

Ryders Hayes School

A Primary Learning Academy



Safeguarding and Child Protection Policy

Ryders Hayes School

Gilpin Crescent

Pelsall

Walsall

WS3 4HX

01922 683008

postbox@ryders-hayes.co.uk

Policy Author: W McDonald

Designation: Safeguarding and Pastoral Leader

Date : July 2018

Ryders Hayes Safeguarding and Child Protection Policy

At Ryders Hayes we are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment.

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

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

Safeguarding

Safeguarding is the action that is taken to promote the welfare of children and protect them from harm. Safeguarding means: protecting children from abuse and maltreatment. preventing harm to children's health or development, ensuring children grow up with the provision of safe and effective care.

Child Protection

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

School details

Chair of Governors: Jo Hill
Headteacher: Sally Miner
Head of School Jasvinder Paul
Safeguarding Governor: Jo Hill **Designated Safeguarding Lead:** Sally Miner (Headteacher)
Deputy Designated Leads: Jasvinder Paul (Head of School)
Wayne McDonald (Safeguarding and Pastoral Leader)

Prevent SPOC Wayne McDonald

Early Help 0300 555 2866 option 1

Walsall Children’s Services (MASH)

Tel: 0300 555 2866
mash@walsall.gcsx.gov.uk

Prevent LA Lead

David Chadwick
01922 654499/07766 160646

Designated Officer (LADO)

Allan Hassall
01922 646640

Early Help Team

Tel: 0300 555 2866, option 1

NSPCC

help@nspcc.org.uk

Tel: 0121 200 4600

CSE Missing officer

Intrim- Seona Baker- safeguarding Coordinator
07951 819648

Whistleblowing

NSPCC Whistleblowing Policy
0808 800 5000.

Department for Education hyperlinks:

[Keeping Children Safe in Education](#)

[Information Sharing Guidance](#)

[What to do if you are worried about a child being abused](#)

[Walsall Safeguarding Children’s Board](#)

Status & Review Cycle:

Statutory Annual (review November 2018)

1.0 Introduction

1.1 This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with government publications: ‘Working Together to Safeguard Children’ 2015, Revised Safeguarding Statutory Guidance 2 ‘Framework for the Assessment of Children in Need and their Families’ 2000, ‘What to do if you are worried a child is being abused’ 2015. The guidance reflects, ‘Keeping Children Safe in Education’ 2016 and Key updates from Keeping Children Safe in Education, September 2018.

1.2 The Governors takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

- 1.3 We recognise that all adults, including temporary staff¹, volunteers and our Governors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.
- 1.4 All staff believe that our school should provide a caring, positive safe and stimulating environment that promotes the social, physical and moral development of the individual child.
- 1.5 The aims of this policy are:
- 1.5.1 To support the child's development in ways that will foster security, confidence and independence.
 - 1.5.2 To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
 - 1.5.3 To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
 - 1.5.4 To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.
 - 1.5.5 To emphasise the need for good levels of communication between all members of staff.
 - 1.5.6 To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
 - 1.5.7 To develop and promote effective working relationships with other agencies, especially the Police and Social Care.
 - 1.5.8 To ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory enhanced DBS check (according to guidance)², and a central record is kept for audit.
 - 1.5.9 All children are aware of their responsibility in reporting any concerns to an adult or the Designated Safeguarding Leads in school

2.0 The Role of the Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead is responsible for safeguarding and child protection at Ryders Hayes School.

- The key role of the Designated Safeguarding Lead/Deputy Safeguarding Leads is to:
- Manage referrals from school staff or any others from outside the school.
- Work with external agencies and professionals on matter of safety and safeguarding.

¹ Wherever the word "staff" is used, it covers ALL staff on site, including ancillary supply and self-employed staff, contractors, volunteers working with children etc, and Governors.

