social Care and/or the police immediately. You may also make a referral to Children's Social Care yourself if you are concerned one has not been made or is unable to be made by the DSL or DDSL:

Children's safeguarding - 01522 782111 (Monday to Friday, 8am to 6pm) or 01522 782333 (outside office hours

Allegations about another staff member or adult should be referred to the Headteacher	Allegations about a Headteacher should be made to the CEO of LAAT who will then take it to the LADO	All low level concerns or nagging doubts should be shared with the DSL or DDSL

Diane Mulley	**Jackie Waters-Dewhurst** **01522 504014** **07850 765784**	**Emily Hill (DSL)** **Sam Bocock (DDSL)**

We recognise the importance of following 'Whistleblowing Policy' if someone has any concerns.

It is better to be wrong than to miss something.

This Policy must read alongside 'Keeping Children Safe in Education 2020'

https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

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Note: The Appendices above contain information both from and in addition to KCSIE 2020. However, when dealing with any specific issue, in addition to using this document, schools should always refer to KCSIE 2020 to see if there is any further guidance that would support them.

Important Note: where this policy refers to 'academy' it means the individual school. Where 'LAAT' or 'academy trust' is used it refers to the LAAT.

Note: a further LAAT document 'Safeguarding and Child Protection Policy Supplementary Sheets to Support Record Keeping' is available. The sheets/formats it contains are not compulsory but are provided to schools for them to consider when reviewing their own or their Safeguarding Partnership formats.

CPOMS is currently being rolled out across the school.

1. INTRODUCTION

LAAT and Spalding Parish Church of England Day School recognise their responsibilities for safeguarding, child protection and promoting the welfare of children. This policy applies to all Local Board/Council members, staff, visitors and parents. This policy has been developed in accordance with the requirements identified in 'Keeping Children Safe in Education 2020'.
https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as:

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

This includes guidance on:

- Anti-radicalisation and the Prevent strategy
- Children in the court system
- Children missing in education (CME)
- Children with family members in prison
- Child sexual exploitation (CSE)
- Criminal exploitation of children (Criminal exploitation of children and vulnerable adults: county lines - Home Office, 2017)
- Domestic violence and so called honour-based violence
- Female genital mutilation (FGM)
- Forced marriage (FM)
- Homelessness
- Peer on peer abuse
- Sexual violence and sexual harassment between children in schools

LAAT and Spalding Parish Church of England Day School will fulfil their local and national responsibilities and have due regard to the following documents:-

1. DfE 'Keeping Children Safe in Education' - Sept. 2020
2. HM Government 'Working Together to Safeguard Children' - February 2019

Please see **Appendices 19 and 20** for other relevant documents.

PREVENTION

Spalding Parish Church of England Day School will establish an ethos where:

- Children feel secure in a safe environment in which they can learn and develop in a culture of vigilance.
- Children know that there are adults in the school whom they can approach if worried or in difficulty.
- Importance and prioritisation is given to equipping the children with the skills needed to stay safe; including providing opportunities for Personal, Social and Health Education throughout the curriculum.
- Children develop realistic attitudes to their responsibilities in adult life and are equipped with the skills needed to keep themselves safe; including understanding and recognition of healthy/unhealthy relationships and support available.
- Children are supported in recognising and managing risks in different situations, including on the internet, being able to judge what kind of physical contact is acceptable and unacceptable, recognising when pressure from others, including people they know, threatens their personal safety and well-being and supporting them in developing effective ways of resisting pressure.

- All adults feel comfortable and supported to draw safeguarding issues to the attention of the Head Teacher and/or the Designated Safeguarding Lead and are able to pose safeguarding questions with 'respectful uncertainty' as part of their shared responsibility to safeguard children. Staff working with children are advised to maintain an attitude of 'Think the unthinkable' and **'it could happen here'** where safeguarding is concerned. (Keeping Children Safe in Education 2020)
- There is a proactive approach to substance misuse. Issues of drugs and substance misuse are recorded and there is appropriate follow up action taken. Pupil awareness of the dangers of substance misuse is developed and delivered through the school's curriculum.
- Support and planning for young people in custody and their resettlement back into the school community is undertaken, where necessary, as part of our inclusive approach.
- It works in accordance with 'Working Together to Safeguard Children (updated February 2019)' and supports the Local Safeguarding Partnership to ensure children and young people receive the most appropriate referral and access provision; actively supporting multi-agency planning for those children and, in doing so, providing information about the 'voice of the child' and the child's lived experience as evidenced by observations or information provided by the multi-agency forum.
- All pupils have a right to be protected, respected, valued and to be heard. This will be achieved by:

  - The identification of pupils at risk of suffering significant harm, exploitation or radicalisation
  - Reducing the potential risks pupils face of being exposed to violence, extremism, exploitation, or victimisation
  - Raising awareness of all staff through effective communication and training
  - The referral of all disclosures to the appropriate agencies
  - Addressing concerns at the earliest possible stage using Early Help procedures
  - Working in partnership with the Local Safeguarding Partnership.

1.1 POLICY STATEMENT

We recognise that because of the day to day contact with children, academy staff are well placed to observe the outward signs of abuse, neglect, victimisation and exploitation. We will therefore:

- 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
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

We will follow the procedures set out by Local Safeguarding Partnership and guidance issued by the Department for Education to:

- Ensure we have a nominated Designated Safeguarding Lead responsible for Safeguarding and a Deputy Designated Safeguarding Lead, who are also members of the Senior Leadership Team.
- Ensure every member of staff (including temporary, supply and volunteers) and members of the Local Board; know the name and understand the role of the designated senior person responsible for Safeguarding.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for Safeguarding.
- Ensure that parents have an understanding of the responsibility placed on the Academy staff for Safeguarding by setting out their obligations by updating and publishing our policy on the school website annually.
- Notify the allocated social worker immediately if there is an unexpected absence of a pupil who is subject to a child protection plan.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters, including attendance at Child Protection conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.

- Ensure all records are kept securely; separate from the main pupil file, and in locked locations and on CPOMS.
- Follow procedures where an allegation is made against a member of Academy staff or volunteer.
- Ensure safe recruitment practices are always followed.
- Ensure the **EARLY HELP Process** is available to support children who need additional support (the Early Help Strategy can be accessed via the Local Safeguarding Partnership weblink at the front of this document). We will identify learners who require this extra level of support in our school, these are vulnerable children who we will monitor to support their development whilst not at risk of immediate danger or significant risk of harm. This includes the additional barriers that exist when recognising abuse of pupils with SEND.

LAAT and Spalding Parish Church of England Day School are committed to safeguarding and promoting the well-being of all of pupils. Each pupil's welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse. We recognise that children who are abused, neglected or witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. They may feel helplessness, humiliation and some sense of blame. We may be the only stable, secure and predictable element in the lives of children at risk. Their behaviour may be challenging and defiant or they may be withdrawn. We recognise that they may exhibit concerning behaviours that at times may impact on other children either directly or indirectly. We will always take a considered and sensitive approach in order that we can support all of our pupils and the vulnerable through:

- The content of the curriculum
- Our ethos
- Our behaviour policy, which is aimed at supporting vulnerable pupils
- Ensuring that the pupil knows that some behaviour is unacceptable, but they are valued and not to be blamed for any abuse which has occurred
- Liaison with other agencies that support the pupil such as social services, Child and Adult Mental Health Service (CAMHS), Education Welfare Service and Educational Psychology Service
- Ensuring that, where a pupil subject to a child protection plan, child in need or early help leaves, their information is securely transferred to the new School/Academy immediately and that the child's social worker is informed
- We use internal and external exclusions only as a last resort for pupils deemed as vulnerable or at risk
- We will seek information on **all** pupils who move into the school

1.1.1 CHILDREN WHO MAY REQUIRE EARLY HELP

All Staff (Governors/Local council members and Volunteers) working within the School are aware safeguarding is not just about protecting children from deliberate harm, neglect and failure to act. It relates to broader aspects of care and education, including:

- Children's health and safety and well-being, including their mental health
- Meeting the needs of children who have special educational needs and/or disabilities.
- The use of reasonable force
- Meeting the needs of children with medical conditions
- Providing first aid
- Educational visits
- Intimate care and emotional well-being
- Online safety and associated issues
- Appropriate arrangements to ensure children's security taking into account the local context.
- Young carers
- Privately fostered children

- Children who have returned home to their family from care
- Children showing signs of engaging in anti-social or criminal behaviour
- Family circumstances presenting challenges for the child, such as substance abuse, adult mental health, domestic violence; and/or
- Early signs of abuse and/or neglect
- Signs of displaying behaviour or views that are considered to be extreme
- Children misusing drugs or alcohol themselves
- Not attending school or are at risk of exclusion from school
- Frequently going missing/goes missing from care or from home
- Is at risk of modern slavery, trafficking, exploitation, radicalised
- Not in education, training or employment after the age of 16 (NEET)
- Unborn babies – see local safeguarding partnership pre-birth protocol

These children are therefore more vulnerable; this Academy will identify who the vulnerable children are, ensuring all Staff and Volunteers know the processes to secure advice, help and support where needed.

1.1.2 SAFEGUARDING CHILDREN WITH SEND

This policy reflects additional safeguarding challenges for children with SEN and disability, including:

- Awareness that behaviour, mood and injury may relate to possible abuse and not just SEN or disability
- Higher risk of peer group isolation
- Disproportionate impact of bullying
- Difficulties with communication

We provide additional pastoral support for children and SEN and disabilities.

We recognise that children with SEN and disabilities are more likely to be abused or neglected and we will monitor these young people to keep them safe.

There is a concern sometimes that, for children with SEN and disabilities, their SEN or disability needs are seen first, and the potential for abuse second. If children are behaving in particular ways or they're looking distressed or their behaviour or demeanour is different from in the past, staff should think about that being a sign of the potential for abuse, and not simply see it as part of their disability or their special educational needs.
Children with SEND have a higher risk of being left out, of being isolated from their peers, and they are disproportionately affected by bullying. Staff are encouraged to make sure that children with SEN and disabilities have a greater availability of mentoring and support.

Our Academy Behaviour policy provides detail around the **'use of reasonable force'** and how this is only used as a last resort for managing incidents of very challenging behaviour. **This is in line with national guidelines and takes into account individual pupil needs and risk management /care plans and in particular with regard to SEND.**

1.1.3 RELATED ISSUES

Safeguarding covers more than the contribution made to child protection in relation to individual young people. It also encompasses issues such as pupil health and safety, bullying and a range of other issues. For example, arrangements for meeting the medical needs of children, providing first aid, building security, drugs and substance misuse, positive behaviour, etc. There may also be other safeguarding issues that are specific to the local area or population that need to be identified in partnership with the Local Authority e.g. gang membership and the safeguarding of vulnerable adults. Spalding Parish Church of England Day

School has a duty to ensure that safeguarding permeates all activities and functions. This policy therefore compliments and supports a range of other safeguarding issues, including:

- Bullying, including cyber bullying
- Children and the court system
- Children with family members in prison
- Children missing education
- Child missing from home or care
- Child sexual exploitation (CSE)
- Child criminal exploitation
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- So called honour violence (FGM and FM)
- Gangs and youth violence
- Gender based violence/violence against women and girls (VAWG)
- Hate
- Homelessness
- Mental health
- Missing children and adult strategy
- Peer on peer abuse
- Private fostering
- Preventing radicalisation
- Relationship abuse
- Sexting
- Sexual Violence and Sexual Harassment between children (May 2018)
- Teaching online safety in school (DfE, June 2019)
- Trafficking
- Up-skirting

1.2 RESPONSIBILITIES

1.2.1 The **LAAT** has a strategic leadership responsibility for the academy safeguarding arrangements and will ensure that they comply with their duties under legislation by overseeing the implementation of the policy and procedures in each academy through regular monitoring of policy and practice. This will be done on an annual basis or more frequently when necessary. This policy will be reviewed at least annually.

LAAT fully recognises the contribution it can make to protect children and support pupils in its academies. The aim of this policy is to safeguard and promote our pupils' welfare, safety and health by fostering an honest, open, caring and supportive climate. The welfare of all pupils is of paramount importance.

1.2.2 The Local Board/Council will oversee and keep under review the Academy Child Protection and Safeguarding policy and ensure they:

- Have robust Safeguarding procedures in place
- Promote, develop and maintain a robust culture of Safeguarding that has at its heart the welfare and needs of all pupils and staff.
- Challenge senior leaders to ensure Safeguarding is effective and fully compliant with statutory legislation and that the work to protect pupils from harm is exemplary.
- Operate safer recruitment procedures and ensure appropriate checks are carried out on new staff and adults working on the school site. This includes checking the Single Central Record (SCR)
- Have procedures for dealing with allegations of abuse against any member of staff or adult on site
- Appoint a member of staff from the Academy leadership team (SLT) to the role of designated safeguarding lead with a clear job description outlining this role

- Appoint a deputy designated safeguarding lead
- Always have cover for the designated safeguarding leads
- Teach children about safeguarding, including online safety as part of providing a broad and balanced curriculum. This may include covering relevant issues through Relationships Education and Relationships and Sex Education, and/or where delivered, through Personal, Social, Health and Economic (PSHE) education. The Government has made regulations which will make Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) mandatory from September 2020
- Have appropriate filters and monitoring systems in place to proactively monitor internet use, particularly for vulnerable pupils
- Take steps to remedy any deficiencies or weaknesses with regard to safeguarding arrangements
- The Local Board/Council will nominate a member responsible for liaising with the LAAT, LA and/or partner agencies in the event of allegations of abuse against the Head teacher
- Carry out an annual review of the Safeguarding policy and procedures in conjunction with a member of LAAT staff or a peer Head Teacher. This will be done using safeguarding audit tools and will be reported to both the Local Safeguarding Partnership and LAAT
- Ensure that the Academy contributes to inter-agency working in line with the statutory guidance 'Working Together to Safeguard Children (updated February 2019)'
- Comply with its obligations under section 14B of the Children's Act 2004 to supply the Local Safeguarding Partnership with information to fulfil its functions
- Ensure that at least one person on any appointment panel has undertaken safer recruitment training
- Local Boards should utilise the experience and expertise of their staff when shaping safeguarding policies
- Where there is a safeguarding concern, the LAAT and Academy leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place for children to express their views and give feedback.

1.2.2 All adults working in our Academy (including visiting staff, volunteers and pupils on placement) are required to report instances of actual or suspected child abuse or neglect (as defined in the latest DfE 'Keeping Children Safe' 2020 guidance) to the Designated Senior Lead with responsibility for child protection.

The Designated Lead for Safeguarding is: Emily Hill

The Deputy Designated Lead for Safeguarding is: Sam Bocock

1.2.3 The Head Teacher will:

- Be responsible for the implementation of the policy and procedures and ensuring that the outcomes are monitored
- Ensure that all staff, Local Board/Council members, parents and pupils are aware of the policy and procedures in place
- Select/appoint two Designated Safeguarding Leads (DSLs) - the DSL and Deputy DSL. Consideration should be given by the Head Teacher/Principal to the range of other responsibilities that the DSL undertakes. The DSL needs to have the flexibility to act immediately on a referral that requires an urgent response and to be able to give time to lengthy meetings or case conferences
- Ensure that details of the DSL and Deputy DSL are clearly displayed in staff areas and any staff handbook and are visible to visitors.
- In the absence or unavailability of the DSL or that of their deputy there is a structure in place to ensure safeguarding issues are dealt with effectively. Staff will speak to Diane Mulley, Headteacher in the event of DSL or DDSL absence. In the event that all are offsite, the office staff will have emergency contact details for all. In an emergency, staff should call Children's Services themselves or the police as necessary.
- Determine an appropriate training programme in consultation with the Designated Safeguarding Lead (DSL) reflecting the requirements of Keeping Children Safe in Education 2020. (All staff and volunteers to read KCSIE part 1 and Annex A at least annually and to sign that they have done so and understand its content.)

