

St Bede's RC Primary School

Child Protection Policy

2016/17



Designated Safeguarding Lead (DSL) 2016/17

Mrs D King – Head Teacher

Mrs E Millward – Deputy Head Teacher

Deputy Safeguarding Leads

Mrs L Sweeting – Y6 Teacher

Mrs S Salmond – Early Years

Emergency Action: In some cases a child may need to be protected immediately – in these situations DIAL 999.

The Police are the only agency with statutory powers for the immediate protection of children.

When a referral needs to be made it should be made to Darlington Children's Services, Children's Access Point: 01325 406222

For reference:

Darlington Children's Safeguarding Board Child Protection Procedures

Signed: G Mackowski

Date: January 2017

Safeguarding Children Policy **St Bede's RC Primary School**

1. Purpose of Policy

This is a whole school child protection policy which provides clear direction to staff and others about the expected codes of behaviour in dealing with Child Protection issues.

St Bede's School is committed to the development of good practice and sound procedures that ensure that child protection concerns and referrals are handled sensitively, professionally and in ways that support the needs of the child.

2. Introduction

Our school fully recognises its responsibility to safeguard and promote the welfare of all children by protecting them from physical, sexual or emotional abuse, neglect and bullying.

This procedure has been developed to ensure that the Governing Body complies with statutory duties under section 175 Education Act and in response to statutory guidance, including Working Together to Safeguard Children 2015 and Keeping Children Safe in Education 2016.

School Policies on Related Safeguarding Issues
(To be read and followed alongside this document)

Staff Code of Conduct Policy
Discipline policy
Anti-bullying policy
Confidentiality Policy
British Values and Statement
Health and Safety policy
Medication in school policy
Off Site visits policy
Acceptable User Policy and E Safety policy
Young Carers Policy
Looked After Children Policy
Acceptable use of mobile phone and devices policy

3. School Commitment

St Bede's will ensure that:

- The welfare of each and every child remains our highest priority
- Every child regardless of age, culture, disability, gender, language, racial or ethnic origin, religious beliefs and or sexual identity has the right to be protected from harm
- All suspicions and allegations of abuse will be taken seriously and responded to swiftly and appropriately

- All staff, paid and unpaid, working in St Bede's School have the responsibility to report concerns to the headteacher or the deputy headteacher.

To achieve the above we will:

- Maintain an ethos where children feel safe and secure, are encouraged to talk and are listened to
- Ensure that children know that there are adults in school who they can approach if they are worried or in difficulties
- Include in our teaching activities and opportunities that equip children with the skills that they need to protect themselves from abuse, including on line abuse.
- Ensure that wherever possible every effort is made to establish effective working relationships with parents and colleagues from other agencies
- Provide a period of induction to all staff new to the school to ensure clear understanding and implementation of the schools safeguarding policy, practice and procedures.
- Regularly review school safeguarding policy, procedures and practices with staff to ensure 'Safeguarding' is of highest priority throughout the school at all times.
- Appoint a designated safeguarding lead
- Provide induction and training for the DSL and all staff and volunteers.
- Ensure appropriate internet filtering and monitoring systems are in place
- Ensure all staff are aware of the signs and indicator of abuse
- Ensure all staff understands early help services and how to refer these to the DSL.
- Carry out reasonable checks on visitors in regards to radicalisation all visitors who intend to work with or address children in assemblies.
- Recognise that children are capable of abusing other children, these matters will be dealt with by the DSL, and procedure will include bullying, online bullying, sexting, and sexual or physical abuse.
- Ensure staff are aware of vulnerable children, including LAC and children with SEN or disabilities
- Ensure that poor and unsafe practice will be challenged.
- Have a whistle blowing procedure where staff can report concerns
- Ensure staff are aware of Prevent agenda and aware of how children can be radicalised
- Refer to external agencies including Channel Panel for these children in danger of radicalisation.
- Ensure procedure in place to managing, bullying, homophobic behaviour
- Implementing children missing from education procedure when children go missing or take appropriate action where attendance is causing concerns.
- Ensure staff are made aware of the mandatory duty to report female genital mutilation to the Police with support from the DSL.
- Ensure written plans in place that has clear agreed procedures for children under children under child protection plans, child in need, LAC
- Ensure all staff are aware of early help services and can identify children who would benefit from early help services.
- Complies with their duties under legislation - including the Prevent Duty 2015. Contributes to interagency working and plans
- Has a nominated governor (usually the chair) who liaises with the Designated Officer in the event of an allegation being made against the head teacher.
- Appoints a designated Looked after Children LAC teacher and ensures appropriate training. Ensure staff have awareness of this group and their needs including contact arrangements.
- Have procedures for dealing with allegations of abuse made against members of staff including allegations made against the Headteacher and allegations against other children. Procedures are in place for referral to the DBS disclosure and barring service.
- Has safer recruitment procedures that include statutory checks on staff suitability to