² Guidance regarding DBS checks recently updated by the Protection of Freedoms Act 2012

- Undertake training.
- Update the My Concern system.
- Raise awareness of safeguarding and child protection amongst the staff and parents.
- Ensure that child protection information is transferred to the pupil's new school.

Reporting Concerns

When adults in the school have a concern about a child or young person they should:

- Complete a concern form in writing promptly and speak to the Safeguarding Lead/Deputy lead about the concern verbally.
- Record the concern on our safeguarding system, My Concern.
- Concern Forms can be found in the staff room and on the staff shared area.
- The DSL should be informed that a concern has been raised by prompt verbal feedback before completing the Child Protection form as it is important to investigate the concern immediately and act in the best interests of the child.

3.0 Safe School, Safe Staff

At Ryders Hayes School pupils are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum.

3.1 We will ensure that:

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

- There is a Child Protection policy together with a Code of Conduct policy.
 - The school operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training.
 - The school has procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.
 - The school has procedures for dealing with allegations against other children.
 - The Headteacher is the Designated Safeguarding Lead for the school and in her absence has appointed Deputy Safeguarding Leads.
 - Designated Safeguarding Leads undertake interagency training and also undertake updates for courses every 2 years all other staff have Safeguarding training updated as appropriate.
 - Any weaknesses in Child Protection are remedied immediately.
 - A Governor, is nominated to liaise with the LA on Child Protection issues and in the event of an allegation of abuse made against the Head of School. The identified Governor is Jo Hill.

- The Governors should ensure that the child’s wishes and feelings are taken into account when determining what action to take and what services to provide to protect individual children through ensuring there are systems in place for children to express their views and give feedback. The Governors should ensure staff members do not agree confidentiality and always act in the interests of the child.
 - Child Protection policies and procedures are reviewed annually and that the Child Protection policy is available on the school website or by other means.
 - The Governors consider how children may be taught about safeguarding. This may be part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (MIMW) and/or for maintained schools through sex and relationship education (SRE).
 - That enhanced DBS checks are in place for Governors
- 3.1.2 The Lead DSL is, Sally Miner, The School’s Headteacher. The other Designated Safeguarding Leads are Jasvinder Paul (Head of School), Wayne McDonald (Pastoral and safeguarding lead) These DSL’s have undertaken the relevant training around safeguarding and child protection.
- 3.1.3 All members of staff and volunteers are provided with child protection awareness information via our staff notice board so that they know who to discuss a concern with
- 3.1.4 All members of staff are trained in and receive regular updates in e-safety and reporting concerns.
- 3.1.5 All other staff and Governors, have child protection awareness training yearly.
- 3.1.6 All members of staff, volunteers, and Governors know how to respond to a pupil who discloses abuse through staff handbook.
- 3.1.7 All parents/carers are made aware of the responsibilities of staff members with regard to Child Protection Procedures through publication of the School’s Safeguarding Policy which includes how parents/carers can report their concerns.
- 3.1.8 Safeguarding Policy and Procedures are also available via the main school website
- 3.1.9 Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time.
- 3.1.10 Community users organising activities for children are aware of the School’s child protection guidelines and procedures.
- 3.1.11 We will ensure that child protection type concerns or allegations against adults working in the school are referred to the LADO³ for advice, and that any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS)⁴ for consideration for barring, following resignation, dismissal, or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer.
- 3.1.12 All staff members are aware of the processes of making a referral to children’s social care and receive regular training and updates to assist them with this so there is no delay in the absence of the Safeguarding Lead or Deputy safeguarding staff.
- 3.1.13 Staff maybe required to support other agencies in an Early Help Assessment, in some cases acting as the lead professional, these cases should be kept under constant

³ LADO Local Authority Designated Officer for allegations against staff. AEO Area Education Officer

review and consideration given to a referral to children's services if the child's situation does not appear to be improving or is getting worse