1.2.4 The Designated Safeguarding Lead (DSL) is responsible for:

- Ensuring that all cases of suspected or actual concerns associated with child protection are referred to the appropriate agencies
- DSL and DDSL will have appropriate training on Safeguarding and Child Protection as per guidance in KCSIE and the Local Safeguarding Partnership arrangements at least every two years with updates at least annually
- Being aware of the latest national and local guidance and requirements and keeping the staff informed as appropriate
- Ensuring that effective communication and liaison takes place between the Academy and the Local Authority, and any other relevant agencies, where there is a safeguarding concern in relation to a pupil
- Ensuring that all staff have an understanding of child abuse, neglect and exploitation and their main indicators. This will include training for all staff at least annually.
- Dealing with allegations of abuse in accordance with local procedures
- Ensuring that appropriate training for staff is organised according to the agreed programme. This training must now be 'at least annually' (with regular updates as necessary)
- Ensuring that adequate reporting and recording systems are in place
- Liaising with the head teacher to inform them of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- Seek advice from Prevent Team regarding radicalisation concerns & refer cases to the Channel programme when necessary
- Supporting staff who make referrals to the Channel programme when advised by Prevent team
- Referring cases to the police where a crime may have been committed
- Helping promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff. Their role could include ensuring that the school or college, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

The Designated and Deputy Safeguarding Lead will meet regularly to discuss safeguarding issues, including:

1. LAC (Looked After Children)
2. CIN/CP (Child in need/Child Protection)
3. Early Help
4. Medical issues
5. Persistent Absence
6. Police reports
7. Substance misuse
8. Local and national issues such as FGM (Female Genital Mutilation), extremism, CSE (Child sexual exploitation) , CME (Children missing in Education), FM (Forced Marriage), Criminal exploitation of children (County Lines) and others as identified in Annex A of KCSIE 2020.
9. SEND children

(These could be used as subheadings on a meeting record sheet template.)

1.2.5 All staff, including supply teachers and other visiting staff (e.g. School nurses) and those supporting educational visits will be informed of the Designated Safeguarding Lead (DSLs) name, the Deputy Designated Safeguarding Lead (DDSLs) name and the Academy's policy for the protection of children:

- During their first induction to the Academy
- Whole staff training or briefing meetings

All staff need to be alert to the signs of harm and abuse. They should report any concerns if not immediately, as soon as possible, to the Designated Safeguarding Lead (DSL) or named deputy. If in any doubt, staff should consult with the Designated Safeguarding Lead (DSL) or their nominated deputy.

- All staff must have read and understood KCSIE 2020 - Parts one and five and for staff and leaders who work directly with children - Annexe A KCSIE 2020, the Staff code of Conduct, Safeguarding and Child Protection policy, School's behaviour policy and School policy for Children Missing Education.
- The DSL should help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker are experiencing or have experienced, with teachers and school or college leadership and staff.

2. SAFEGUARDING CONCERNS AND ALLEGATIONS OF ABUSE
PLEASE ALSO REFER TO APPENDIX 1 FOR A FULL OUTLINE OF PROCEDURES.

2.1 When a member of staff suspects that any student may have been subject to abuse, or a student has suggested that abuse has taken place either to themselves or another student, the allegation must be reported immediately to the Designated Safeguarding Lead (DSL) or the Deputy DSL, if the DSL is off site - unless it relates to these people

2.2 The DSL (or Deputy DSL if the DSL is off site) will ensure the allegation is acted on within the school day (including extended hours).

2.3 The DSL will ensure that the Head Teacher and Deputy DSL are informed of all allegations and how they are dealt with.

2.4 The DSL will deal with the allegation in accordance with locally agreed safeguarding partnership procedures.

2.5 The DSL will be best placed to carry out a risk assessment of the issue and determine the escalation and timescales for dealing with the allegation.

3. SAFEGUARDING CONCERNS AND ALLEGATIONS AGAINST STAFF - REPORTING PROCEDURES

3.1 We will manage cases of allegations that might indicate 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. It will be used in respect of all cases in which it is alleged that any adult working at the school (including volunteers, supply teachers and contractors) has:

- 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, or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children. This is also to take into account situations where a person's behaviour outside of school may suggest 'transferable risk'. For example, where a member of staff or volunteer is involved in an incident outside of school which did not involve children, but could have an impact on their suitability to work with children.

We will follow guidance in Keeping Children Safe In Education 2020 and Local Safeguarding Partnership guidance (see procedures for Managing Allegations Against ~~Staff~~ People Who Work With Children). Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely in the safe room in school.

3.2 We have a duty of care to our employees. We will ensure we provide effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended. It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer in a school or college is dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is subject to the allegation.

3.3 The procedures for dealing with allegations will be applied with common sense and judgement. Many cases may well either not meet the criteria set out above, or may do so without warranting consideration of either a police investigation or enquiries by local authority's children's services. In these cases we will link to the Local Safeguarding Partnership procedures.

To access the full procedures, visit the website for the Local Safeguarding Partnership (link is at the start of this document).

3.4 ALLEGATIONS OF ABUSE MADE AGAINST SUPPLY TEACHERS

Where there is an allegation about a supply teacher whilst schools and colleges are not the employer of supply teachers, they should ensure allegations are dealt with properly. In no circumstances should a school or college decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome. The school or college will usually take the lead in any investigation because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process.

Three steps will be followed if a concern is raised:

- School to inform the LADO
- School to inform the Supply Agency that the LADO has been informed
- School to inform the CEO of steps one and two with any further follow up reported also

4. TRAINING

The Academy also has a commitment to training annually in house and to multi-agency training run through the Local Safeguarding Partnership.

- Time will be given to enable this commitment to be met.
- The Designated Safeguarding Lead (DSL) and Deputy DSL will receive relevant training (at the level identified by the Local Safeguarding Partnership) at least every two years with updates at least annually.
- All staff, Local Board/Council members and volunteers new to the Academy will be given appropriate Safeguarding training as part of their induction programme to the Academy.
- All Academy staff will undertake training annually as organised by the DSL.
- Newly recruited staff have safeguarding and child protection training as part of their induction and will receive Academy specific training including being made aware of local risk factors for extremism.
- The DSL will attend appropriate Prevent training (WRAP) as provided by the Home Office and Local Authority.
- Appropriate members of senior leadership teams and Local Board/Council members are required to complete Safer Recruitment Training in order that one panel member on every selection panel is trained in 'Safer Recruitment'. Online training can be obtained from the NSPCC http://www.nspcc.org.uk/what-you-can-do/get-expert-training/safer-recruitment-education-course or through the Local Safeguarding Partnership website.
- Key members of the LAAT central team, specifically the School Improvement Team, will undergo/keep updated with relevant training at a high level to allow them to undertake school safeguarding audits and support schools where necessary.

5. SAFE STAFF RECRUITMENT (INCLUDING VOLUNTEERS)

We recognise that it is vital that schools and colleges create a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might abuse children. We will act reasonably in making decisions about the suitability of prospective employees based on checks and evidence including: criminal record checks (DBS checks), barred list checks and prohibition checks together with references and interview information. Refer to 'Safer recruitment' policy.

At Spalding Parish Church of England Day School we will make sure the NCTL's Teacher Services system is checked to ensure that no teacher **(or adult acting in a teaching capacity)** has been prohibited from working with children.

We will also undertake separate Section 128 checks for school management as per **para. 192** KCSIE 2020: 'Individuals taking part in 'management" may include individuals who are members of proprietor bodies (including governors if the governing body is the proprietor body for the school), and such staff positions as follows: head teacher, any teaching positions on the senior leadership team, and any teaching positions which carry a department headship. Whether other individuals such as teachers with additional responsibilities could be prohibited from 'taking part in management' depends on the facts of each case'.

The level of DBS certificate required, and whether a prohibition check is required, will depend on the role and duties of an applicant to work in a school or college, as outlined in KCSIE 2020.
For most appointments, an enhanced DBS certificate, which includes barred list information, will be required as the majority of staff will be engaging in regulated activity. In summary, a person will be considered to be engaging in regulated activity if as a result of their work they:

- will be responsible, on a regular basis in a school or college, for teaching, training instructing, caring for or supervising children; or
- will carry out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
- engage in intimate or personal care or overnight activity, even if this happens only once.

ALTERNATIVE PROVISIONS
We recognise that schools are responsible for the safeguarding of their pupils when they're placed in an alternative provision. As per KCSIE 2020 we will obtain a written statement from the provider that they have completed all the vetting and barring checks that are necessary on their staff.

REGULATED ACTIVITY
The full legal definition of regulated activity is set out in Schedule 4 of the Safeguarding Vulnerable Groups Act 2006 as amended by the Protection of Freedoms Act 2012.

Regulated activity includes:
a) Teaching, training, instructing, caring for (see (c) below) or supervising children if the person is unsupervised, or providing advice or guidance on well-being, or driving a vehicle only for children
b) Work for a limited range of establishments (known as 'specified places', which include schools and colleges), with the opportunity for contact with children, but not including work done by supervised volunteers
c) Relevant personal care, or health care provided by or provided under the supervision of a health care professional:

- personal care includes helping a child, for reasons of age, illness or disability, with eating or drinking, or in connection with toileting, washing, bathing and dressing;
- health care means care for children provided by, or under the direction or supervision of, a regulated health care professional.

HOME-STAYS (EXCHANGE VISITS)
Where children from overseas are staying with UK parents as part of an exchange organised by the school, those parents will be deemed to be in 'Regulated Activity' for the duration of the stay and as such will require to submit an enhanced DBS check including barring check. As a volunteer, all checks will be processed free of charge by the DBS. Where additional people in the host family are aged over 16 (i.e. elder siblings) the school will consider on a case by case risk assessment basis whether such checks are necessary.

See Annex E of KCSIE 2020 for further guidance.

VOLUNTEERS
At Spalding Parish Church of England Day School we will undertake a risk assessment and use professional judgement and experience to decide whether to obtain an enhanced DBS certificate for any volunteer not engaging in regulated activity.

In doing so we will consider:

- the nature of the work with children;
- what we know about the volunteer, including formal or informal information offered by staff, parents and other volunteers;
- whether the volunteer has other employment or undertakes voluntary activities where referees can advise on suitability
- whether the role is eligible for an enhanced DBS check

Details of the risk assessment will be recorded and kept. Please refer to the **Safer Recruitment Specific Guidance and KCSIE 2020.**

6. SAFEGUARDING PUPILS WHO ARE VULNERABLE TO EXTREMISM; THE PREVENT DUTY

At Spalding Parish Church of England Day School we follow statutory guidance as set out in **Appendix 8** on the responsibility to dispense the Prevent Duty.

Through our ethos, values and behaviour policy, the Academy provides a platform to ensure children and young people are given the support to respect themselves and others, and understand their role as a local and global citizen, being aware of the potential issues they face.

6.1 We are aware there have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people, to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

The Prevent strategy aims to stop people becoming terrorists or supporting terrorism. Whilst it remains rare for children and young people to become involved in terrorist activity, we recognise young people from an early age can be exposed to terrorist & extremist influences or prejudiced views. As with other forms of safeguarding strategies, early intervention is always preferable.

We value inclusion, tolerance, the freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning healthy communities in which the Academy is based. Both pupils and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility. Free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others, goes against the moral principles in which freedom of speech is valued. Free speech is subject to treating others with respect, understanding differences, equality, human rights, community safety and community cohesion.

The Academy is committed to working with the local authority and other local partners, families and communities to play a key role in ensuring young people and our communities are safe from the threat of terrorism.

Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix 6 under Prevent Duty Guidance from the DfE.

We seek to protect children and young people against the messages of all extremism including, but not restricted to, those linked to Daesh (ISIS), Far Right/White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups and extremist Animal Rights movements.

6.2 RISK REDUCTION

The Designated Safeguarding Lead will assess the level of risk within the Academy and put actions in place to reduce that risk. Actions will include consideration of the school's RE curriculum, PSHE curriculum, SEND

policy, assembly/collective worship content. Risk assessment will include the use of school premises by external agencies, integration of pupils by gender and SEND, anti-bullying policy and other issues specific to the Academy's profile, community and ethos.

The PREVENT Risk Assessment Proforma we undertake can be found in APPENDIX 9.

There is no single way of identifying an individual who is likely to be susceptible to a terrorist/radical ideology. As with managing other safeguarding risks, all staff are alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. Staff are advised to use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately.

The Academy recognises that the Prevent duty does not require teachers to carry out unnecessary intrusion into family life but, as with any other safeguarding risk, they must take action when they observe behaviour of concern. Some of the indicators Academy staff look out for include:

- **Vulnerability**: identity crisis, personal crisis, migration, unmet aspirations and history of criminality
- **Access to extremist influences**: through friendship groups, internet activity, activities abroad i.e. military camps, child vocalising support of illegal or extremist/militant groups
- **Experiences and influences**: social rejection, personal impact from civil unrest and wide spread media coverage of international events, change in appearance and behaviour, family conflict over religious reviews, verbal or written evidence of support for terrorist activities
- **Travel**: pattern of travel, regular extended travel, evidence of falsifying identity documents, consideration of unexplained absences
- **Social factors**: disadvantaged background, lack of empathy and/or affinity with others, severe learning difficulties or mental health, is the child a foreign national or refugee, experience of trauma or sectarian conflict, extremist views of a significant other.

6.3 RESPONSE

The Academy will identify an appropriate person to be the Prevent Single Point of Contact (SPOC) who will be the lead within the Academy for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the Designated Safeguarding Lead. The responsibilities of the SPOC are described in **APPENDIX 10.**

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC and/or the Designated Safeguarding Lead (if this is not the same person) and record the concerns.

If there is a concern that a young person is being radicalised or at risk of being drawn into terrorism refer to Children's Services as with any other safeguarding concern.

In addition, links with the local Channel lead can be made by the DSL and where necessary, individual cases will be referred to the local channel panel for screening and assessment.

More information on Channel Programme is available via:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Channel_Duty_Guidance_April_2015.pdf

Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

6.4. TRAINING

The Academy will ensure that the DSL and SPOC (if different) will keep up to date with the local Prevent initiative and access appropriate training which will be cascaded to staff as part of the annual CPD training programme, this will be the responsibility of the DSL/SPOC.

7. SAFEGUARDING PUPILS WHO ARE VULNERABLE TO EXPLOITATION, CHILD SEXUAL EXPLOITATION, FORCED MARRIAGE, FEMALE GENITAL MUTILATION, OR TRAFFICKING

Further information and guidance related to Child Sexual Exploitation can be found at:
https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners

Through our ethos, values and behaviour policy, the Academy provides a platform to ensure children and young people are given the support to respect themselves and others, and understand their role as a local and global citizen, being aware of the potential issues they face.

The ethos of healthy open relationships, inclusion and treating everyone equally permeates all we do. We place a strong emphasis on our values such as self-respect, building a sense of personal identity, tolerance and the value of a human life. We work hard to broaden our pupils' experience, to prepare them for life and work in contemporary Britain. We teach them to respect and value the diversity around them as well as understanding how to make safe, well-considered decisions through our approach.

We are equipping our pupils and pupils to consider their responsibilities and see themselves as active participants and champions of the transformation of attitudes and therefore communities.
The Academy keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation and access support, advice and resources from the Local Safeguarding Partnership.

- What is human trafficking?
- Healthy relationships and grooming
- Online safety
- Staff training on child trafficking
- Assembly/collective worship resources on vulnerable communities

Through the use of these resources and others, our staff are supported to recognise warning signs and symptoms in relation to specific issues.

All staff are made aware that safeguarding incidents and/or behaviours that 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) 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.

Our staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible.

Our Designated Safeguarding Lead knows where to seek and get advice as necessary from the Local Authority and national specialist organisations. Staff are available for advice and links to relevant support with dealing with a potential trafficking situation if needed.

https://www.stopthetraffik.org/

Additional guidance on these issues is provided within the Appendices 3-7 of this policy.