work with children and ensures recording of this on the single central record. Including disqualification by association checks Ensures volunteers are appropriately supervised. Ensures at least one person on appointment panel is safer recruitment trained.

- allocates sufficient time, training, support and resources, including cover arrangements when necessary, to enable the DSL and deputy to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings
- ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle blowing procedures

4. Procedures and Practices

We do not work in isolation – we work in close co-operation with Darlington Social Care Team and with Darlington Safeguarding Children board (LSCB). Our procedures and practice are informed by their guidance.

5. Roles and Responsibilities

- ALL ADULTS WORKING WITH OR ON BEHALF OF CHILDREN HAVE THE RESPONSIBILITY TO PROTECT THOSE CHILDREN. KEY PEOPLE WITH SPECIFIC RESPONSIBILITIES ARE NAMED ON THE COVER OF THIS DOCUMENT.
- IT IS THE ROLE OF THE Designated Safeguarding Lead TO SEE THAT DARLINGTON CHILD PROTECTION PROCEDURES ARE FOLLOWED IN ST BEDE'S SCHOOL AND TO MAKE THE NECESSARY REFERRALS TO THE NAMED AGENCIES ABOVE. IT IS ALSO THE RESPONSIBILITY OF THE HEADTEACHER TO ENSURE THAT ALL STAFF ARE AWARE OF INTERNAL PROCEDURES AND TO SUPPORT AND ADVISE STAFF.
- IN THE ABSENCE OF THE HEADTEACHER THESE RESPONSIBILITIES FALL TO THE DEPUTY HEADTEACHER (EM) AND NEXT THE SENIOR TEACHER (LS/KS).
- IT IS THE ROLE AND RESPONSIBILITY OF THE GOVERNORS TO ENSURE THAT THE SCHOOL HAS AN EFFECTIVE POLICY AND COMPLIES WITH THE LSCB CHILD PROTECTION PROCEDURES. GOVERNORS ARE NOT GIVEN DETAILS OF INDIVIDUAL SITUATIONS TO ENSURE THAT CONFIDENTIALITY IS NOT BREACHED.
- DARLINGTON SAFEGUARDING BOARD WILL PROVIDE ACCESS TO TRAINING FOR THE SCHOOL AND THE SENIOR DESIGNATED PERSON FOR CHILD PROTECTION.

6. Procedures

We will follow the procedures set out in the documentation produced by Darlington Social care and LSCB and the additional guidance regarding Child protection.

- Staff is kept informed about child protection procedures and training is revisited regularly.
- Other adults in school rarely work unsupervised. Where there is a need for this (e.g. visiting peripatetic teachers), the headteacher will ensure that they have fully up to date checking, DBS and are aware of the school's procedures and named person should a concern be raised.

- All staff have a responsibility for Safeguarding no matter what their role. These are outlined clearly in Part One of Keeping Children Safe in Education 2016

All staff will read Keeping Children Safe in Education 2016.

7. Training and Support

St Bede's School will ensure that the senior designated safeguarding lead attends training relevant to their role, every 2 years in addition to yearly update provided by the LSCB, safeguarding bulletins. .