- 3.2 Our procedures will be regularly reviewed and up-dated.
- 3.3 The names of the designated members of staff for Safeguarding and Child Protection will be clearly advertised in the School's Parent Notice Board, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.
- 3.4 All new members of staff will be given a copy of our safeguarding statement, and child protection policy, with the DSLs' names clearly displayed, as part of their induction into the school.
- 3.5 The Policy is available publicly either on the school website. Parents/carers are made aware of this policy and their entitlement to have a copy of it via the school handbook/newsletter/website

4 Responsibilities

4.1 The designated DSL's are responsible for:

- 4.1.1 Referring a child if there are concerns about possible abuse, to Walsall Children's Services and acting as a focal point for staff to discuss concerns. Referrals should be made in writing, following a telephone call using the Multi Agency Referral Form (MARF).
- 4.1.2 Keeping written records of concerns about a child even if there is no need to make an immediate referral are recorded via My Concern.
- 4.1.3 Ensuring that all such records are kept confidentially and securely and are separate from pupil records, until the child's 25th birthday, and are copied on to the child's next school or college.
- 4.1.4 Where children leave the school ensure that the file is transferred securely and confirmation of the receipt should be obtained.
- 4.1.5 Ensuring that an indication of the existence of the additional file in 3.1.3 above is marked on the pupil records.
- 4.1.6 Liaising with other agencies and professionals.
- 4.1.7 Ensuring that either they or the staff member attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report which has been shared with the parents.
- 4.1.8 Ensuring that any pupil currently with a child protection plan who is absent in the educational setting without explanation for one day is referred to their key worker's Social Care Team.
- 4.1.9 Organising child protection induction, and update training every year,
- 4.1.10 Providing an annual report for the Governors, detailing any changes to the Policy

and Procedures; training undertaken by the DSL,s and by all staff and Governors; number and type of incidents/cases, and number of children on the child protection register (anonymised) and regular updates in the Head Teacher's Report to the Full Governing Body.

4.1.11 ALL staff are aware of how to make referrals to Children's Services in the absence of the Designated Safeguarding Leads.

5 Supporting Children

5.1 We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.

5.2 We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

5.3 We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

5.4 Our school will support all children by:

5.5 We recognise a previously looked after child remains potentially vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe and ensure all agencies work together and prompt action is taken on concerns to safeguard these children, who are a particularly vulnerable group.

5.5.1 Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.

5.5.2 Promoting a caring, safe and positive environment within the school.

5.5.3 Liaising and working together with all other support services and those agencies involved in the safeguarding of children.

5.5.4 Notifying Social Care as soon as there is a significant concern.

5.5.5 Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the school medical records are forwarded as a matter of priority.

5.5.6 Ensure appropriate services such as Early help are made aware to families with children with specific need such as, young carers, drugs and alcohol support, substance misuse, adult mental health, domestic abuse, Educational Health care plans, disabilities

6 Pupils with Special Educational Needs and Disabilities

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

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

1. Early identification by the SENCO/Safeguarding and Pastoral Lead.
2. Provision personalised to meet the needs of the child.
3. Establishing strong parental partnerships.
4. Assessing and reviewing .
5. Creating an inclusive culture where all children are valued.
6. Always consider the views of the child.
7. Work collaboratively with external agencies.
8. Ensure the culture of the school celebrates differences and promotes a mutual respect agenda in accordance with the school values/British values.
9. Providing transitional/consultation days each year for children/families to meet staff.
10. Referring to Early Help for additional support

7 Confidentiality

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

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

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

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

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

7.6

8 Supporting Staff

- 8.1 We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.
- 8.2 We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support as appropriate.

9 Allegations against staff and other children

- 10.1 All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults and an open door policy when working alone where possible.
- 10.2 All Staff should be aware of guidance on behaviour issues, and the School's own Behaviour for Learning Policy.
- 10.3 Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction.

The use of texting and messages that contain sexual references is forbidden. This can expose individuals to risks, particularly if the imagery is shared further, including embarrassment, bullying and increased vulnerability to sexual exploitation. Producing and sharing sexual images of under 18s is also illegal.