7.1 PROCEDURE FOR PUPILS IDENTIFIED AS BEING 'AT RISK'

Where risk factors are present but there is no evidence of a particular risk then our DSL/SPOC advises us on preventative work that can be done within school to engage the pupils into mainstream activities and social groups. The DSL may well be the person who talks to and has conversations with the student's family, sharing the school's concern about the young person's vulnerability and how the family and school can work together to reduce the risk.

In this situation, depending on how worried we are and what we agree with the parent and the young person (as far as possible):

- The DSL can decide to notify the Single Access Point of the decision so that a strategic overview can be maintained and any themes or common factors can be recognised; and
- The Academy will review the situation after taking appropriate action to address the concerns.

The DSL will also offer and seek advice about undertaking an early help assessment and/or making a referral to Social Services by contacting the Single Access Point (SAP).
If the concerns about the student are significant and meet the additional/complex needs criteria of the Local Authority, he/she will be referred to the Single Access Point (SAP). This includes concerns about a child/young person who is affected by the behaviour of a parent or other adult in their household.

All staff are aware that if they discover (through disclosure by the victim) or that FGM appears to have been carried out on a girl under 18, they are under a legal obligation to <u>personally</u> report to the police a disclosure that FGM has been carried out as well as informing the DSL immediately *(see guidance in Appendix 6)***.**

8. CHILDREN MISSING IN EDUCATION

We believe all pupils, regardless of their circumstances or background are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs or disability. At Spalding Parish Church of England Day School we follow Local Safeguarding Partnership (LSP) procedures for reporting and recording pupils who move on and off our school roll. We also follow LSP procedures for pupils who we believe are missing or at risk of going missing from education. We understand that we have a responsibility to act immediately to report an unexplained absence for any child who is subject to Child Protection investigations or procedures (an open case).

8.1 We operate a stringent attendance tracking system that is overseen by a member of the leadership team. The tracking and use of effective attendance management strategies enables us to ensure every child is accounted for.

8.2 We undertake to support and challenge both persistent absence and provide early intervention for emerging needs with the use of the early help assessment framework and for LAC report on such children on a timely basis to the Virtual School, including those children and young people who are not receiving a full time education within the school.

8.3 The Academy will only authorise leave of absence in exceptional circumstances. It is for the Head Teacher to determine the length of time that the child can be away from the Academy as authorised leave.

8.4 We recognise that some children seeking leave of absence are vulnerable to risk of abuse, neglect or travelling to conflict zones, or at risk of FGM or forced marriage. The DSL will, as soon as a concern is established, alert the Local Authority through an immediate referral to the Duty team of Children's Social Care.

8.5 All staff are alert to these triggers and the Academy works in partnership with the Local Authority to ensure localised risks are particularly taken note of and shared with all staff. Staff who have pastoral responsibility undergo training on attendance and safeguarding issues on a regular basis.

8.6 Pupil/student absence will be followed up on a daily basis as a matter of priority and all registers kept up to date daily with the appropriate DfE recognised attendance/absence marks. All absences are followed up with parents with a clear escalation process where concerns emerge or remain. (In response to KCSIE 2019 and 2020 we request and hold at least 2 emergency contacts for each child in School. Where 2 contacts are not initially provided we take all reasonable steps to obtain this information).

Through the Children Missing in Education procedures, the Local Authority has a statutory duty to identify children who are not registered pupils at a school and are not receiving a suitable education other than at a school. The overall aim is for all children and young people to have the opportunity to fulfil their potential

through access to education. The purpose of the section 436A of the Education Act 1996 is to ensure that local authorities' arrangements enable them to establish the identities of children in their area who are not registered pupils at a school, and are not receiving suitable education other than at a school (eg. privately or in alternative provision). Those children identified as not receiving suitable education should be returned to full time education either at a school or in alternative provision. **This duty only relates to children of compulsory school age.** It is expected therefore that through these procedures, schools/academies will work in conjunction with the local authority by ensuring:

- That all pupils who go missing from schools and move to other areas are speedily located and children are adequately safeguarded in the process.
- All departments, services and agencies will work together and share information regarding children who may be missing education – this includes all schools/academies
- Support is given to other local authorities to locate their own missing pupils
- The local authority encourages all independent and non-maintained schools to notify them when children of compulsory school age leave their roll, and of their destination wherever possible.

The admissions register at the Academy is kept up to date and the Local Authority is informed of all pupils/children who are removed from the Academy roll when they:

- have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded.

The local authority will be informed as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the roll.

No pupil will be removed from an Academy roll until all safeguarding checks have been completed or the whereabouts of a pupil have been established.

8.7 Links with Virtual School Head and the Academy designated teacher for pupils who are LAC - see APPENDIX 14.

9. E-SAFETY / ONLINE SAFETY

At Spalding Parish Church of England Day School we have an e-safety policy which sets out specific measures that ensure children in our academy are safe from terrorist or extremist material via online platforms, alongside other measures to minimise risk to the welfare of children due to other safeguarding threats.
We are careful that "over-blocking" does not lead to unreasonable restrictions as to what children can be taught and that also allows for children to learn how to appropriately recognise and deal with any potentially harmful content.

ONLINE SAFETY
We ensure that children are taught about safeguarding, including online safety as part of a broad and balanced curriculum. This includes covering relevant issues through Relationships and Sex Education and Health Education.

See Annex C of KCSIE 2020 for links to materials to support the delivery of E-Safety education.

See references to the latest DFE guidance (June 2019) on Teaching Online Safety in Schools.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/811796/Teaching_online_safety_in_school.pdf

Online abuse is any type of abuse that happens on the internet, facilitated through technology like computers, tablets, mobile phones and other internet- enabled devices.

It can happen anywhere online that allows digital communication, such as:

- social networks
- Text messaging and messaging apps
- Email and private messaging
- Online chats
- Comments on live streaming sites
- Voice chat in games

Children and young people can be re-victimised [experience further abuse] when abusive content is recorded, uploaded or shared by others online. This can happen if the original abuse happened online or offline.

Children and young people may experience several types of abuse online:

- Bullying / cyber bullying
- Emotional abuse- [this includes emotional blackmail, for example pressuring children and young people to comply with sexual requests via technology.
- Sexting [pressure or coercion to create sexual images
- Sexual abuse
- Sexual exploitation

9.1 SEXTING IN SCHOOLS AND COLLEGES (YOUTH PRODUCED IMAGERY): RESPONDING TO INCIDENTS AND SAFEGUARDING YOUNG PEOPLE

Further information related to sexting in schools can be found in Appendix 13 of this policy.

What does this advice cover?

- Responding to disclosures
- Handling devices and imagery
- Risk assessing situations
- Involving other agencies, including escalation to the police and children's social care
- Recording incidents
- Involving parents
- Preventative education

More information can be found at:

http://www.safeguardinginschools.co.uk/wp-content/uploads/2016/08/Sexting-in-schools-and-colleges-UKCCIS-August-2016.pdf

More detailed information is available through reference to the UKCCIS guidance: Sexting in schools and colleges, responding to incidents, and safeguarding young people (2017)

Please refer to **APPENDICES 11-13** on Peer on Peer abuse; Sexual violence and Sexual harassment between children and Youth produced sexually imagery.

10. CONFIDENTIALITY AND RECORD KEEPING

Note: a further LAAT document 'Safeguarding and Child Protection Policy Supplementary Sheets To Supporting Record Keeping' is available. The sheets/formats it contains are not compulsory but provided to schools for them to consider when reviewing their own formats.

CPOMS replaces the supplementary paper templates, but schools need to ensure that the CPOMS equivalent contains the same key content.

10. 1 In order to keep children safe and provide appropriate care for them the Academy requires accurate and up to date information regarding:

- names, contact details and relationship to the child of any persons with whom the child normally lives.
- names and contact details of all persons with parental responsibility (if different from above)
- emergency contact details (if different from above), ensuring that if the person(s) with parental responsibility is unable to collect this person, who could collect the child and keep them safe until either the person(s) with parental responsibility is available or a more suitable arrangement is made. The school encourages all parents and carers to provide more than one emergency contact, providing the school with additional options to make contact with a responsible adult when a child missing education is identified as a welfare and/or safeguarding concern
- details of any persons authorised to collect the child from school (if different from above)
- any relevant court orders in place, including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
- if the child is or has been subject to a Child Protection Plan
- if the child is or has been subject to an Early Help Assessment (EHA) or Child In Need (CIN) processes
- if the child is a Looked After Child (LAC) or previously looked after
- if the child has any special needs
- if the child has any medical needs
- name and contact detail of G.P
- any other factors which may impact on the safety and welfare of the child

10.2 Staff have the professional responsibility to share relevant information about the protection of children with the DSL and Head Teacher and potentially external investigating agencies under the guidance of the Designated Safeguarding Lead (DSL).

10.3 If a student confides in a member of staff and requests that the information is kept secret, it is important that the member of staff tells the student sensitively that he/she has a responsibility to refer the matter to the Designated Safeguarding Lead (DSL) for the student's welfare. At the same time, the student should be reassured that the matter will be only be disclosed to the Designated Safeguarding Lead (DSL), who will then decide on appropriate action.

10.4 Accurate written notes/entries on CPOMS will be kept of all incidents or Child Protection concerns relating to individual pupils. If a teacher or any other staff have a child protection concern, they should inform the Head Teacher or DSL as soon as possible, preferably making an initial entry on CPOMS themselves within a very short timeframe of the concern/disclosure. These will be kept on the student's Child Protection file on CPOMS.

10.5 Child Protection records must be kept secure and arrangements in the Academy must comply with the Data Protection Policy. The DSL will ensure that all Child Protection records are kept separately from pupil records and stored securely, by encryption and/or password protecting electronic files, or ensuring that paper records are in a locked cabinet with restricted access. Information from child protection files will only be shared with relevant staff when it is necessary to do so and in a manner consistent with data protection legislation.

If an electronic file e.g. using CPOMS (Child Protection Online Management System), it will be stored securely with appropriate levels of limited access. See section 1.2.for details about record transfer & retention.

10.6 Upon receipt of any request regarding direct access to Academy documentation on a Child Protection file/CPOMS, the Head Teacher and DSL will be informed and a decision taken on the appropriate way forward in accordance with the Data Protection Policy and GDPR legislation. Seek advice from FranBrown@laat.co.uk

10.7 TRANSFER OF FILES

When a child leaves the school, the pupil record, including the child protection file, which is separated from the main pupil record in a sealed envelope clearly marked as such, is transferred to the new school as soon as possible. Alternatively, if the new school also has CPOMS, then the file can be sent securely and electronically. This should be followed with a face-to face meeting where possible, unless the child moves out of area. If this is the case, the file is transferred with an accompanying list of the files, e.g. pupil file, child protection file etc., by recorded delivery and signed for. The child protection file is clearly marked Child Protection, Confidential, for attention of Designated Safeguarding Lead and a receipt of this transfer will be retained.

The receiving school should sign a copy of the list to say that they have received the files and return that to the sending school for tracking and auditing purposes.

This information should be added to a record of transfer which the sending school keep until the child reaches their 25th birthday and must contain:

- Name & DOB of child
- Name & address of receiving school
- Date file(s) transferred with name and role of person who received it
- Confirmation that the student has actually arrived at the receiving school on the expected day; and inform all relevant agencies of the transfer
- Date sending school received confirmation of receipt of files from receiving school
- Summary of case at the time of transfer e.g. Child Protection Plan: Neglect.

In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

The pupil record should not be weeded before transfer to the next school unless any records with a short retention period have been placed in the file. It is important to remember that the information which may seem unnecessary to the person weeding the file may be a vital piece of information required at a later stage.

Electronic documents that relate to the pupil file also need to be transferred, or, if duplicated in a master paper file, destroyed.

Sending schools do not need to keep copies of any records in the pupil record except if there is an ongoing legal action when the pupil leaves the school. Custody of and responsibility for the records passes to the school the pupil transfers to.

The school which the pupil attended until statutory school leaving age is responsible for retaining the pupil record until the pupil reaches the age of 25 years. This school retains a copy of the child's chronology and any documents that the school created e.g. risk assessment in an archive until the child reaches the age of 25 years, the receipt of the transferred file is kept alongside this archive. Any archived files are stored securely in the same way as an active file. If any records relating to child protection issues are placed on

the pupil file, it should be in a sealed envelope and then retained for the same period of time as the pupil file. (DOB + 25 years).

10.7 Any external individual or organisation contracted by the Academy to work with Academy pupils must report any child protection incidents or disclosures from pupils to the Head Teacher or DSL at the earliest opportunity. Such bodies will, as part of their contractual arrangements with the Academy, be required to work in accordance with the Academy's child protection and safeguarding policy.

The school will collate, store and agree access to this information, ensuring all information held electronically is stored securely with due regard to meeting data protection and safeguarding requirements.

11.1 PARTNERSHIP WITH PARENTS

The school shares a purpose with parents to educate and keep children safe from harm. Member of SLT, including DSL, DDSL and Headteacher are on the gates at the beginning and end of the day . Parents are routinely sent information about how to keep children safe (CEOPS, NSPCC, healthy lifestyles advice) There are signs around school and in entrances clearly setting out who to speak to if you are concerned about a child's safety.

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

- Parents play an important role in protecting their children from abuse. The Academy is required to consider the safety of the student and should a concern arise the Designated Safeguarding Lead (DSL) has the responsibility to seek advice prior to contacting parents
- The Academy will work with parents to support the needs of their child
- The Academy aims to help parents understand that the Academy has a responsibility for the welfare of all pupils and has a duty to refer cases to the Local Authority in the interests of the student as appropriate.
- Peer on Peer abuse will not be tolerated or passed off as banter or part of growing up.
- 'We will treat everyone fairly, celebrating difference and meeting different needs so that all members of our school community are free to live, learn and enjoy'.
- We will act to tackle discrimination on the grounds of age, background, disability, gender identity (gender reassignment and transgender), pregnancy and maternity, race, religion or belief, sex (gender) or sexual orientation.

11.2 PARTNERSHIPS WITH OTHERS

Our school recognises that it is essential to establish positive and effective working relationships with other agencies who are partners in Safeguarding children in our local authority. The school has links with the NSPCC as part of their speak out, stay safe project.

There is a joint responsibility on these agencies to share information to ensure the safeguarding of all children.

12. MONITORING AND REVIEW

a. At Spalding Parish Church of England Day School the Designated Safeguarding Lead (DSL) will monitor the working of this policy and will report to the Local Board, LAAT and Local Safeguarding Partnership.

b. At Spalding Parish Church of England Day School the Head Teacher will report on Safeguarding termly to the Local Board/Council through using the LAAT template schools are provided with, which contains all obligatory information that needs to be included.

c. The Spalding Parish Church of England Day School actively evaluate the effectiveness of this policy by regularly monitoring the Academy's staff understanding and application of the procedures within this policy as their overall duty to safeguard pupils and pupils. The Academy will undertake a yearly audit (in conjunction with a member of LAAT staff) to assure that safeguarding systems and processes are working effectively. This audit will be returned to the Local Safeguarding Partnership and LAAT. It will also be shared with The Local Board.

APPENDIX 1: PROCEDURES IN RESPECT OF CHILD ABUSE/GUIDANCE FOR STAFF

DfE Guidance and Safeguarding Pupils and Pupils - Staff Guidance
https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

Child abuse exists where children have been physically, sexually or emotionally abused or severely neglected. Abuse of children is likely to be noticed by the Academy staff and Health Workers or Education Welfare Officers. It is essential, therefore that all those whose work brings them into contact with children and their families know the signs of child abuse and are aware of the procedures that they must follow to safeguard the child.

This Academy has the role of recognising and responding to potential indicators of abuse and neglect, all other action should be taken by those with statutory powers to help the child. Early contact and close liaison with such agencies is therefore regarded as essential by the School/Academy.