All staff will undertake awareness training under their induction to the school and updated every three years In addition all staff members will receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), **to refresh and update their knowledge and understanding. Support is available, in the first instance, from senior staff where there are concerns or queries about child protection.**

All staff new to the school will undergo a period of induction to ensure clear understanding and implementation of the schools safeguarding policy, practice and procedures.

At induction all staff and volunteers will be made aware of the name of the DSL and will be given a copy of the schools safeguarding policy, Keeping Children safe in Education and the school's code of conduct. Staff will confirm that they have read and understood this policies and evidence will be retained.

Regularly review school procedures and practices with staff to ensure 'Safeguarding' is of highest priority throughout the school at all times; staff meetings, CPD training, staff briefings.

8. Professional Confidentiality

CONFIDENTIALITY is an issue that must be fully understood in the context of child protection. THE ONLY PURPOSE OF CONFIDENTIALITY IS TO PROTECT THE CHILD. A member of staff must never guarantee confidentiality to a child because child protection concerns must be reported to the senior designated colleague. Promising confidentiality could lead to a break down in trust and compromise a child's well-being.

Where there is a cause for concern the senior designated person will invoke the agreed guidelines and procedures.

Staff will be informed of relevant aspects on a 'need to know' basis. Any information shared with a member of staff must be held confidentially.

9. Records and Monitoring

Well-kept records are essential to good child protection practice. St Bede's is clear about the need to record any concerns held about a child or children within our school, the status of these records and when these records should be passed over to other agencies.

A record will be made of the concern raised and the action taken. These records are kept on the CPOMS and or individual CP files which are separate to other files. Records are also kept of any child who is being monitored for child protection reasons.

If a child transfers these confidential records will be passed on to the receiving school marked as confidential for the attention of the designated person. A receipt will be retained

10. Attendance at Child Protection Conferences

The senior designated person or deputy or other relevant staff will aim to attend child protection conferences when called in respect of a child. A report should be completed for the conference, indicating any school based concerns, attendance record, attainment and contact that may have been made with parents/carers.

11. Supporting Children at Risk

We understand that children who are abused or who witness violence may find it difficult to have a sense of self-worth and to view the world in a positive way. We understand that the school must be a secure, stable and predictable element in the lives of children who are at risk. We understand that there may be challenging behaviour as a result of a difficult life.

We support children by:

- Our whole school ethos where we maintain a positive, supportive and secure environment that gives all children a sense of being valued and respected
- Living as a nurturing family for children
- Encouraging self-esteem and self-motivation
- Maintaining a consistent approach to the encouragement of positive behaviour
- Working with external professionals and agencies to support children and families
- Maintaining a staff that is knowledgeable about and responsive and to supportive of the needs of each child

This policy works in harmony with the following policies; Encouragement of Positive Behaviour; Health and Safety, SRE, PSHE.

12. Safe School Safe Staff

- Staff working in a 1-1 situation with a child **MUST** ensure that they are positioned to be visible and audible to staff to other staff in order to protect both child and adult. All staff should ensure the privacy and dignity of all children especially during routines of personal care of children.
- We work hard to maintain effective and co-operative relationships with parents and carers but all must be aware that the implementation of this policy might affect this working relationship at particular times. Sensitive and supportive handling of difficult issues will help to maintain good relationships to the benefit of all children.
- **ALL STAFF MUST COMPLETE A CRB CHECK AND FULFIL THE REQUIREMENTS OF SAFE RECRUITMENT PRACTICE BEFORE TAKING UP APPOINTMENT. IN EXCEPTIONAL CIRCUMSTANCES, WITH A RISK ASSESSMENT, A NEW MEMBER OF STAFF MAY TAKE UP POST ON THE STRENGTH OF A RECENT, RELEVANT CRB CHECK UNTIL THE NEW PROCESS IS COMPLETED.**
- **ANYBODY SEEKING TO MISLEAD THE SCHOOL IS SUBJECT TO DISMISSAL.**

Reference to the schools code of conduct -

Communication with children (including the use of technology)

Staff should ensure that they establish safe and responsible online behaviours, working to local and national guidelines and acceptable use policies which detail how new and emerging technologies may be used.