Mobile phones and the use of personal cameras are not permitted around children.

- 10.4 We understand that a pupil may make an allegation against a member of staff.
- 10.5 If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Headteacher.
- 10.6 The Head Teacher on all such occasions will discuss the content of the allegation with the LADO.
- 10.7 If the allegation made to a member of staff concerns the Head Teacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult as in 7.6 above, without notifying the Headteacher first.
- 10.8 The school will follow the *approved* procedures for managing allegations against staff. Under no circumstances will we send a child home, pending such an investigation, unless this advice is given exceptionally, as a result of a consultation with the LADO.

- 10.9 Suspension of the member of staff, excluding the Head Teacher, against whom an allegation has been made, needs careful consideration, and the Headteacher will seek the advice of the LADO and HR consultant in making this decision.
- 10.10 In the event of an allegation against the Headteacher, the decision to suspend will be made by the Chair of Governors.
- 10.11 We have a procedure for managing the suspension of a contract for a community user in the event of an allegation arising in that context.
- 10.12 If an allegation is made against another a child the school will make a decision about whether the allegation constitutes a Safeguarding or Child Protection concern, the school will contact Social Care for advice on how to proceed.

10 Whistleblowing

- 10.1 Where there are concerns about the way that safeguarding is carried out in the school, staff should refer to the Whistleblowing Policy.
- 10.2 A whistleblowing disclosure must be about something that affects the general public such as:
- a criminal offence has been committed, is being committed or is likely to be committed
 - an legal obligation has been breached
 - there has been a miscarriage of justice
 - the health or safety of any individual has been endangered
 - the environment has been damaged
 - information about any of the above has been concealed.
- 10.3 The NSPCC runs a whistleblowing helpline on behalf of the Home Office, the number is **0808 800 5000**.
- 10.4 At Ryders Hayes School we recognise the possibility that adults working in the school may harm children. Any concerns about the conduct of other adults in the school should be taken to the Headteacher without delay (or where that is not possible, to the Designated Safeguarding Lead);
- 10.5 Any concerns about the Headteacher should go to the Chair of Governors
- 10.6 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- 10.7 All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If it becomes necessary to consult outside the school, they should speak in the first instance, to the LADO following the Whistleblowing Policy.

- 10.8 Whistleblowing regarding the Headteacher should be made to the Chair of Governors whose contact details are readily available in our office.

11.0 Physical Intervention

11.1 We acknowledge that staff must only ever use physical intervention as a last resort, (Team Teach) when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person and we recognise there are circumstances when it is appropriate to use reasonable force.

11.1 Such events should be recorded and signed by a witness.

11.2 Parents or carers will be notified by the school to ensure an opportunity will be provided for the child and staff member to receive a debrief.

11.3 Staff who are likely to need to use physical intervention will be appropriately trained in *Team Teach*

11.4 We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

11.5 We recognise that touch is appropriate in the context of working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundary.

11.6 We recognise that children with SEN or disabilities need to be considered when using Team Teach and minimise the need for force and use a proactive behaviour policy to minimise the need for force.

12.0 Anti-Bullying

11.7 Our School Policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse. We keep a record of bullying incidents and they are recorded and kept on SIM's along with records of any racial incidents

13.0 Racist Incidents

13.1 Our policy on racist incidents is set out separately, and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents.

14.0 Prevention

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

14.2 The school community will therefore:

14.2.1 Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.

14.2.2 Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, asking children to report whether they have had happy/sad lunchtimes/playtimes

14.2.3 Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.

14.2.4 Include safeguarding across the curriculum, including PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying work, e-safety, road safety, pedestrian and cycle training. Also focused work in Year 6 to prepare for transition to secondary school and more personal safety/independent travel.

14.2.5 Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their Associated risks ('Sexting in School and Colleges', DfE).

15.0 Health & Safety

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

16.0 Prevent

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'.