In the event of an actual or suspected case of child abuse by adults, parents, teachers or any other adult, it is the responsibility of staff to report this to the Designated Safeguarding Lead (DSL) as soon as possible. The Designated Safeguarding Lead (DSL) is responsible for ensuring that children are identified and the appropriate agency involved. The Designated Safeguarding Lead (DSL) will attend any reviews called by the Local Authority, and may call on appropriate members of staff for reports. It is important that if staff overhear children discussing 'abuse' or 'neglect' that this information is relayed for investigation.

Staff leading Academy off-site visits, particularly residential ones, should provide a list of those pupils taking part to the Designated Safeguarding Lead (DSL) to ensure that they are made aware of all essential information relating to the pupils in their care.

A confidential register will be maintained of all those pupils known to be at risk. Names will be entered on the register if it is confirmed by the Local Authority that the child is actually at risk.

GUIDANCE FOR ALL STAFF AND VOLUNTEERS

a) ALL STAFF AND VOLUNTEERS WILL:

- read and sign to say that they understand and will fully comply with the Academy's policies and procedures
- read and sign to say that they understand parts 1 and 5 of 'Keeping Children Safe in Education' (2020)
- identify concerns as early as possible and provide help, to prevent concerns from escalating and identify children who may be in need of extra help or who are suffering or are likely to suffer significant harm
- attend annual whole school safeguarding training and other appropriate training identified
- provide a safe environment in which children can learn
- be aware that they may be asked to support a Social Worker to make decisions about individual children
- inform the designated safeguarding lead of any concerns about a child immediately
- inform the head of any concerns regarding an adult within school at the earliest opportunity
- inform the CEO of the Academy Trust (Jackie Waters-Dewhurst) regarding the head at the earliest opportunity
- act on the concern and make the referral themselves if they feel the concern is not being taken seriously.

b) CONCERNS THAT STAFF MUST ACT ON IMMEDIATELY AND REPORT:

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- any explanation given which appears inconsistent or suspicious
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play)

- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a child is presenting signs or symptoms of abuse or neglect
- any significant changes in a child's presentation, including non-attendance
- any hint or disclosure of abuse from any person
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)
- any potential indicators of Child Exploitation
- any potential indicators of FGM
- any potential indicators of Radicalisation
- any potential indicators of living in a household with Domestic Abuse

c) RESPONDING TO DISCLOSURE

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the Designated Safeguarding Lead in order that s/he can make an informed decision of what to do next.

The Designated Safeguarding Lead will ensure that the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Child Protection processes will operate with the best interests of the child at their core.

Staff will:

- always listen to and take seriously any disclosure or information that a child may be at risk of harm
- try to ensure that the person disclosing does not have to speak to another member of school staff
- clarify the information
- not interrogate/press for any evidence at all, as this could later undermine the case. Instead try to keep questions to a minimum and of an 'open' nature e.g. using TED technique – 'Tell me, Explain to me, Describe to me….'
- try not to show signs of shock, horror or surprise, instead remain calm, showing they care through open and reassuring facial and body language
- not refute the allegation
- not express feelings or judgements regarding any person alleged to have harmed the child
- explain sensitively to the person that they have a responsibility to refer the information to the designated safeguarding lead, children need to know that staff may not be able to uphold confidentiality where they are concerns about their safety or someone else's
- reassure and support the person as far as possible
- explain that only those who 'need to know' will be told
- explain what will happen next and who will be involved as appropriate
- record details including date, what the child has said, in the child's words on CPOMS and record any visible signs, injuries or bruises on a Body Map (NEVER TAKE PHOTOS, USE BODY MAP SECTION WHEN ADDING INCIDENT ON CPOMS)
- record the context and content of their involvement, and will distinguish between fact, opinion and hearsay

d) ACTION BY THE DESIGNATED SAFEGUARDING LEAD (OR DEPUTY DSL IN THEIR ABSENCE)

Following any information raising concern, the designated safeguarding lead will consider:

- any urgent medical needs of the child
- whether the child is subject to a child protection plan
- discussing the matter with other agencies involved with the family
- consulting with appropriate persons e.g. Duty and Advice Team
- the child's wishes

Then decide:

- to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
- whether to make a child protection referral to Children's Social Care-Duty and Advice Team because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately

OR

- not to make a referral at this stage
- if further monitoring is necessary
- if it would be appropriate to undertake an assessment (e.g. Early Help Assessment - EHA) and/or make a referral to the relevant local safeguarding services.

All information and actions taken, including the reasons for any decisions made, will be fully documented and the process depicted in the flowchart below (also found in KCSIE 2020) will be followed. All referrals to the relevant local safeguarding services will be followed up in writing and these referrals will always be kept on file irrespective of the outcome.

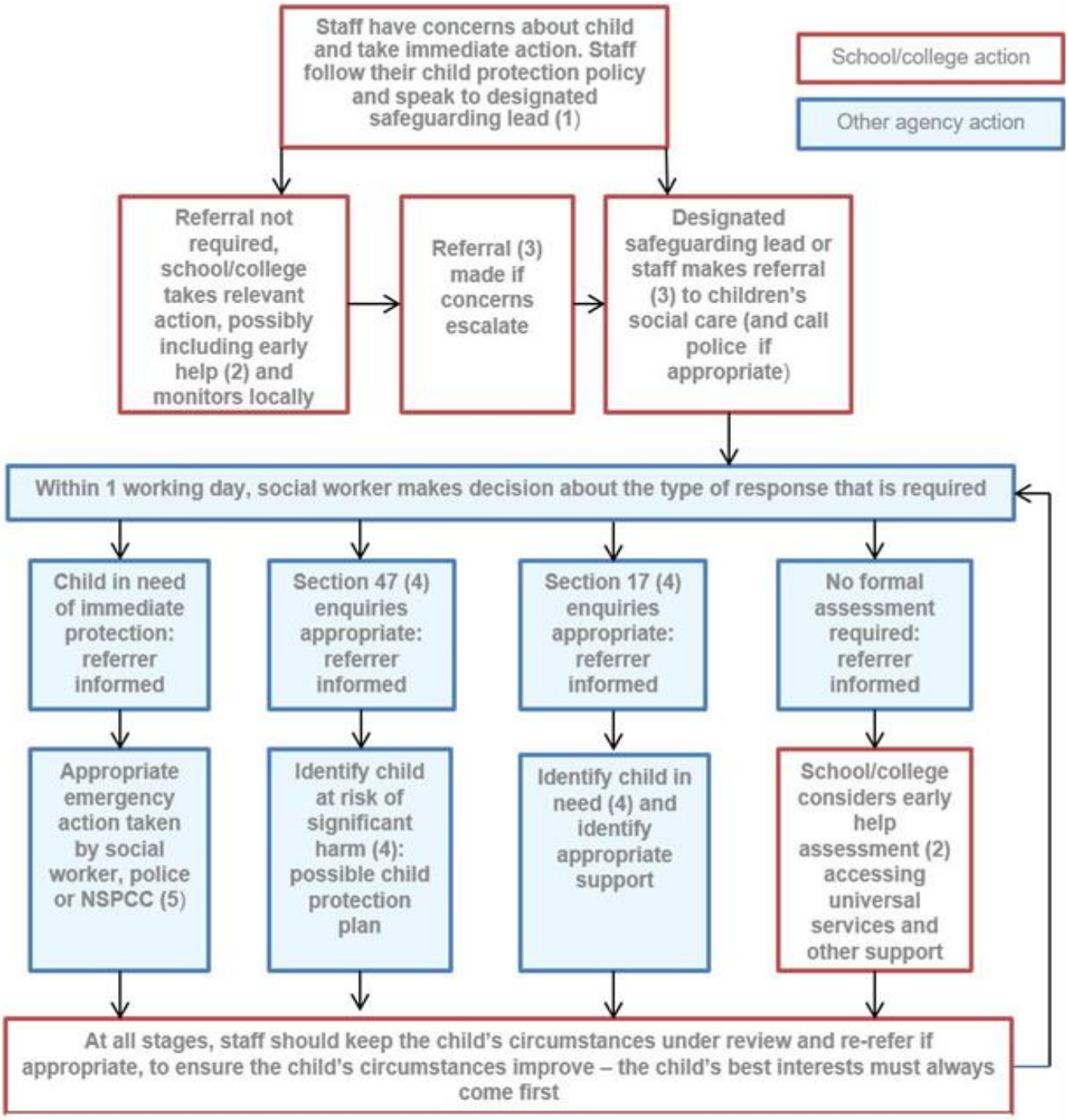
e) ACTION FOLLOWING A CHILD PROTECTION REFERRAL

The designated safeguarding lead or other appropriate member of staff will:

- make regular contact with the social worker involved to stay informed
- wherever possible, contribute to the strategy discussion
- provide a report for, attend and contribute to any subsequent child protection conference
- if the child or children are made the subject of a child protection plan, contribute to the child protection plan and attend core group meetings and review conferences
- where possible, share all reports with parents prior to meetings
- where in disagreement with a decision and concerns still remain with the child, firstly:
    i. Talk in the first instance to the DSL
    ii. Check the referral included all the relevant information and clearly documented the concerns about the child
    iii. Finally follow the professional resolution and escalation protocol shown on the local safeguarding partnership website.
- where a child subject to a child protection plan moves from the school or goes missing, immediately inform Children's Social Care.

All documents will be retained in a 'Child Protection file', separate from the child's school file. This will be locked away and only accessible to the head teacher and the DSL if a paper file. If an electronic file e.g. using CPOMS (Child Protection Online Management System), it will be stored securely with appropriate levels of limited access.

Actions where there are concerns about a child



(1) In cases which also involve 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 local authority's referral process. 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. This can include section 17 assessments of children in need and section 47 assessments of children at risk of significant harm. Full details are in Chapter One of Working together to safeguard children.

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

APPENDIX 2: CHILD PROTECTION - *DEFINITIONS AND POSSIBLE SIGNS OF ABUSE*

('Working Together to Safeguard Children' (updated February 2019) and 'Keeping Children Safe in Education' 2020)

A child: any person under the age of 18 years.

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

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

Harm means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another;

Development means physical, intellectual, emotional, social or behavioural development;

Health includes physical and mental health; maltreatment includes sexual abuse and other forms of ill-treatment which are not physical.

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

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

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

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

All staff and volunteers should be concerned about a child if he/she presents with indicators of possible significant harm. Training will be provided to all staff on the 'signs of abuse'.

Signs of Abuse in Children

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

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

Risk Indicators

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

- must be regarded as indicators of the possibility of significant harm
- justifies the need for careful assessment and discussion with designated/named/lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- may require consultation with and/or referral to the Single Access Point (SAP)/MASH/Children's Social Care

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 carer
- act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups) The parent or carer may:
    - persistently avoid child health promotion services and treatment of the child's episodic illnesses
    - have unrealistic expectations of the child frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
    - be absent or misusing substances
    - persistently refuse to allow access on home visits
    - be involved in domestic abuse.
- Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

Recognising Physical Abuse

The following are often regarded as indicators of concern:

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

Bruising

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

- 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, handprints or a hairbrush.
- 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 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 of 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 may cause pain, swelling and discolouration over a bone or joint. Non-mobile children rarely sustain fractures.

There are grounds for concern if:

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

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

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

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

- Developmental delay.
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment.
- Indiscriminate attachment or failure to attach.
- Aggressive behaviour towards others.
- Scape-goated within the family.
- Frozen watchfulness, particularly in pre-school children.
- Low self-esteem and lack of confidence.
- Withdrawn or seen as a “loner” – difficulty relating to others.

Recognising 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 sexual 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 – PEER ON PEER ABUSE (SEE ALSO APPENDIX 11)

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 and sexual abuse against adults, peers or children.

This is most likely to include, but may not be limited to:

- bullying (including cyberbullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- sexting (also known as youth produced sexual imagery)
- initiation/hazing type violence and rituals

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

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

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

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

Assessment

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

- **Equality** – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- **Consent** – agreement including all the following:

    - Understanding that is proposed based on age, maturity, development level, functioning and experience.
    - Knowledge of society's standards for what is being proposed.
    - Awareness of potential consequences and alternatives.
    - Assumption that agreements or disagreements will be respected equally.
    - Voluntary decision.
    - Mental competence.

- **Coercion –** the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

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

RECOGNISING NEGLECT

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

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

RECOGNISING MENTAL HEALTH PROBLEMS

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.

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.

CHILDREN REQUIRING MENTAL HEALTH SUPPORT.

Schools and colleges have an important role to play in supporting the mental health and wellbeing of their pupils. 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. Governing bodies and proprietors should ensure they have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

Schools and colleges can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. More information can be found in the mental health and behaviour in schools guidance, colleges may also wish to follow this guidance as best practice.

Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people. See Rise Above for links to all materials and lesson plans.

APPENDIX 3: CHILD SEXUAL EXPLOITATION (CSE)

Advice for all practitioners who work with children

What is child sexual exploitation?

Child sexual exploitation is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet).

The definition of child sexual exploitation is as follows:

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

Like all forms of child sexual abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex
- can still be abuse even if the sexual activity appears consensual
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity
- can take place in person or via technology, or a combination of both
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence
- may occur without the child or young person's immediate knowledge (through others copying videos or images they have created and posting on social media, for example)
- 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 and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. 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. Child sexual exploitation is a complex form of abuse and it can be difficult for those working with children to identify and assess. The indicators for child sexual exploitation can sometimes be mistaken for 'normal adolescent behaviours'. It requires knowledge, skills, professional curiosity and an assessment which analyses the risk factors and personal circumstances of individual children to ensure that the signs and symptoms are interpreted correctly and appropriate support is given. Even where a young person is old enough to legally consent to sexual activity, the law states that consent is only valid where they make a choice and have the freedom and capacity to make that choice. If a child feels they have no other meaningful choice, are under the influence of harmful substances or fearful of what might happen if they don't comply (all of which are common features in cases of child sexual exploitation) consent cannot legally be given whatever the age of the child.

Child sexual exploitation is never the victim's fault, even if there is some form of exchange: all children and young people under the age of 18 have a right to be safe and should be protected from harm.

One of the key factors found in most cases of child sexual exploitation is the presence of some form of exchange (sexual activity in return for something); for the victim and/or perpetrator or facilitator.

Where it is the victim who is offered, promised or given something they need or want, the exchange can include both tangible (such as money, drugs or alcohol) and intangible rewards (such as status, protection or perceived receipt of love or affection). It is critical to remember the unequal power dynamic within which this exchange occurs and to remember that the receipt of something by a child/young person does not make them any less of a victim. It is also important to note that the prevention of something negative can also fulfil the requirement for exchange, for example a child who engages in sexual activity to stop someone carrying out a threat to harm his/her family.

Whilst there can be gifts or treats involved in other forms of sexual abuse (e.g a father who sexually abuses but also buys the child toys) it is most likely referred to as child sexual exploitation if the 'exchange', as the core dynamic at play, results in financial gain for or enhanced status of, the perpetrator.

Where the gain is only for the perpetrator/facilitator, there is most likely a financial gain (money, discharge of a debt or free/discounted goods or services) or increased status as a result of the abuse.

If sexual gratification, or exercise of power and control, is the only gain for the perpetrator (and there is no gain for the child/young person) this would not normally constitute child sexual exploitation, but should be responded to as a different form of child sexual abuse.

How common is child sexual exploitation?

The signs and indicators of all forms of abuse can be difficult to detect and child sexual exploitation is no exception. A variety of factors can make it difficult to accurately assess how prevalent child sexual exploitation is. Many children who are sexually exploited may have been victims of other forms of abuse; the grooming methods that may be used can mean that children who are sexually exploited do not always recognise they are being abused, which can also affect detection rates. What is clear is that child sexual exploitation can occur in all communities and amongst all social groups and can affect girls and boys. All practitioners should work on the basis that it is happening in their area.

Who is vulnerable to child sexual exploitation?

Any child, in any community: Child sexual exploitation is occurring across the country but is often hidden so prevalence data is hard to ascertain. However, areas proactively looking for child sexual exploitation are uncovering a problem. All practitioners should be open to the possibility that the children they work with might be affected.