Communication with children both in the 'real' world and through web based and telecommunication interactions should take place within explicit professional boundaries. This includes the use of computers, tablets, phones, texts, e-mails, instant messages, social media such as Facebook and Twitter, chat-rooms, forums, blogs, websites, gaming sites, digital cameras, videos, web-cams and other hand held devices. (Given the ever changing world of technology it should be noted that this list gives examples only and is not exhaustive.)

This means adults should:

- not seek to communicate/make contact or respond to contact with pupils outside of the purposes of their work
- not give out their personal details
- use only equipment and Internet services provided by the school or setting
- follow their school / setting's Acceptable Use policy
- ensure that their use of technologies could not bring their employer into disrepute

Abuse of Position of Trust - Sexual Offences Act 2003

Staff should always maintain appropriate professional boundaries, avoid behaviour which could be misinterpreted by others and report and record any such incident.

In addition, staff should understand that it is an offence for a person aged 18 or over (e.g. teacher, youth worker) to have a sexual relationship with a child under the age of 18, where that person is in a position of trust, even if the relationship is consensual.

A situation where a person is in a position of trust could arise where the child is in full-time education and the person looks after children under 18 in the same establishment as the child, even if s/he does not teach the child.

This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence, even if that pupil is over the age of consent.

- Staff member does not need to have a direct contact with a pupil.
- Applies to wider staff in school

Missing Children

A child going missing from education, which includes within the school day, is a potential indicator of abuse and neglect, including sexual exploitation. Unauthorized absences will be monitored and followed up in line with procedures, particularly where children go missing on repeated occasions. All staff will be aware of the signs of risk and individual triggers including linked to abuse, FGM and forced marriage.

All pupils will be placed on admission and attendance registers as required by law.

We will inform the local authority of any child removed from our admission register. We will inform the local authority of any pupil who fails to attend for a continuous period of 10 days or more in line with local procedures. Missing Officer.

Female Genital Mutilation FGM

This is illegal and a form of child abuse. It involves a procedure to remove all or some of the female genitalia or any other injury to these organs. Staff will be aware of the signs and indicators of this and their mandatory duty to report. See Appendix 1 for more information

Preventing Radicalisation

This is part of our wider safeguarding duty. We will intervene where possible to prevent vulnerable children being radicalised. The internet has become a major factor in radicalisation and recruitment.

As with all other forms of abuse, staff should be confident in identifying pupils at risk and act proportionately.

We will work with other partners including the Channel Panel.

The DSL is appropriately trained and be able to offer advice, support and information to other staff.

We will ensure safe internet filters are in place and ensure our pupils are educated in online safety.

Complaints

The school has a complaints procedure available to parents, pupils/students and staff who wish to report concerns. This can be found on the school website.

All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with following local authority guidance

Challenge and Escalation

We recognised that professional disagreements may arise between any agencies and resolving problems is an integral part of co-operation and joint working to safeguard children.

As part of our responsibility for safeguarding children, we acknowledge that we must be prepared to challenge each other if we feel that responses to concerns, assessments or the way in which plans are implemented are not safeguarding the child and promoting their welfare.

We are aware of the LSCB escalation procedures for raising concerns in respect of poor practice and recognise our responsibility to utilise these as and when necessary, in the interests of safeguarding and promoting the welfare of children.

Monitoring and Evaluation

Our Safeguarding Children policy and procedures will be monitored and evaluated by:

Completion safeguarding report to the Governing Body;

- Pupil surveys and questionnaires;
- Discussions with children and staff;
- Scrutiny of the school's single central record of recruitment checks;
- Monitoring of logs of bullying/racist/behaviour incidents
- Supervision of staff involved in child protection;
- Case files audits undertaken by the DSL.