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

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

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

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

Recognising Extremism

Early indicators of radicalisation or extremism may include:

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

All staff at Ryders Hayes School have received PREVENT Training (and this is revisited regularly)

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

- The Prevent duty builds on existing local partnership arrangements. For example, our Governors ensure that their safeguarding arrangements take into account the policies and procedures of The Local Safeguarding Children Board (LSCB).
- The Prevent training and guidance from DfE has equipped staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. As a school we are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, we ensure that the Designated Safeguarding Lead and undertakes Prevent/SPOC awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation. We also ensure all staff have received prevent training.
- We ensure that children are safe from terrorist and extremist material when accessing the internet in schools. We ensure that suitable filtering is in place. We also ensure that we teach pupils about online safety more generally.

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

17.0 Private Fostering

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

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

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

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country.

In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

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

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

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

18.0 Children Missing in Education (CME)

Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life.

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about child sexual exploitation. We monitor attendance carefully and address poor or irregular attendance without delay and complete first day calling.

In response to the guidance in Keeping Children Safe in Education (2016) the school has:

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

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

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

19.0 Curriculum

Safeguarding – keeping ourselves safe is taught throughout the curriculum at Ryders Hayes School.

It is taught through British Values, Science, MIWM, RE, Aspects of English, RE, PE, ICT, Geography, History.

- Our curriculum includes opportunities to discuss feelings and emotions, and helps our children to think about their own personal safety and their rights as individuals to be kept safe from harm.
- We teach our children about the uses and misuses of drugs, including legal highs, at an age appropriate time and level.
- Our sex education programme teaches our children about keeping themselves safe from harm, at an age appropriate level.
- Our curriculum teaching children about radicalization and how to recognize they are being negatively influenced by external groups with bias views.
- We have clear guidance to help children to use the internet (including social media) safely and have appropriate filters in place to prevent pupils accessing inappropriate materials.
- Our policies and agreed practices for child protection, health and safety, behaviour management, attendance and looked after children all comply with the recommendations for safeguarding children at school.

20.0 Monitoring and Evaluation

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

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

This policy also links to our policies on:

- *Behaviour for learning*
- *Staff Behaviour Policy / Code of Conduct*
- *Whistleblowing,*
- *Anti-bullying,*
- *Health & Safety*
- *Allegations against staff,*
- *Parental concerns,*
- *Attendance,*
- *Curriculum*
- *MIMW*
- *Teaching and Learning*
- *Administration of medicines*

- *Drug Education*
- *Sex and Relationships Education*
- *Physical intervention*
- *E-Safety, including staff use of mobile phones*
- *Risk Assessment*
- *Recruitment and Selection*
- *Child Sexual Exploitation*
- *Intimate Care*

This policy will be reviewed annually at the first Governors meeting in the Autumn term by the end of September annually.

21.0 Recognising Signs and Symptoms of Sexual Exploitation

The statutory definition of Child Sexual Exploitation (CSE) can be found in 'Working Together to Safeguard Children (2018).

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

Indicators of child sexual exploitation may include:

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

- Self-harm or significant changes in emotional well-being.

Potential vulnerabilities include:

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

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

More information can be found in:

Child Sexual Exploitation: Definition and a guide for practitioners (DfE 2018)

22.0 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

23.0 Risk Indicators

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

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

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

In an abusive relationship, the child may:

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

The parent or carer may:

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

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

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

Bite Marks

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

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

25.0 Peer on Peer Abuse

Allegations of abuse made against other children

Staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting, hitting, biting, pulling hair or otherwise causing physical harm

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

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

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

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

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

At Ryders Hayes School we will support the victims of peer on peer abuse with internal/external professionals, continuous reflective practice linked to our values, offering a broad and balanced the curriculum (/RE/SMSC), regular parental consultation events, the NSPCC.