Age: Children aged 12-15 years of age are most at risk of child sexual exploitation although victims as young as 8 have been identified, particularly in relation to online concerns. Equally, those aged 16 or above can also experience child sexual exploitation, and it is important that such abuse is not overlooked due to assumed capacity to consent. Account should be taken of heightened risks amongst this age group, particularly those without adequate economic or systemic support.

Gender: Though child sexual exploitation may be most frequently observed amongst young females, boys are also at risk. Practitioners should be alert to the fact that boys may be less likely than females to disclose experiences of child sexual exploitation and less likely to have these identified by others.

Ethnicity: Child sexual exploitation affects all ethnic groups.

Heightened vulnerability factors: *Working Together to Safeguard Children* makes clear the requirements for holistic assessment. Sexual exploitation is often linked to other issues in the life of a child or young person, or in the wider community context. Practitioners should be alert to the fact that child sexual exploitation is complex and rarely presents in isolation of other needs and risks of harm (although

this may not always be the case, particularly in relation to online abuse). Child sexual exploitation may be linked to other crimes and practitioners should be mindful that a child who may present as being involved in criminal activity is actually being exploited.

Practitioners should not rely on 'checklists' alone but should make a holistic assessment of vulnerability, examining risk and protective factors as set out in the statutory guidance *Working Together.*

Further information and guidance related to Child Sexual Exploitation can be found at:
https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners

APPENDIX 4: CHILD CRIMINAL EXPLOITATION: COUNTY LINES AND CYBER CRIME

School recognise that criminal exploitation of children is a geographically widespread form of harm that can affect children both in a physical and virtual environment.

County Lines Criminal Activity: Drug Networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs. School will consider whether a referral to the National Referral Mechanism (NRM) should be undertaken in order to safeguard that child and/or other children.

County lines is the police term for urban gangs supplying drugs to suburban areas and market and coastal towns using dedicated mobile phone lines or "deal lines".

County lines is a major, cross-cutting issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery, and missing persons; and the response to tackle it involves the police, the National Crime Agency, a wide range of Government departments, local government agencies and VCS (voluntary and community sector) organisations.

Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years
- can affect any vulnerable adult over the age of 18 years
- can still be exploitation even if the activity appears consensual
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence
- can be perpetrated by individuals or groups, males or females, and young people or adults and is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

One of the key factors found in most cases of county lines exploitation is the presence of some form of exchange (e.g. carrying drugs in return for something). Where it is the victim who is offered, promised or given something they need or want, the exchange can include both tangible (such as money, drugs or clothes) and intangible rewards (such as status, protection or perceived friendship or affection).

It is important to remember the unequal power dynamic within which this exchange occurs and to remember that the receipt of something by a young person or vulnerable adult does not make them any less of a victim.

It is also important to note that the prevention of something negative can also fulfil the requirement for exchange, for example a young person who engages in county lines activity to stop someone carrying out a threat to harm his/her family.

Who is vulnerable to county lines exploitation?

The national picture on county lines continues to develop but there are recorded cases of:

- Children as young as 12 years old being exploited by gangs to courier drugs out of their local area; 15-16 years is the most common age range.
- Both males and females being exploited.
- White British children being targeted because gangs perceive they are more likely to evade police detection.
- The use of social media to make initial contact with children and young people.

- Class A drug users being targeted so that gangs can take over their homes (known as ‘cuckooing’).

Gangs are known to target vulnerable children and adults; some of the factors that heighten a person’s vulnerability include:

- having prior experience of neglect, physical and/ or sexual abuse
- lack of a safe/stable home environment, now or in the past - domestic violence or parental substance misuse, mental health issues or criminality - for example:
    - Social isolation or social difficulties
    - Economic vulnerability
    - Homelessness or insecure accommodation status
    - Connections with other people involved in gangs
    - Having a physical or learning disability
    - Having mental health or substance misuse issues
    - Being in care (particularly those in residential care and those with interrupted care histories)

Any sudden changes in a young person’s lifestyle should be discussed with them. Any practitioner working with a vulnerable person who they think may be at risk of county lines exploitation should follow their local safeguarding guidance and share this information with local authority social care services.

If you believe a person is in immediate risk of harm, you should contact the police.

- Some indicators of county lines involvement and exploitation are listed below, with those at the top of particular concern:

    - Persistently going missing from school or home and / or being found out-of-area;
    - Unexplained acquisition of money, clothes, or mobile phones
    - Excessive receipt of texts / phone calls
    - Relationships with controlling / older individuals or groups
    - Leaving home / care without explanation
    - Suspicion of physical assault / unexplained injuries
    - Parental concerns
    - Carrying weapons
    - Significant decline in school results / performance
    - Gang association or isolation from peers or social networks
    - Self-harm or significant changes in emotional health and well-being.

Use your local safeguarding process, the first step of which is usually to contact your designated safeguarding lead within your organisation. Your designated safeguarding lead has the responsibility for linking in with your local authority’s social care services. If you are not satisfied with the local authority’s response, you should follow up your concerns by discussing these with your safeguarding lead.

CYBERCRIME INVOLVEMENT

Organised criminal groups or individuals exploit children and young people due to their computer skills and ability, in order to access networks/data for criminal and financial gain.

There are a number of signs that may indicate a pupil is a victim or is vulnerable to being exploited, which include:

- Missing from education
- Show signs of other types of abuse/aggression towards others
- Have low self-esteem, and feelings of isolation, street or fear
- Lack trust in adults and appear fearful of authorities
- Have poor concentration or excessively tired
- Become anti-social
- Display symptoms of substance dependence
- Excessive time online computer/gaming forums
- Social Isolation in school with peers
- High-functioning with an interest in computing

APPENDIX 5: DOMESTIC ABUSE (INCLUDING OPERATION ENCOMPASS) AND SO CALLED 'HONOUR-BASED' ABUSE (HBA)

The cross-government definition of 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 and emotional.
- 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 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.

Both men and women can be abused or abusers and it can continue even after the relationship has ended.

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life. If staff identify children for whom Domestic Abuse may be a concern, they should apply the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL).

Advice on identifying children who are affected by domestic abuse and how they can be helped is available below:

https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/domestic-abuse/signs-symptoms-effects/

http://www.refuge.org.uk/get-help-now/support-for-women/what-about-my-children/

http://www.safelives.org.uk/knowledge-hub/spotlights/spotlight-3-young-people-and-domestic-abuse

OPERATION ENCOMPASS

https://www.operationencompass.org/

Operation Encompass is a national police and education early information sharing partnership enabling schools to offer immediate support for children and young people experiencing domestic abuse. Information is shared by the police with a school's trained Key Adult (DSL) prior to the start of the next school day after officers have attended a domestic abuse incident thus enabling appropriate support to be given, dependent upon the needs and wishes of the child. Rapid provision of support within the school environment means children are better safeguarded against the short, medium and long-term effects of domestic abuse.

The incident should be filed in the child/ren's records and in most cases, the DSL should contact Children's Services for advice on whether there should be any additional involvement from them.

If the child referred to in the email does not attend our school and we have been sent a notification in error, this needs referring back to Operation Encompass – local area.

SO CALLED 'HONOUR-BASED' ABUSE

Honour' based abuse (HBA) is a form of domestic abuse which is perpetrated in the name of so called ‘honour'.

So-called ‘honour-based’ abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing.

The honour code which it refers to is set at the discretion of male relatives and women who do not abide by the ‘rules' are then punished for bringing shame on the family. Infringements may include a woman having a boyfriend; rejecting a forced marriage; pregnancy outside of marriage; interfaith relationships; seeking divorce, inappropriate dress or make-up and even kissing in a public place.

HBA can exist in any culture or community where males are in position to establish and enforce women's conduct. Examples include: Turkish; Kurdish; Afghani; South Asian; African; Middle Eastern; South and Eastern European; Gypsy and the travelling community (this is not an exhaustive list).

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

Males can also be victims, sometimes as a consequence of a relationship which is deemed to be inappropriate, if they are gay, have a disability or if they have assisted a victim.

All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

If staff have a concern regarding a child that might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children’s social care.

APPENDIX 6: 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 is the responsibility of an individual staff member to report FGM if they discover it (through disclosure not physical examination) to the police. They may discuss it with the DSL for advice but it is their duty to report it.

Information on when and how to make a report can be found at:
Mandatory reporting of female genital mutilation procedural information.

The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: FGM Fact Sheet.

What is FGM?
Female Genital mutilation comprises all procedures involving partial or total removal of the external female genitalia or other injury to female genital organs whether for cultural or for non-medical reasons.

Types of FGM
The World Health Organisation (WHO) classified FGM into four broad categories in 1995 and again in 2007.

Four categories and types of procedure:

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

Why is it carried out?
Belief that:

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

The Home Office have also developed an FGM information sheet to raise awareness about the law.
This is also available on their website in different languages:
https://www.gov.uk/government/publications/statement-opposing-female-genital-mutilation

Further guidance and information is available from **NSPCC FGM Helpline**
contact days and times: 24 hours
Tel: 0800 028 3550
Email: fgmhelp@nspcc.org.uk

FORWARD (Foundation for Women's Health Research and Development)
A leading national organisation working on FGM
Tel: 020 8960 4000
Website: http://www.forwarduk.org.uk/

Indicators that may point to FGM happening:

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the high prevalence countries for FGM
- The following countries are considered 'high risk' Guinea, Djibouti, Sierra Leone, Mali, Egypt, Sudan, Eritrea, Burkina Faso, Gambia, Ethiopia in Africa. As well as areas of the Middle East such as Iraq and Yemen and in some countries in Asia like Indonesia. Evidence also suggests that FGM exists in places including Colombia, India, Malaysia, Oman, Saudi Arabia and the United Arab Emirates.
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

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

The 'One Chance' rule. As with Forced Marriage, there is the 'One Chance' rule. It is essential that Academies take action **without delay**.

APPENDIX 7: *FORCED MARRIAGE (FM)*

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence.

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example).

The Forced Marriage Unit have issued guidance on Force Marriage and vulnerable adults due to an emerging trend of cases where such marriages involving people with learning difficulties.

This is not a crime which is perpetrated by men only, sometimes female relatives will support, incite or assist. It is also not unusual for younger relatives to be selected to undertake the abuse as a way to protect senior members of the family. Sometimes contract killers and bounty hunters will also be employed.

Young men and women can be at risk in affected ethnic groups. Evidence shows that the issue of forced marriage affects certain sectors of communities, typically girls in the age range of 14 – 16 years old originating from Pakistan, India & Bangladesh (approx. 60% of the cases) together with a percentage of cases of children origination from the Middle-East and African countries.

A signal of FM is the removal of the pupils from school and lengthy absence which is often unexplained. Other indicators may be detected by changes in adolescent behaviours. Whistleblowing may come from younger siblings.

Any member of staff with any concerns should report this immediately to the DSL who should raise the concern with the Local Police Safeguarding Unit email or by phone. Never attempt to intervene directly as a school or through a third party. Whilst the onus of the investigation for criminal offences will remain with the Police, the DSL should co-operate and liaise with the relevant agencies in line with current child protection responsibilities.

The Forced Marriage Unit has published statutory guidance and Multi-agency guidelines, with pages 32-35 of which focus on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fco.gov.uk.

APPENDIX 8: *PREVENT DUTY FOR SCHOOLS*

https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty

From 1 July 2015 all schools must have regard to the statutory guidance. Paragraphs 57-76 of the guidance are concerned specifically with schools and childcare providers. They are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies.

This advice complements the statutory guidance and refers to other relevant guidance and advice. It is intended to help schools and childcare providers to think about what they can do to protect children from the risk of radicalisation and suggests how they can access support to do this. It reflects actions that many schools and childcare providers will already be taking to protect children from this risk.

UNDERSTANDING AND RECOGNISING RISKS AND VULNERABILITIES OF RADICALISATION

PRINCIPLES

A **child** is defined in the *Children Acts* 1989 and 2004 as anyone who has not yet reached their 18th birthday.

Children and young people can be drawn into violence or they can be exposed to the messages of extremist groups by many means. These can include through the influence of family members or friends and/or direct contact with extremist groups and organisations or, increasingly, through the internet. This can put a young person at risk of being drawn into criminal activity and has the potential to cause **significant harm.** Children and young people are vulnerable to exposure to, or involvement with, groups or individuals who advocate violence as a means to a political or ideological end. Examples of extremist causes that have used violence to achieve their ends include animal rights, the far right, internal terrorist and international terrorist organisations;

Most individuals, even those who hold radical views, do not become involved in extremism. Numerous factors can contribute to and influence the range of behaviours that are defined as extremism. It is important to consider these factors in order to develop an understanding of the issue. It is also necessary to understand those factors that build resilience and protect individuals from engaging in extremist activity.

Safeguarding children and young people from radicalisation is no different from safeguarding them from other forms of harm. Indicators for vulnerability to radicalisation are the same as those you are already familiar with:

- family tensions
- sense of isolation
- migration
- distance from cultural heritage
- experience of racism or discrimination
- feeling of failure etc.
- being excluded from social and peer networks
- Those in the process of being radicalised may:
- become involved with a new group of friends
- be searching for answers to questions about identity, faith and belonging
- possess extremist literature or advocate violence actions
- change their behaviour and language
- seek to recruit others to an extremist ideology.

It is important to note that children and young people experiencing these situations or displaying these behaviours are not necessarily showing signs of being radicalised. There could be many other reasons for the behaviour including those you are already familiar with alcohol or drug abuse, family break down, domestic abuse, bullying etc or even something more minor.

Caution should be exercised in assessing these factors to avoid inappropriately labelling or stigmatising individuals because they possess a characteristic or fit a specific profile. It is vital that all professionals who have contact with vulnerable individuals are able to recognise those vulnerabilities and help to increase safe choices.

The risk of radicalisation is the product of a number of factors and identifying this risk requires that practitioners exercise their professional judgement, seeking further advice as necessary. It may be combined with other vulnerabilities or may be the only risk identified.

Some children may be at risk due to living with or being in direct contact with known extremists. Such children may be identified by the police or through **Multi Agency Public Protection Arrangements (MAPPA) processes.**

VULNERABILITY/ RISK INDICATORS

NB - The following lists are not exhaustive and all or none may be present in individual cases of concern. Nor does it mean that vulnerable people/ young people experiencing these factors are automatically at risk of exploitation for the purposes of extremism. The accepted view is that a complex relationship between the various aspects of an individual's identity determines their vulnerability to extremism. Over-simplified assessments based upon demographics and poverty indicators have consistently demonstrated to increase victimisation, fail to identify vulnerabilities and, in some cases, increase the ability of extremists to exploit, operate and recruit.

There is no such thing as a 'typical extremist' and those involved in extremism come from a range of backgrounds and experiences. The following indicators have been provided to support professionals in NL to understand and identify factors that may suggest a child, young person or their family may be vulnerable or involved with extremism.

VULNERABILITY

- **Identity Crisis** - Distance from cultural/ religious heritage and uncomfortable with their place in the society around them
- **Personal Crisis** – Family tensions; sense of isolation; adolescence; low self-esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging
- **Personal Circumstances** – Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
- **Unmet Aspirations** – Perceptions of injustice; feeling of failure; rejection of civic life
- **Criminality** – Experiences of imprisonment; poor resettlement/ reintegration, previous involvement with criminal groups

ACCESS TO EXTREMISM / EXTREMIST INFLUENCES

- Is there reason to believe that the child/young person associates with those known to be involved in extremism - either because they associate directly with known individuals or because they frequent key locations where these individuals are known to operate? (e.g. the child/young person is the partner, spouse, friend or family member of someone believed to be linked with extremist activity)

- Does the child/young person frequent, or is there evidence to suggest that they are accessing the internet for the purpose of extremist activity? (e.g. Use of closed network groups, access to or distribution of extremist material, contact associates covertly via Skype/email etc)
- Is there reason to believe that the child/young person has been or is likely to be involved with extremist/ military training camps/ locations?
- Is the child/young person known to have possessed or is actively seeking to possess and/ or distribute extremist literature/ other media material likely to incite racial/ religious hatred or acts of violence?
- Does the child/young person sympathise with, or support illegal/illicit groups e.g. propaganda distribution, fundraising and attendance at meetings?
- Does the child/young person support groups with links to extremist activity but not illegal/illicit e.g. propaganda distribution, fundraising and attendance at meetings?