Site security

Visitors to the school are asked to sign in, if necessary show ID, and are given a badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to enter through one entrance and observe the school's safeguarding and health and safety regulations to ensure children in school are kept safe. The Headteacher will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

Physical intervention and use of reasonable force

All staff are encouraged to use de-escalation techniques and creative alternative strategies that are specific to the child. Restraint will only be used as a last resort and all incidents of this are reviewed, recorded and monitored. Reasonable force will be used in accordance with government guidance.

Intimate Care

If a child requires regular intimate care on site this is likely to be written into a care plan which staff will adhere to. If an accident occurs and a child needs assistance with intimate care this will be risk managed to afford dignity to the child as well as security to the staff member. Staff will behave in an open and transparent way by informing another member of staff and having the child's consent to help. Parents will be informed and incidents recorded.

DISSEMINATION

- This policy will be shared on the Parents and carers' on the school website.
- This policy is available to all staff on the Teacher Shared Area
- This policy is made known to new and temporary staff – a hard copy is posted on the staffroom wall.

IMPLEMENTATION, MONITORING AND REVIEW

- This policy is to be implemented by all staff.
- The policy is reviewed annually with statutory policies on the Annual Governor Training day.
- Its effectiveness can be evaluated through the annual report on Child Protection Issues.

Appendix 1

ST BEDE'S RC PRIMARY SCHOOL CHILD PROTECTION PROCEDURES

ALL STAFF

WHAT TO DO IF A CHILD REPORTS ABUSE:

If someone discloses that they are being abused upon receiving the information you should:

- React calmly
- Reassure the child that they are not to blame and take what the child says seriously
- Be careful not to be deemed to be putting words into a child's mouth, do not prompt or ask leading questions
- Use open questions, tell me, explain, describe
- Do not promise confidentiality
- Inform the child what you will do next
- Make a full and written record of what has been said – record only facts – do not delay in passing on the information. This can be logged on the attached form (below) or on CPOMS

Your report should include:

- The child's known details, including name, date of birth, address and contact numbers
- Whether or not the person making the report is expressing their own concerns or those of another person
- The nature of the allegation, including dates and times, specific factors and any other relevant information
- Make a clear distinction between what is fact, opinion or hearsay
- A description of any visible bruising or injuries. Also any direct signs, such as behavioural changes
- Details of any witnesses to the incident(s)
- The child's account ,if it can be given, of what has happened and how any bruising or other injury has occurred
- Accounts from others including colleagues and parents

IT IS NOT THE SCHOOL'S RESPONSIBILITY TO DECIDE WHETHER ABUSE HAS TAKEN PLACE OR NOT, HOWEVER IT SHOULD PASS ON INFORMATION TO THE APPROPRIATE AUTHORITY IMMEDIATELY.

TEMPORARY STAFF, TRAINEES, VOLUNTEERS AND VISITORS MUST HAVE REGARD TO THE ABOVE AND REPORT ANY CONCERNS IMMEDIATELY TO THEIR SUPERVISING TEACHER OR TO THE HEAD OR DEPUTY HEADTEACHER.

ST BEDE'S RC PRIMARY SCHOOL: CHILD PROTECTION MONITORING FORM

Name of Child	
Date of Birth	
Class/ Year group	
Address	
Telephone	
Parent/carer	
Note of incident/cause for concern	
Action Taken	
Signed	
Date	

Add body map

Emergency Action

If a child is in immediate danger or is at risk of harm, a referral should be made to children's social care and/or the police immediately. Anyone can make a referral. Where referrals are not made by the designated safeguarding lead, the designated safeguarding lead should be informed as soon as possible that a referral has been made.

Notifying parents

The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DSL will be in the most informed position to make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from Children's Access Point.

Reporting Concerns about a Member of Staff

All staff have the responsibility to report an allegation if they believe that a member of staff is harming or has harmed a child. Children who report to any member of staff that they have been abused or harmed by a member of staff must be listened to and taken seriously.