EXPERIENCES, BEHAVIOURS AND INFLUENCES

- Has the child/ young person encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the child/ young person from within or outside UK?
- Have international events in areas of conflict and civil unrest had a personal impact on the child/ young person resulting in a noticeable change in behaviour? It is important to recognise that many people may be emotionally affected by the plight of what is happening in areas of conflict (i.e. images of children dying) it is important to differentiate them from those that sympathise with or support extremist activity
- Has there been a significant shift in the child/ young person's behaviour or outward appearance that suggests a new social/political or religious influence?
- Has the child/ young person come into conflict with family over religious beliefs/lifestyle/ dress choices?
- Does the child/ young person vocally support terrorist attacks; either verbally or in their written work?
- Has the child/ young person witnessed or been the perpetrator/ victim of racial or religious hate crime or sectarianism?

TRAVEL

- Is there a pattern of regular or extended travel within the UK, with other evidence to suggest this is for purposes of extremist training or activity?
- Has the child/ young person travelled for extended periods of time to international locations known to be associated with extremism?
- Has the child/ young person employed any methods to disguise their true identity? Has the child/ young person used documents or cover to support this?

Social Factors

- Does the child/ young person have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the child/ young person experience a lack of meaningful employment appropriate to their skills?
- Does the child/ young person display a lack of affinity or understanding for others, or social isolation from peer groups?
- Does the child/ young person demonstrate identity conflict and confusion normally associated with youth development?
- Does the child/ young person have any learning difficulties/ mental health support needs?
- Does the child/ young person demonstrate a simplistic or flawed understanding of religion or politics?
- Does the child/ young person have a history of crime, including episodes in prison?

- Is the child/young person a foreign national, refugee or awaiting a decision on their immigration/ national status?
- Does the child/ young person have insecure, conflicted or absent family relationships?
- Has the child/ young person experienced any trauma in their lives, particularly any trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other in the child/young person's life has extremist view or sympathies?

MORE CRITICAL RISK FACTORS COULD INCLUDE:-

- Being in contact with extremist recruiters
- Articulating support for extremist causes or leaders
- Accessing extremist websites, especially those with a social networking element
- Possessing extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining extremist organisations
- Significant changes to appearance and/or behaviour

REFERRAL AND INTERVENTION PROCESS

Professionals should refer to their local authority threshold documents to determine the level of need of the child which correlates with the concerns identified.

If you have a concern about an individual and want to make a referral use the Channel referral form and/or send your concerns through to the dedicated Prevent inbox for your local area.

Where a child is considered at risk of significant harm a referral to social work services should be made, as well as a referral to Channel.

Where there are concerns that a child may be at risk of / potential risk of being involved/ potentially involved in supporting or following extremism, further investigation by the police will be required.

Any professional who identifies vulnerability concerns as outlined above, should discuss their concerns with to the named or designated safeguarding professional in their organisation or agency. However this should not prevent immediate action being taken where a child is at immediate risk or at risk of significant harm. In these circumstances a referral should be made to Children's Social Care and in an emergency a 999 call made to the police.

The named or designated safeguarding professional should consider whether a situation may be so serious that an emergency response is required. Professionals should exercise professional judgement and common sense to identify whether an emergency situation applies.

CHANNEL REFERRAL PROCESS

If you have a concern about an individual and want to make a referral use the Channel referral form and/or send your concerns through to the dedicated Prevent inbox for your local area.

It is important to remember that any information you give to the police at this stage will be investigated in the pre-criminal space. It does not assume that any criminal activity has taken place and the police will be looking to support rather than arrest.

APPENDIX 9: ***PREVENT RISK ASSESSMENT PROFORMA***

(NB: specific contacts to be added to this proforma can be found in local authority policies).

PREVENT – Self Assessment				
Objective : Adoption of Prevent into Mainstream Processes				
Governance				
No		Owner	Evidence	RAG
1.1	Does the School/Academy have a nominated Staff and Governor Prevent lead	DSL	DSL and designated Safeguarding Governor	G
1.2	Is Prevent included within the Schools/Academy's Safeguarding Policy?	DSL	Yes	G

Leadership and Management				
No		Owner	Evidence	RAG
2.1	Do the Senior Leadership Team and Local Board/Council have an understanding, shared with partners, of the potential risk in the local area to assess the risk of pupils being drawn into terrorism, including support for the extremist ideas that are part of terrorist ideology?	DSL	Low risk area	G
2.2	Is Prevent an agenda item of relevant SLT meetings planning processes?	DSL	Where necessary. It forms part of annual safeguarding training	G
2.3	Is there a clear referral route for vulnerable individuals to receive support through the Channel process?	DSL	Channel process understood by DSL	G
2.4	Are fundamental British values promoted in the delivery of the curriculum and extra-curricular activities? Are they reflected in the general conduct of the school?	DSL	Woven throughout curriculum and part of our values and vision as a church school	G
2.5	Does the School/Academy have an identified single point of contact (SPOC) in relation to Prevent	DSL	The DSL is the SPOC	G

Working in Partnership				
No		Owner	Evidence	RAG
3.1	Does the School/Academy have engagement with wider Prevent work through the local Prevent Partnership? Including links with and to LA channel board?	DSL	Regular prevent training as part of the safeguarding training cycle	G
3.2	Is Prevent included within Information Sharing protocols?	DSL	Yes – through CPOMS when transferring to a new school	G
3.3	Is the school aware of the local Police Force's 'Counter Terrorism Local Profile and has it responded to any specific local risks? (CTLP should be available from local police force 'prevent' team).	DSL	DSL to follow up	A
3.4	Do the safeguarding arrangements take into account the procedures and practice of the local authority as part of the interagency safeguarding procedures set up by the LSP?	DSL	Yes	G
3.5	Do the child protection policies describe procedures which are in accordance with government guidance and refer to locally agreed inter agency procedures put in place by the LSP?	DSL	Yes	G
3.6	Is the school clear on how to access Prevent/Channel referral forms, where to send them to and how/where to get advice from pre/post a referral?	DSL	Outlined in Channel documentation in DHT office	G

Staff Training				
No		Owner	Evidence	RAG
4.1	Does the School/Academy have an annual policy and training review process in place?	DSL	See safeguarding training cycle and log	G
4.2	Does the School/Academy regularly assess Prevent Training needs to raise their awareness of Prevent issues with staff and The Local Board?	DSL	See safeguarding training cycle and log	GG
4.3	What training is given to staff members to give them knowledge and confidence to identify pupils who are vulnerable and at risk of being drawn into terrorism and challenge extremist ideas? Does training include risk factors and behaviours pertinent to the local context?	DSL	See safeguarding training cycle and log	G
4.4	Are staff members aware of the referrals process and what actions should be taken in the response to concern? Does this involve awareness of the Channel process?	DSL	Part of prevent training	G
4.5	Is prevent included within the safer Recruitment policy?	DSL	See safer recruitment policy	G
4.6	Has the DSL received Prevent training from the local police Workshop raising awareness of Prevent(WRAP)	DSL	No	R

Safety Online				
No		Owner	Evidence	RAG
5.1	Does the school IT system have appropriate levels of filtering to ensure children are safe from terrorist or extremist material when accessing the internet in school?	DSL	Filtering in place – run by ARK	G
5.2	What processes and procedures are in place to ensure children use the internet responsibly?	DSL	e-safety lessons, e-safety training for staff, e-safety information sent out to parents.	G
5.3	Do staff, pupils and carers receive Internet Safety Awareness training?	DSL	Yes	G
5.4	Have staff read and understood the June 2019 DFE guidance 'Teaching Online Safety in School'?	DSL	DSL to add to CPOMS library	A

Security: Visitors, Contractor and Venue hire				
No		Owner	Evidence	RAG
6.1	Is Prevent included within the visitor's policy? Are due diligence checks conducted on visitors to the school?	DSL	Need to develop visitor policy. All visitors must currently be approved by the Head Teacher	A
6.2	What arrangements are in place to manage access to the site by visitors and non-pupils/staff	DSL	Strict visitor protocols and electronic entry system	G
6.3	Is there a policy regarding the wearing of ID on site. How is it enforced?	DSL	Visitors may not enter unless they have logged in using the electronic entry system which issues them with a visitor badge which is worn by visitors. Staff know to challenge any adult not wearing a lanyard. Children know to alert a trusted adult if they see a visitor without a lanyard	G
6.4	How are visitors identifiable on site?	DSL	See above	G
6.5	Are visiting speakers suitable and appropriately supervised within school?	DSL	They are never left alone with children unless wearing a green lanyard from the local authority (eg Early Help Worker, Specialist Teacher)	G

6.6	Are checks carried out on groups or individuals seeking to hire/use school premises	DSL	All bookings approved by Head Teacher	G
6.7	Are contractors working at the school or providing extracurricular activities checked. Are they appropriately supervised within school	DSL	All contractors on LAAT approved supplier list	G

APPENDIX 10: SPOC RESPONSIBILITIES

1. **RAISING AWARENESS**

   As the SPOC for your organisation, it is important to raise awareness around this agenda and promote the necessity to safeguard vulnerable children and adults from being exploited and recruited into violent extremism. It is expected that the SPOC will promote their position and responsibility, providing advice and guidance to practitioners within their organisation.

2. **RECEIVING REFERRALS**

   As the SPOC for your organisation, it is expected that once a practitioner within your organisation identifies an individual vulnerable to radicalisation that they contact you first to discuss the case internally. If deemed suitable, the practitioner will then be asked to complete the Referral and Risk assessment form, copies of which are kept in the school office or on the DSLs laptop. This should then be emailed to the local Channel coordinator at channel.@gmp.projectpolice.uk. The Channel Officer will then carry out an extensive risk assessment that aims to identify known risks and additional vulnerabilities. (At no point will the person be created on a criminal record system.) The co-ordinator will then complete a case summary and return it to both the SPOC and the practitioner. The practitioner should then arrange a multi-agency safeguarding meeting with the necessary professionals to support the vulnerable individual. Channel can assist this process by using a list of SPOC's from other agencies to help ensure the right people are brought to the multi-agency meeting.

FINDING OUT MORE.

'Learning together to be Safe, guidance for schools and colleges' www.dius.gov.uk HM Government

'The Prevent Strategy: A guide for Local Partners in England' http://security.homeoffice.gov.uk

APPENDIX 11: PEER ON PEER ABUSE, INCLUDING SEXUAL VIOLENCE AND SEXUAL HARASSMENT BETWEEN CHILDREN IN SCHOOLS

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to):

- bullying (including cyber bullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence, such as rape, assault by penetration and sexual assault
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, distress or alarm
- sexting (also known as youth produced sexual imagery)
- initiation/hazing type violence and rituals (**Hazing** is seen in many different **types** of social groups, including gangs, sports teams, schools, military units. The initiation rites can range from relatively benign pranks, to protracted patterns of behaviour that rise to the level of **abuse** or criminal misconduct.)

SERIOUS VIOLENCE

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include:

- increased absence from school
- a change in friendships or relationships with older individuals or groups
- a significant decline in performance
- signs of self-harm or a significant change in wellbeing
- signs of assault or unexplained injuries
- unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

In addition, bringing and carrying a knife/offensive weapon onto school/college premises is a criminal Offence and immediate action will be taken by calling the police and informing all relevant personnel.

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's Preventing Youth Violence and Gang Involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence

https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines

https://www.gov.uk/government/publications/searching-screening-and-confiscation

APPENDIX 12: SEXUAL VIOLENCE AND SEXUAL HARASSMENT BETWEEN CHILDREN IN SCHOOLS

Context

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment.

Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk. Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them. Ensure that staff are aware of the changes to the Voyeurism (Offences) Act 2019 which criminalise the act of 'up skirting'. The Criminal Prosecution Service (CPS) defines 'up skirting' as a colloquial term referring to the action of placing equipment such as a camera or mobile phone beneath a person’s clothing to take a voyeuristic photograph without their permission. It is not only confined to victims wearing skirts or dresses and equally applies when men or women are wearing kilts, cassocks, shorts or trousers. It is often performed in crowded public places, for example on public transport or at music festivals, which can make it difficult to notice offenders."
  https://www.gov.uk/government/news/upskirting-law-comes-into-force

WHAT IS SEXUAL VIOLENCE AND SEXUAL HARASSMENT?

Sexual violence:
It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

Rape:

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

Assault by Penetration:

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

Sexual Assault:

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

What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g.to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

In our Primary schools we lay the foundation for later teaching about consent when adults demonstrate asking for consent e.g. to dress a wound; when we teach children to respect their own bodies and those of other children or when we teach children about private parts of their body and use campaigns such as the NSPCC PANTS campaign.

Project deSHAME from Childnet provides useful research, advice and resources regarding online sexual harassment.

***Keeping Children Safe in Education 2020* – Section 5 provides further guidance regarding Peer on Peer Abuse.**

SEXUAL HARASSMENT

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

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

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

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from Part 1 – paragraph 41 onwards, page 12 (DSLs Part 5 - paragraph 274) of KCSIE 2020. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

APPENDIX 13: YOUTH PRODUCED SEXUAL IMAGERY (SEXTING)

Introduction

The Academy recognises that 'sexting' is a growing concern amongst professionals and parents as it can expose children to risks, particularly if the imagery is shared further. It can lead to embarrassment, bullying and increased vulnerability to sexual exploitation. Producing and sharing images of under-18's is also illegal.

There is no clear definition of what is 'sexting' and indeed many professionals, young people and parents have different interpretations ranging from sending flirty messages to sending nude or semi-nude photographs via mobiles or over the internet.
This guidance is based on the UKCCIS Sexting in Schools and Colleges guidance 2016. The full guidance is located at UKCCIS 2016 Guidance.

This guidance covers:

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18

It does not cover:

- The sharing of sexual imagery of people under 18 by adults as this constitutes as child sexual abuse and schools should always inform the police and CSC.
- Young people under the age of 18 sharing adult pornography or exchanging sexual texts which don't contain imagery.

The term youth produced sexual imagery has been adopted to provide some clarity and to distinguish it from imagery where there are adults involved in some manner.

The purpose of this guidance is to make expectations clear to pupils and their parents and carers as well as to be clear to staff about the school's policy and procedure in responding to incidents.

This policy forms part of our academy's safeguarding arrangements and our response to concerns about 'sexting' will be guided by the principle of proportionality and our primary concern at all times is the welfare and protection of the children and young people involved.

The academy recognises that it is an offence under the Sexual Offences Act 2003 to possess, distribute, show and make indecent images of children (a child being under 18 year) but it does not define what is indecent.

However, the police accept that the law which criminalised indecent images of children was created before the technological advances of today and it originally sought to protect children from adults. It was not intended to criminalise children. Despite this, children who share sexual imagery of themselves or peers are breaking the law and therefore we will seek to manage this type of case appropriately.

All professionals including the National Police Chiefs Council agree that incidents involving youth produced imagery should primarily be treated as a safeguarding issue. It is agreed that we should not unnecessarily criminalise children as the consequence of this can be significant in terms of their life chances in adulthood. Where children do share images it is often as a result of natural curiosity and exploring relationships and in the context of the digital world we live in.

The academy is therefore empowered to deal with the majority of these incidents without involving the police.

Handling Incidents

The college/school/academy may become aware of the issue in a variety of ways i.e. from the child direct, a friend of parent or a member of staff.
We recognise that the child is likely to be very embarrassed and worried about what might happen. We also recognise the pressure children can be under to take part in sharing such imagery but we will reassure them they are not on their own and will help and support them. We will also help them to understand what has happened and the context for the concerns. We will also discuss issues of consent and trust within healthy relationships.