Staff - This term applies to all those who are working with a child or children in St Bede's School whether in a paid, in training or in a voluntary capacity.

Allegation – This term applies to any information that suggests that an adult has caused or may cause harm to a child.

If an allegation is made the rights of the child and the member of staff must be considered. If there is a conflict between the two the rights of the child will take precedence.

WHAT TO DO IF YOU HAVE A CONCERN ABOUT ANOTHER MEMBER OF STAFF.

- 1. The Headteacher must be informed immediately of the concern or allegation.**
- 2. Staff must not attempt to investigate but must provide a full written account of what a child has said or what has been observed or witnessed.**

The Headteacher should establish the following:

- Was the child in school on the day in question?
- Did the child have contact with the member of staff?
- Have any potential witnesses come forward? (Must not be interviewed.)

WHAT TO DO IF A CONCERN OR ALLEGATION IS MADE AGAINST THE HEADTEACHER.

Contact should be made with the Chair of Governors, Mr George Firbank via the School Office and with Maggie Maguire, School & Academy HR Partner for AVEC, Suites 4 & 5, Yarn, Lingfield House, Lingfield Point, Darlington DL1 1RW Tel: 01325 281480 or mobile: 07717 680016 and advice sought. ALL ACTION SHOULD BE BASED IN ADVICE GIVEN BY HR.

Allegation which calls for immediate referral to child protection agencies (Children's Social services, Police) under the Darlington Child protection Procedures:

- **When the child has suffered, is suffering, or is likely to suffer significant harm. The harm may be of a physical, sexual or emotional nature.**
- **The child is alleging that a criminal action has been committed. Any physical injury to a child may constitute a criminal offence of assault and must be treated as a Child Protection referral.**
- **Any allegation of a sexual nature**
- **Other complaints may be deemed as Child Protection referrals and so each complaint needs to be considered carefully, with advice from the Local Authority.**

THERE SHOULD BE UTMOST DISCRETION AT ALL TIMES.

All allegations against staff should be reported to the Designated Officers at the Local Authority

- Amanda Hugill 01325 406450
- Marian Garland 01325 406451

LSCB procedure: <http://www.darlington.gov.uk/education-and-learning/local-safeguarding-children-board/professionals-and-volunteers/policy,-procedures-and-guidance/>

If you have concerns about a colleague or safeguarding practice

All concerns of poor practice or possible child abuse by colleagues should be reported to the Headteacher.

Whistle blowing

The school has a whistle blowing policy in place to refer to if action is not being taken to protect a child

Staff may also report their concerns directly to Children's Access Point (01325 406222) the Police if they believe direct reporting is necessary to secure action or

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 –8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk.

Emergency Action

If a child is in immediate danger or is at risk of harm, a referral should be made to children's social care and/or the police immediately. Anyone can make a referral. Where referrals are not made by the designated safeguarding lead, the designated safeguarding lead should be informed as soon as possible that a referral has been made.

Allegations against staff

When an allegation is made against a member of staff, set procedures must be followed. It is important to have a culture of openness and transparency and a consultation with the LSCB Designated Officer will happen if staff have;

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

Allegations against staff should be reported to the Headteacher. Allegations against the Headteacher should be reported to the Chair of Governors. Staff may also report their concerns directly to police or Designated Officer if they believe direct reporting is necessary to secure action.

Designated Officers at the Local Authority

- Amanda Hugill 01325 406450
- Marian Garland 01325 406451

LSCB procedure: <http://www.darlington.gov.uk/education-and-learning/local-safeguarding-children-board/professionals-and-volunteers/policy,-procedures-and-guidance/>

If you have concerns about a colleague or safeguarding practice

All concerns of poor practice or possible child abuse by colleagues should be reported to the Headteacher. Complaints about the Headteacher should be reported to the chair of governors.

Staff may also report their concerns directly to Children's Access Point (01325 406222) the Police if they believe direct reporting is necessary to secure action or

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 –8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk.

Appendix 2

Key Definitions

Definitions

Safeguarding: Safeguarding and promoting the welfare of children is defined as:-

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- And taking action to enable all children to have the best life chances

Child Protection: is part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Categories and Definitions

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler.

Abuse may be committed by adult men or women and by other children and young people.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

Emotional abuse

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

Sexual abuse

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

Position of Trust

The age of consent for sexual activity is 18 years old if you are in a position of trust over that child.

Sexual Offences Act

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including 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.

Definitions taken from *Working Together to Safeguard Children* (HM Government, 2015).

Further information on child sexual exploitation

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

Further information on so-called 'honour based' violence

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead. 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 HBV, or already having suffered HBV.

Indicators

There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi agency statutory guidance on FGM (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the Multi-agency guidelines: Handling case of forced marriage.

Actions

If staff have a concern regarding a child that might be at risk of HBV, they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since

Female Genital Mutilation FGM

Female Genital Mutilation (FGM) is a practice carried out in some cultures. FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. School staff, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. If we are concerned that an extended holiday may be used for this practice we will speak to the Education Safeguarding Officer from the LA to identify the next steps to be taken.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions.

What staff should do if they are worried about a child:

If a member of staff suspects a child is at risk of, has already undergone, or receives a disclosure about FGM, they must be careful to respond in an appropriate and sensitive manner. Efforts should be made to establish the full facts from the child before any action is taken.

The member of staff should discuss it with the school's DSL, following the procedures set out in the settings child protection. The staff member must report the matter to the Police and Social Care with support of the designated safeguarding lead

School staff should not attempt to investigate the case themselves or attempt to speak to the child's parents as this may place the child at an increased risk of harm.

Indicators

There is a range of potential indicators that a girl may be at risk of FGM. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines.

Circumstances and occurrences that may point to FGM happening are:

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

Signs that may indicate a child has undergone FGM:

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

Forced marriage

- 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). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and can play an important role in safeguarding children from forced marriage.
- The Forced Marriage Unit has published

- [Multi-agency guidelines](#), with pages 32-36 focusing 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 fmufco.gov.uk.

Breast Ironing

Traditional West African practice involves the pounding of developing breasts of young girls with hot objects, most commonly stones, spoons and hammers, in the belief it makes them less desirable to men and discourages premarital pregnancy. Breast ironing originated in Cameroon, where it affects as many as one in four girls. It also takes place in Nigeria, Benin and Chad. It is typically carried out by the girl's mother who will say she is trying to protect the girl from sexual harassment and rape, to prevent early pregnancy that would tarnish the family name, or to allow the girl to pursue education rather than be forced into early marriage.

As well as extreme pain, the practice can cause tissue damage and some medical experts have warned it could contribute towards breast cancer, cysts, abscesses and lead to problems with breastfeeding.

- **Further information on preventing radicalisation**
- Protecting children from the risk of radicalisation should be seen as part of schools' and colleges' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.
- Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism.⁸² There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.
- As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include making a referral to the Channel programme.
- **Prevent**
- From 1 July 2015, specified authorities, including all schools (and, since 18 September 2015, all colleges) as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard⁸³ to the need to prevent people from being drawn into terrorism".⁸⁴ This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015. Paragraphs 57-76 of the [Revised Prevent duty guidance: for England and Wales](#) are specifically concerned with schools (but also cover childcare). The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies.
- Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means

We adhere to the principles of early identification advocated in *Working Together to Safeguard Children (2015)*

Professionals should, in particular, be alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs;
- is a young carer;
- is showing signs of engaging in anti-social or criminal behaviour;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems and domestic violence;
- has returned home to their family from care; and/or
- is showing early signs of abuse and/or neglect.

Children with special educational needs and disabilities

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges.

School staff when recognising the fact that this vulnerable group have additional barriers when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

Staff should be aware of these vulnerabilities and have awareness when dealing with concerns with this vulnerable group.

Private Fostering A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (*Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.)