All incidents will be followed in line with our safeguarding and child protection policy. Where an incident comes to our attention:

- The incident will be reported to the Designated Safeguarding Lead (DSL) as soon as possible.
- An initial meeting with the appropriate school staff will be held to:
    - Establish if there is immediate risk and what further information is needed, whether or not the imagery has been shared
    - Consider facts about the children involved which could influence a risk assessment. Further guidance and questions to consider is in Annexe A, page 31 UKCCIS Sexting in Schools Guidance 2016
- A meeting with the young person will be held (if appropriate)
- Parents will generally be informed at an early stage

An immediate referral to children's social care and/or the police should be made if at the initial stage:

- The incident involves an adult
- The child has been coerced, blackmailed or groomed or if there are concerns about capacity to consent
- If the sexual acts are unusual for the developmental age or violent
- Children under 13 years are involved
- The child is at immediate risk e.g. suicidal or self-harming

Where the above do not apply then the academy will generally deal with this matter without involving the police or children's social care although this will be subject to review.

This decision is made where we are confident that we have sufficient information to assess and manage any risks within our pastoral support and disciplinary framework. The decision will be made by the DSL with the input of the Head teacher and others as appropriate and will be recorded.

Examples of cases where there is no need to involve the police are:
If a young person has shared imagery consensually, such as when in a romantic relationship, or as a joke, and there is no intended malice, it is usually appropriate for the school to manage the incident directly.
In contrast any incidents with aggravating factors, for example, a young person sharing someone else's imagery without consent and with malicious intent, should generally be referred to police and/or children's social care.

The following information will be considered when deciding on a course of action:

- Why was the imagery shared? Was the young person coerced or put under pressure to produce the imagery?
- Who has shared the imagery? Where has the imagery been shared? Was it shared and received with the knowledge of the pupil in the imagery?
- Are there any adults involved in the sharing of the imagery?
- What is the impact on the young people involved?
- Do the young people involved have additional vulnerabilities?
- Does the young person understand consent?
- Has the young person taken part in this kind of activity before?

Professional judgement will always be applied.

The images will not generally be viewed by staff unless there is a clear reason for doing so, reporting of the content is usually sufficient:

- **We will NOT copy, print or share the image as this is illegal**

- **If viewing is done, it will be with another member of safeguarding staff or senior leadership**

Once a decision has been made not to involve the police or CSC then images may be deleted but we will be clear that this is appropriate action.
Where it is necessary to involve the police and it is appropriate we are authorised to seize any device (Education Act 2011) and pass it the police.
CSC will be involved where there are concerns which meet the threshold or if we know they are already involved with a child.

Case studies:
Case study A: Children and young people aged 13-18
Concern:
Two children, both aged 15, were in a relationship for the past month. The boy asked the girl for "sexy" pictures and she sent him a single topless photo. Afterwards the girl was worried that he might share the photo so she shared her concerns with her friends. Her friends then told their form tutor who spoke with the school DSL.

School response:
- *The DSL spoke with the girl and then the boy. Both pupils confirmed there had not been any sexual activity between them. There were not any wider safeguarding concerns about either pupil. There was no evidence that the image had been shared by the boy and he offered to delete the image from his device.*
- *Both pupils were spoken with by the DSL who advised them on the potential impact of taking and sharing youth produced sexual imagery both criminally and emotionally. The DSL worked with both pupils to help them come up with an agreed plan to inform their parents. The school DSL documented the incident and as well as the actions taken in the children's safeguarding records.*

Case study B: Children aged under 13
Concern:
A class teacher found a naked photo of a child (boy, aged 11) on a school tablet. The child said that he had been using the tablet with two other children during lunchtime and they dared him to take a picture of his bottom.

School response:
- *The school had no other safeguarding concerns about the children or their families. The school DSL spoke with the local authority education safeguarding team and subsequently accessed the local safeguarding board's guidance regarding under age sexual activity. This tool indicated that the behaviour was likely to be inappropriate but did not meet the threshold for a referral to children's social care.*
- *The school DSL spoke with the children involved and their parents and advised them on the situation and possible consequences including police and social care involvement. The children were sanctioned in school for their behaviour and the parents were fully supportive of the school's approach.*
- *All members of staff were provided with updated online safety training and a reminder of the school online safety and acceptable use policy to ensure that children were not left unsupervised with school tablets. The school documented the incident and the actions taken in the children's safeguarding records.*

Educating Young People
As an academy we need to teach children in an age appropriate way about youth produced imagery to prevent harm by providing them with the skills, attributes and knowledge to help them navigate risks.
This approach to tackling sensitive issues promotes a whole school approach to safeguarding giving children the space to explore key issues and the confidence to seek the support of adults should they encounter problems.
This issue will be taught as part of a wider PSHE programme and though IT curriculum work to underpin a specific message such as 'sexting'. The work that we do therefore will include issues such as:
- communication
- understanding healthy relationships including trust
- understanding and respecting the concept of genuine consent

- understanding our rights (especially our collective right to *be* safe and to *feel* safe)
- recognising abusive and coercive language and behaviours
- accepting our responsibilities (especially our responsibility to respect others trust and protect their right to be physically, emotionally and reputationally safe)

Extra Information:

Helplines and reporting

- Children can talk to a ChildLine counsellor 24 hours a day about anything that is worrying them by ringing 0800 11 11 or in an online chat at http://www.childline.org.uk/Talk/Chat/Pages/OnlineChat.aspx.
- If parents or carers are concerned that their child is being contacted by adults as a result of having sharing sexual imagery they should report to NCA-CEOP at www.ceop.police.uk/safety-centre
- ChildLine and the Internet Watch Foundation have partnered to help children get sexual or naked images removed from the internet. Young person can get their photo removed by talking to a ChildLine counsellor. More information is available at http://www.childline.org.uk/explore/onlinesafety/pages/sexting.aspx
- If parents and carers are concerned about their child, they can contact the NSPCC Helpline by ringing 0808 800 5000, by emailing help@nspcc.org.uk, or by texting 88858. They can also ring the Online Safety Helpline by ringing 0808 800 5002.

Advice and information for parents

- The NSPCC has information and advice about sexting available on its website: NSPCC Sexting
- The National Crime Agency/CEOP has produced a film resource for parents and carers to help them prevent their children coming to harm through sharing sexual imagery: THINKUKNOW Nude-selfies-a-parents-guide
- Childnet have information and advice about sexting available on its website: http://www.childnet.com/young-people/secondary/hot-topics/sexting
- Parent Info (http://parentinfo.org/) provides information and advice to parents from expert organisations on topics ranging from sex and relationships, mental health and online safety including sexting.

Resources parents could highlight to their children

- ChildLine have created Zip-It, an app that provides witty comebacks in order to help young person say no to requests for naked images Childline Zipit Ap
- There is information on the ChildLine website for young people about sexting: Childline information for young people
- The Safer Internet Centre has produced resources called 'Childnet So you got naked online which help young people to handle incidents of sexting

The NSPCC adults helpline: 0808 800 5002. The NSPCC has partnered with O2 to offer direct support to parents and other adults on issues relating to online safety. **ChildLine**: www.childline.org.uk ChildLine offers direct support to children and young people including issues relating to the sharing of sexual imagery. **The Professionals Online Safety Helpline (POSH):** http://www.saferinternet.org.uk/about/helpline Tel: 0844 381 4772. This helpline supports professionals with an online safety concern or an online safety concern for children in their care. Professionals are able to contact the helpline to resolve issues.

Resources for teaching staff

There is a wealth of resources for teachers at page 28 of the UKCCIS Sexting in Schools Guidance 2016

We will also refer to: The DfE guidance 2018 on Searching Screening and Confiscation Advice for Schools

APPENDIX 14: **VIRTUAL SCHOOL**

1. Parents want their children to have the best start in life and to reach their full potential. As corporate parents, local authorities should have equally high aspirations for the children they look after.

2. As leaders responsible for ensuring that the local authority discharges its duty to promote the educational achievement of their looked after children, Directors of Children's Services and Lead Members for Children's Services should ensure that:

- closing the attainment and progress gap between looked after children and their peers and creating a culture of high aspirations for them is a top priority
- looked after children have access to a suitable range of high quality education placement options and that commissioning services for them takes account of the duty to promote their educational achievement
- Virtual School Heads (VSHs) are in place and that they have the resources, time, training and support they need to discharge the duty effectively
- VSHs have robust procedures in place to monitor the attendance and educational progress of the children their local authority looks after
- The local authority's Children in Care Council (CiCC) regularly addresses the educational experiences raised by looked after children and is able to respond effectively to such issues.

3. The VSH should be the lead responsible officer for ensuring that arrangements are in place to improve the educational experiences and outcomes of the local authority's looked after children, including those placed out-of-authority.

4. Most parents take a keen interest in their child's educational progress. VSHs should ensure the educational attainment and progress of children looked after by the local authority are monitored and evaluated as if those children attended a single school.

5. The VSH should ensure that there are effective systems in place to:

- maintain an up-to-date roll of its looked after children who are in school/academy or college settings and gather information about their education placement, attendance and educational progress
- inform Head Teachers/Principals and designated teachers in schools/academies if they have a child on roll who is looked after by the VSH's local authority
- ensure social workers, designated teachers and schools/academies, carers and IROs understand their role and responsibilities in initiating, developing, reviewing and updating the child's PEP and how they help meet the needs identified in that PEP
- ensure up-to-date, effective and high quality PEPs that focus on educational outcomes and that all looked after children, wherever they are placed, have such a PEP
- ensure the educational achievement of children looked-after by the local authority is seen as a priority by everyone who has responsibilities for promoting their welfare
- report regularly on the attainment of looked after children through the local authority's corporate parenting structures

APPENDIX 15: PRIVATE FOSTERING GUIDANCE FOR SCHOOLS

Schools play an essential role in identifying privately fostered children. Although most children in private fostering situations are likely to be safe, in some private fostering arrangements there are clear safeguarding issues and children and young people effectively have no one who is concerned for their safety or welfare.

This guidance aims to raise the awareness of the role of education professionals in highlighting cases of private fostering and safeguarding children at risk.

What is a private fostering arrangement?

A private foster carer is someone *other than* a parent or a close relative who cares for a child for a period of 28 days or more, in agreement with the child's parent. It applies only to children under 16 years, or under 18 if they are disabled.

A private fostering arrangement is <u>not</u> when a child is Looked After by the Local Authority or placed in any residential home, hospital or school.

Private foster carers can be part of the child's wider family, a friend of the family, the parents of the child's boyfriend or girlfriend or someone unknown but willing to foster the child. A cousin, great aunt or a co-habitee of a mother or father would therefore be a private foster carer.

Close relatives - a grandparent, a brother or sister, an aunt or an uncle, a step parent - are *not* private foster carers.

Who may be privately fostered?

This list is by no means exhaustive and indicates the scale and variety of situations and agencies these arrangements can cover:

- Children whose parents are unable to care for them, for example if they have chronic ill health or are in prison.
- Children sent to this country, for education or health care, by parents who live overseas.
- A child living with a friend's family because they don't get on with their own family.
- Children living with a friend's family because of their parents' study or work.
- Children staying with another family because their parents have separated or divorced.
- Teenagers living with the family of a boyfriend or girlfriend.
- Children from abroad who attend a language school or mainstream school in the county and are staying with host families.
- Children at boarding schools who do not return to their parents in the holidays but stay with 'host families' recruited by 'education guardians'.
- Unaccompanied asylum seeking minors who are living with friends, relatives or strangers.

Children who are trafficked into the UK are especially vulnerable and are often living in de facto private fostering arrangements. Child trafficking is the movement of children for exploitation, including domestic servitude, commercial sexual exploitation and to support benefit claims (see <u>www.ecpat.org.uk</u> for further information). Where trafficking is suspected, a safeguarding referral should be made.

What to do if you are aware of a private fostering arrangement:

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Services as soon as possible. However, parents and carers often do not tell

professionals or agencies about such arrangements; they may not be aware that they need to (and this may apply particularly to new communities in the UK such as migrant families from new-EU states), or they chose not to tell agencies about these arrangements.

Children's Services are **not** involved in making private fostering arrangements but are responsible for checking that the arrangements are suitable for the child. As a professional it is important for you to notify Children's Services if you are in contact with a child or young person who is being privately fostered. This will help protect the child against abuse or neglect and provide some reassurance that the child is being looked after properly.

Signs to watch out for:

- Has someone else started collecting a child from school on a regular basis?
- Has a child mentioned to you that they are staying with someone else or that their parent(s) have gone away for a long time?
- Is there something unusual or unclear in the child's administration file? This may include copies of passports, visas and other immigration related documents which are unclear or do not clearly show that the child has rights of residence in the UK, or that it is unclear who has parental responsibility for the child.

What schools can do:

- Ensure that all staff are aware of the definition of private fostering and the Local Authority's responsibilities when such arrangements occur.
- Look at admission files to check on the home situation, and make a note to follow up any circumstances which are not clear.
- Whenever staff become aware of private fostering arrangements they should notify the Designated Safeguarding Lead Professional for safeguarding (DSL).
- The DSL or another appropriate member of staff should speak to the families of children who might be involved in private fostering and check that they are aware of their duty to notify the Local Authority of the arrangement. School staff should actively encourage the parents and/or carer to notify Children's Services of the arrangement.

If you suspect that a child who is living in a private fostering arrangement is being harmed or is at risk of significant harm (including suspecting that a child may be trafficked) and urgent action is required, follow your Child Protection procedures as laid out in this policy.

APPENDIX 16

CHILDREN AND THE COURT SYSTEM

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds.
https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds
https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds

They explain each step of the process and support and the special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

CHILDREN WITH FAMILY MEMBERS IN PRISON

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.
https://www.nicco.org.uk/

HOMELESSNESS

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

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

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. Government factsheets provide a useful summary – the link is provided at the bottom of Appendix 16. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases, staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/ or require accommodation:
https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets

APPENDIX 17: PRE-BIRTH PROTOCOL

Section 11 of the Children Act 2004 requires agencies to have in place mechanisms to ensure that they are able to safeguard and promote the welfare of children.

All practitioners whether adult or children services, have a responsibility to protect and safeguard children and work collaboratively with Children's Services and other childcare professionals in contributing to assessments and interventions. Therefore, the professional who is first made aware of the pregnancy should initiate the pre-birth protocol and complete an Early Help Assessment, or make a referral for unborn to Social Care.

A young person of statutory education age is entitled to 18 weeks of maternity leave. Either side of this period there is an expectation that the young person continues to attend school or alternative provision. The educational establishment is required to make all reasonable adjustments to allow the young person to have appropriate access to the curriculum whilst they attend the establishment, including timetable and learning environment adjustments. It is important that the provision work with other relevant agencies in order for them to fully support the continued education of the young parent. Education establishments should have a clear strategy for engaging with the young person while they are away from the provision so as to limit the disruption to their education and make appropriate arrangements that work for the young person and educational establishment. Where there is robust medical evidence that indicates that the young person is unfit to attend, the educational establishment can make a referral should see advice from the relevant agencies, who will assess and consider alternative arrangements if appropriate.