Allegations of abuse made against other children

Staff should recognise that children are capable of abusing their peers. Staff should follow safeguarding procedures if there is an allegation of peer on peer abuse, this will be investigated by the DSL.

The school recognise that different forms peer on peer abuse can take, make clear that abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up". It should be clear as to how victims of peer on peer abuse will be supported.

Peer on peer abuse can manifest itself in many ways. Peer on peer abuse can take the form of bullying, including on line bullying, sexting and other forms of sexual or physical abuse.

The school will follow searching screening and confiscation advice for schools and the UK Council for Child Internet Safety (UKCCIS) Education Group, sexting advice for schools and colleges.

Self-harm and wellbeing

All instance of self-harm should be referred to the DSL. Who will assess the situation complete a risk assessment and liaising with relevant professional and parents.

Indicators of Vulnerability to Radicalisation

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:
Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:
The demonstration of unacceptable behaviour by using any means or medium to express views which:
 - *Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;*
 - *Seek to provoke others to terrorist acts;*
 - *Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or*
 - *Foster hatred which might lead to inter-community violence in the UK.*
4. There is no such thing as a “typical extremist”. Those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
 - Identity Crisis** – the pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
 - Personal Crisis** – the pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
 - Personal Circumstances** – migration; local community tensions; and events affecting the pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
 - Unmet Aspirations** – the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;

Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;

Special Educational Need – pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
8. More critical risk factors could include:
 - Being in contact with extremist recruiters;
 - Accessing violent extremist websites, especially those with a social networking element;
 - Possessing or accessing violent extremist literature;
 - Using extremist narratives and a global ideology to explain personal disadvantage;
 - Justifying the use of violence to solve societal issues;
 - Joining or seeking to join extremist organisations;
 - Significant changes to appearance and / or behaviour;
 - Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

Links for guidance on signs and indicators of abuse

What to do if you're worried a child is being abused

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

Continuum of Need document;

- <http://www.darlington.gov.uk/education-and-learning/local-safeguarding-children-board/professionals-and-volunteers/>

Links to specific safeguarding issues

<http://www.darlington.gov.uk/education-and-learning/local-safeguarding-children-board/professionals-and-volunteers/policy,-procedures-and-guidance/>

Appendix 3

Key Safeguarding Contacts

Social Care

Children's Access Point (CAP)
Telephone: 01325 406222
E-mail: childrensaccesspoint@darlington.gcsx.gov.uk

The Children's Access Point is open during the following hours:
Monday - Thursday: 8:30am - 5pm
Friday: 8:30am - 4:30pm

If you need to get in touch out of office hours, contact the Emergency Duty Team on 08702 402994.

Multi Agency Safeguarding Hub (MASH)
Tel: 01325 742020

Police Non-emergency 101

Early Help
Kelly-Ann Reay
01325 405635

Health
School Nurse:
CAMHS:

Education:
Education Safeguarding Officer/ CME Officer
Joanna Conway,
E-mail Joanna.Conway@darlington.gov.uk 01325 405848

Virtual Head for LAC
Calvin Kiplin 01325 406272

LSCB - Designated Officer at the Local Authority

- Amanda Hugill 01325 406450
- Marian Garland 01325 406451

Prevent contacts

Police Prevent Team (office hours) 0191 375 2234
Non-urgent enquiries 101, Emergency calls 999

To report illegal information, pictures or videos found on the internet www.gov.uk/report-terrorism.
Anti-terrorist hotline: 0800 789 321

Due Diligence and Counter Extremism Group (DDCEG) Helpline - (020 7340 7264) For education staff and governors to raise concerns relating to extremism directly and in confidence

CHANNEL Panel Chair
Jo Benson, Head of Youth Offending Service
Contact details: 01325 406791

To report illegal information, pictures or videos found on the internet www.gov.uk/report-terrorism. Anti-terrorist hotline: 0800 789 321

Key Documents

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/526153/Keeping_children_safe_in_education_guidance_from_5_September_2016.pdf

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