APPENDIX 18: **USEFUL CONTACT NUMBERS**

Designated Safeguarding Lead	Emily Hill emily.hill@spaldingparish.lincs.sch.uk
Deputy Safeguarding Lead	Sam Boccok sam.bocock@spaldingparish.lincs.sch.uk
Other local contact numbers	
Safeguarding concerns	Diane Mulley Diane.mulley@spaldingparish.lincs.sch.uk Emergency Duty Service 6pm – 8am + weekends and bank holidys 01522 554674 LADO email address LSCP_LADO@lincolnshire .gov.uk
Allegations against/concerns about adult(s) working with children	LAAT CEO Jackie Waters-Dewhurst 01522 504014 Local Authority Designated Officer (LADO): Call 01522 554674 in the first instance
Police (emergency) Police (non-emergency)	999 101
Local Safeguarding Board	safeguardinginschools@lincolnshire.gov.uk Service Manager - John O'Conner Team Manager - Jill Chandar-Nair Team Leader - Joanne Carr Safeguarding & Education Welfare Supervisor Ruth Fox – 01522 558304
Local Prevent (Channel Process) contact details	Paul Drury, Prevent Support Officer, Lincolnshire County Council, 01522 555367 **prevent@lincolnshire.gov.uk** PREVENT Officer, East Midlands Special Operations Unit – Special Branch – 01522 558304 Email: prevent@lincs.pnn.police
NSPCC Whistleblowing Helpline	0800 028 0285 https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/
Virtual School Head enquiries	Head of Virtual School LAC Lincolnshire – Kieran Barnes Kieran.barnes@lincolnshire.gov.uk
Pre-Birth Protocol LA link to relevant agency	https://lincolnshirescb.proceduresonline.com/chapters/p_pre_birth_protocol.html
LOCAL AREA FOR SUPPORT WITH DOMESTIC VIOLENCE	https://www.lincs.police.uk/reporting-advice/domestic-abuse/
LOCAL AREA FOR SUPPORT WITH HOUSING	https://www.sholland.gov.uk/housing

APPENDIX 19: **ADDITIONAL ADVICE AND SUPPORT**

Abuse or Safeguarding issue	Link to Guidance/Advice	Source
Abuse	What to do if you're worried a child is being abused	DfE advice
	https://www.gov.uk/government/publications/working-together-to-safeguard-children--2	Government guidance
	Keeping Children Safe in Education 2020	DfE Statutory guidance
	NSPCC whistleblowing-advice-line	NSPCC
	Domestic abuse: Various Information/Guidance	Home Office
	Faith based abuse: National Action Plan	DfE advice
	Relationship abuse: disrespect nobody	Home Office website
Bullying	Preventing bullying including cyberbullying	DfE advice
Children and the courts	Advice for 5-11-year olds witnesses in criminal courts	MoJ advice
	Advice for 12-17 year old witnesses in criminal courts	MoJ advice
Children missing from education, home or care	Children missing education	DfE statutory guidance
	Child missing from home or care	DfE statutory guidance
	Children and adults missing strategy	Home Office strategy
Children with family members in prison	National Information Centre on Children of Offenders	Barnardo's in partnership with Her Majesty's Prison and Probation Service
Child Exploitation	County Lines: criminal exploitation of children and vulnerable adults	Home Office guidance
	Child sexual exploitation: guide for practitioners	DfE
	Trafficking: safeguarding children	DfE and HO guidance
Drugs	Drugs: advice for schools	DfE and ACPO advice
	Drug strategy 2017	Home Office strategy
	Information and advice on drugs	Talk to Frank website
	ADEPIS platform sharing information and resources for schools: covering drug (& alcohol) prevention	Website developed by Mentor UK
"Honour Based Violence"	Female genital mutilation: information and resources	Home Office
	Female genital mutilation: multi agency statutory guidance	DfE, DH, and HO statutory guidance

(so called)	Forced marriage: information and practice guidelines	Foreign Commonwealth Office and Home
Health and Well-being	Fabricated or induced illness: safeguarding children	DfE, Department for Health and Home Office
	Rise Above: Free PSHE resources on health, wellbeing and resilience	Public Health England resources
	Medical-conditions: supporting pupils at school	DfE statutory guidance
	Mental health and behaviour	DfE advice
Homelessness	Homelessness: How local authorities should exercise their functions	HCLG
Online	Sexting: responding to incidents and safeguarding children	UK Council for Child Internet Safety
Private fostering	Private fostering: local authorities	DfE - statutory guidance
Radicalisation	Prevent duty guidance	Home Office guidance
	Prevent duty advice for schools	DfE advice
	Educate Against Hate Website	DfE and Home Office
Violence	Gangs and youth violence: for schools and colleges	Home Office advice
	Ending violence against women and girls 2016-2020 strategy	Home Office strategy
	Violence against women and girls: national statement of expectations for victims	Home Office guidance
	Sexual violence and sexual harassment between children in schools and colleges	DfE advice
	Serious violence strategy	Home Office Strategy

APPENDIX 20: **LEGISLATION**

This guidance refers to the legislation below:

Education

- The Children Act 1989 and 2004
- Education Act 2002
- The Education (Health Standards) (England) Regulations 2003
- The Further Education (Providers of Education) (England) (Regulations) 2006
- The Education (Pupil Referral Units) (Application of Enactments) (England) Regulations 2007 as amended by SI 2010/1919, SI 2012/1201, SI 2012/1825, SI 2012/3158
- The School Staffing (England) Regulations 2009 as amended by SI 2012/1740 and SI 2013/1940
- The Education (Non-Maintained Special Schools) (England) Regulations 2011 as amended by SI 2015/387
- The Education (School Teachers' Appraisal) (England) Regulations 2012
- The Children and Families Act 2014
- The Education (Independent School Standards) Regulations 2014

Police

- Police Act 1997
- The Police Act 1997 (Criminal Records) Regulations 2002, as amended
- The Police Act 1997 (Criminal Records) (No 2) Regulations 2009, as amended
- The Sexual Offences Act 2003

Other

- Safeguarding Vulnerable Groups Act 2006
- Protection of Freedoms Act 2012
- Equality Act 2010
- The Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975

APPENDIX 21: COVID-19 SCHOOL CLOSURE ARRANGEMENTS FOR SAFEGUARDING AND CHILD PROTECTION AT: SPALDING PARISH CHURCH OF ENGLAND DAY SCHOOL
School Name: Spalding Parish Church of England Day of School
Policy owner: Emily Hill (DSL)
Date: 6.10.20
Date shared with staff: 6.10.20
Your school logo

1. Context
From 20th March 2020 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response - who absolutely needed to attend.

Schools and all childcare providers were asked to provide care for a limited number of children - children who were vulnerable, and children whose parents were critical to the COVID-19 response and could not be safely cared for at home.

In the likelihood of another whole school or partial school closure, this addendum of the Spalding Parish Church of England Day School Safeguarding, and Child Protection policy contains details of our individual safeguarding arrangements in the following areas:

1. Context..... 1

2. Vulnerable children 2

3. Attendance monitoring 3

4. Designated Safeguarding Lead 3

6. Reporting a concern 4

7. Safeguarding Training and induction 4

8. Safer recruitment/volunteers and movement of staff 5

9. Online safety in schools and colleges 6

10. Children and online safety away from school and college 6

11. Supporting children not in school 6

12. Supporting children in school 7

13. Peer on Peer Abuse 7

KEY CONTACTS

Role	Name	Contact number	Email
Designated Safeguarding Lead	Emily Hill	07415 017734	emily.hill@spaldingparish.lincs.sch.uk
Deputy Designated Safeguarding Lead	Sam Bocock	01775 722333	Sam.bocock@spaldingparish.lincs.sch.uk
Headteacher	Diane Mulley	07808 078527	Diana.mulley@spaldingparish.lincs.sch.uk
Chair of Governors	Emma Rains	01775 722333	Emma.rainsGOV@spaldingparish.lincs.sch.uk
Safeguarding Governor	Emma Rains	01775 722333	Emma.rainsGOV@spaldingparish.lincs.sch.uk

Vulnerable children
Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans.

Those who have a social worker include children who have a Child Protection Plan and those who are looked after by the Local Authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

Those with an EHC plan will be risk-assessed in consultation with the Local Authority and parents, to decide whether they need to continue to be offered a school or college place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.

Eligibility for free school meals in and of itself should not be the determining factor in assessing vulnerability.

Senior leaders, especially the Designated Safeguarding Lead (and deputy) know who our most vulnerable children are. They have the flexibility to offer a place to those on the edge of receiving children's social care support.

Spalding Parish Church of England Day School will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children. The lead person for this will be: Diane Mulley

There is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at risk. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and Spalding Parish Church of England Day School will explore the reasons for this directly with the parent.

Where parents are concerned about the risk of the child contracting COVID19, school name or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

Spalding Parish Church of England Day School will encourage our vulnerable children and young people to attend a school, including remotely if needed.

Attendance monitoring

Local authorities and education settings do not need to complete their usual day-today attendance processes to follow up on non-attendance.

Spalding Parish Church of England Day School and social workers will agree with parents/carers whether children in need should be attending school – Spalding Parish Church of England Day School will then follow up on any pupil that they were expecting to attend, who does not. Spalding Parish Church of England Day School will also follow up with any parent or carer who has arranged care for their child/children and the child/children subsequently do not attend.

To support this, Spalding Parish Church of England Day School will, when communicating with parents/carers and carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

In all circumstances where a vulnerable child does not take up their place at school, or discontinues, Spalding Parish Church of England Day School will notify their social worker.

Designated Safeguarding Lead

Spalding Parish Church of England Day School has a Designated Safeguarding Lead (DSL) and a Deputy DSL.
The Designated Safeguarding Lead is: Emily Hill
The Deputy Designated Safeguarding Lead is: Sam Bocock

The optimal scenario is to have a trained DSL (or deputy) available on site. Where this is not the case a trained DSL (or deputy) will be available to be contacted via phone or online video - for example when working from home.
Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for co-ordinating safeguarding on site.
This might include updating and managing access to child protection online management system, CPOMS or equivalent and liaising with the offsite DSL (or deputy) and as required liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school or college.

It is important that Spalding Parish Church of England Day School and volunteers have access to a trained DSL (or deputy). On each day staff on site will be made aware of that person is and how to speak to them.

The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

Reporting a concern

Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy, this includes making a report via CPOMS, which can be done remotely.

In the unlikely event that a member of staff cannot access their CPOMS from home, they should email the Designated Safeguarding Lead, Headteacher. This will ensure that the concern is received.

Staff are reminded of the need to report any concern immediately and without delay.

Where staff are concerned about an adult working with children in the school, they should follow the procedure to report the concern to the headteacher. If there is a requirement to make a notification to the headteacher whilst away from school, this should be done verbally and followed up with an email to the headteacher.
Concerns around the Headteacher should be directed to: Jackie Waters-Dewhurst

01522 504014 07850 765784

Safeguarding Training and induction

DSL training is very unlikely to take place whilst there remains a threat of the COVID 19 virus.

For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.

All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2020). The DSL should communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

Where new staff are recruited, or new volunteers enter School name, they will continue to be provided with a safeguarding induction.
If staff are deployed from another education or children's workforce setting to our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:-

• the individual has been subject to an enhanced DBS and children's barred list check
• there are no known concerns about the individual's suitability to work with children
• there is no ongoing disciplinary investigation relating to that individual

Upon arrival, they will be given a copy of the receiving setting's child protection policy, confirmation of local processes and confirmation of DSL arrangements.

Safer recruitment/volunteers and movement of staff

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, Spalding Parish Church of England Day School will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2020) (KCSIE).

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

Where school name are utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

Spalding Parish Church of England Day School will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE.

Spalding Parish Church of England Day School will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's 'Teacher misconduct advice for making a referral.

During the COVID-19 period all referrals should be made by emailing
Misconduct.Teacher@education.gov.uk

Whilst acknowledging the challenge of the current National emergency, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, school name will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

Online safety in schools and colleges

Spalding Parish Church of England Day School will continue to provide a safe environment, including online. This includes the use of an online filtering system.

Where students are using computers in school, appropriate supervision will be in place.

Children and online safety away from school and college

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police.

Online teaching should follow the same principles as set out in the school's code of conduct.

Spalding Parish Church of England Day School will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Below are some things to consider when delivering virtual lessons, especially where webcams are involved:
• No 1:1s, groups only
• Staff and children must wear suitable clothing, as should anyone else in the household.
• Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.
• The live class should be recorded so that if any issues were to arise, the video can be reviewed.
• Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
• Language must be professional and appropriate, including any family members in the background.
• Staff must only use platforms provided by school to communicate with pupils
• Staff should record, the length, time, date and attendance of any sessions held.

Supporting children not in school

Spalding Parish Church of England Day School is committed to ensuring the safety and wellbeing of all its Children and Young people.

Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person.

Details of this plan must be recorded on CPOMS as should a record of contact have made.

The communication plans can include; remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded.

Spalding Parish Church of England Day School and its DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan.

This plan must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate.
The school will share safeguarding messages on its website and social media pages.

Spalding Parish Church of England Day School recognises that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their parents/carers. Teachers at Spalding Parish Church of England Day School need to be aware of this in setting expectations of pupils' work where they are at home.

Spalding Parish Church of England Day School will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and recorded on CPOMS or equivalent.

Supporting children in school

Spalding Parish Church of England Day School is committed to ensuring the safety and wellbeing of all its students.
Spalding Parish Church of England Day School will continue to be a safe space for all children to attend and flourish.
The Headteacher will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.

Spalding Parish Church of England Day School will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19.

Spalding Parish Church of England Day School will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and recorded on CPOMS or equivalent.

Peer on Peer Abuse

Spalding Parish Church of England Day School recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims**.**

Where a school receives a report of peer on peer abuse, they will follow the principles as set out in part 5 of KCSIE and of those outlined within of the Child Protection Policy.

The school will listen and work with the young person, parents/carers and any multiagency partner required to ensure the safety and security of that young person.
Concerns and actions must be recorded on CPOMS and appropriate referrals made.

APPENDIX 22: PROCESS TO APPROVE CLOSURE OF SCHOOLS DURING COVID-19

1) Decisions will be made on a case by case basis.
2) Recommendations will be made by heads and central team and passed to directors for the final decision. (Delegation will apply as per grid below)
3) Decisions will usually be made in line with DfE and Health England recommendations unless it is felt that in a particular context more caution is needed.

Buildings - If for any reason the amount of space in a school is reduced such as to make impossible the adequate separation of all bubbles, closure or reduction of pupil numbers will be considered.
Staffing - If for any reason there are insufficient staff for the required number of bubbles or to keep the school safe (i.e. appropriate first aiders, cleaners/site managers,) closure or reduction of pupils will be considered.

Covid-19 cases - If there are staff or pupils who have covid-19 symptoms Health England advice must be followed and central team notified – recommendations will be made to the directors via the CEO.

Risk Assessments
In any case, schools must review and update their risk assessments at least on a weekly basis, or where there is an incident or change that impacts on the risk assessment (e.g. increase in pupil take up).

GOVERNMENT ADVICE IS AS FOLLOWS:

What should I do if a child or member of staff starts to display symptoms?
If a member of staff displays symptoms, they should go home immediately and follow the government's self-isolation guidance. If a child displays symptoms, they should be immediately isolated from other pupils. Staff should also try to ensure they remain two metres away while still aiming to provide the reassurance and care particularly young children will need. The school should contact parents and request they collect their child from the school immediately. Any member of staff who has been supervising a child with suspected symptoms should immediately wash their hands in line with current guidance. The room that a child has used in this circumstance (including bathrooms) should be fully cleaned before anyone else uses them.

What happens if there is a confirmed case of covid-19 in my school?
"When a child, young person or staff member develops symptoms compatible with coronavirus (COVID-19), they should be sent home and advised to self-isolate for 10 days and arrange to have a test to see if they have COVID-19. Their fellow household members should self-isolate for 14 days. All staff and students who are attending an education or childcare setting will have access to a test if they display symptoms of coronavirus (COVID-19), and are encouraged to get tested in this scenario. Where the child, young person or staff member tests negative, they can return to their setting and the fellow household members can end their self-isolation, but schools are to receive confirmation of this outcome. Where the child, young person or staff member tests positive, the rest of their class or group within their childcare or education setting should be sent home and advised to self-isolate for 14 days. The other household members of that wider class or group do not need to self-isolate unless the child, young person or staff member they live with in that group subsequently develops symptoms. As part of the national test and trace programme, if other cases are detected within the cohort or in the wider setting, Public Health England's local health protection teams will conduct a rapid investigation and will advise schools and other settings on the most appropriate action to take. In some cases, a larger number of other children, young people may be asked to self-isolate at home as a precautionary measure – perhaps the whole class, site or year group. Where settings are observing guidance on infection prevention and control, which will reduce risk of transmission, closure of the whole setting will not generally be necessary."