Sexting

In cases of ‘sexting’ we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in August 2016: ‘Sexting in schools and colleges, responding to incidents, and safeguarding young people’. **The child’s wishes**

Where there is a safeguarding concern, school leaders will ensure the child’s wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place for children to express their views and give feedback. Ultimately, all systems and processes will operate with the best interests of the child at their heart.

Burns and Scalds

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

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area

- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

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

Fractures

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

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

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

Scars

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

26.0 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

27.0 Recognising Signs of Sexual Abuse

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

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

Some behavioural indicators associated with this form of abuse are:

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

Some physical indicators Associated with this form of abuse are:

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

Sexual Abuse by Young People

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

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

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

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

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

28.0 Sexual Abuse Assessment

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

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

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

29.0 Recognising Neglect

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

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care

- A child seen to be listless, apathetic and irresponsive with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

30.0 Child Sexual Exploitation

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

Signs include:

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

- injuries from physical assault, physical restraint, sexual assault.

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber-bullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Child on child sexual violence and sexual harassment

All staff are to report any cases of child on child sexual violence and sexual harassment immediately to the Designated Safeguarding Team or in their absence report the concerns directly to children's services.

All victims are to be taken seriously, supported and kept safe.

Following a report of sexual violence the designated safeguarding lead or deputy should make an immediate risk assessment, considering:

- The victim
- The alleged perpetrator
- All other children (and if appropriate adult students and staff)

We will then decide on the following actions:

1. Manage internally
2. Early Help-Multi Agency Early Help
3. Referrals to children's social care
4. Reporting to the police-in parallel to children's social care

31.0 Forced Marriage (FM)

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

32.0 Female Genital Mutilation (FGM)

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

What is FGM?

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

4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

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

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

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

Why is it carried out?

Belief that:

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

Is FGM legal?

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

Circumstances and occurrences that may point to FGM happening

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)

- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

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

The 'One Chance' rule

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

Actions

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

Mandatory Reporting Duty

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

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

33.0 Honour Based Violence

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

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

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

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

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

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

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

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.

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

34.0 Whistleblowing and the LADO

The LADO must be contacted within one working day in respect of all cases in which it is alleged that a person who works with children has:

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

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

- a police investigation of a possible criminal offence;
- enquiries and assessment by children's social care about whether a child is in need of protection or in need of services;

- consideration by an employer of disciplinary action in respect of the individual.

The LADO is responsible for:

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

35.0 Risk Assessment for DBS Checks

When a disclosure report reveals information, the Head Teacher should confidentially discuss this with the Schools' HR Consultant for advice.

In all cases a meeting must be held between the Head of School and the applicant, and the positive risk assessment (attached) completed.

A brief note of the discussion must be completed, by the Head Teacher, during the meeting.

Suggested questions:

- 1) Do you dispute the accuracy of the information disclosed? *If yes they need to be advised to contact the DBS*
- 2) Can you tell me about your offence(s)
- 3) How did you feel about them at the time?
- 4) How do you feel about them now?
- 5) How can I be sure that you are no longer a risk?
- 6) How is your life different now?

Both the applicant and the Head Teacher must sign the declaration.

Points to Consider:

Relevance

Whether the conviction or other matter revealed is relevant to the position for which they are being considered

Seriousness

The seriousness of any offence or other matter revealed

Age of offences

The length of time since the offence or other matter.

Pattern of offending

Whether the applicant has a pattern of offending behaviour or other relevant matters

Changed circumstances

Whether the applicant's circumstances have changed since the offending behaviour, the circumstances surrounding the offence and the explanation(s) offered by applicant

The Head Teacher must make a decision on whether to clear the DBS based on the meeting, risk assessment, and the outcome recorded.

If the decision is not to clear the DBS please speak to your Schools' HR Consultant before any further action is taken.

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

Applicant-only criminal record checks – guidance for schools

From 17 June 2013, due to changes being introduced by the Disclosure and Barring Service (DBS), employers will no longer receive a copy of an individual's criminal record certificate. From that date onwards, only the applicant will receive the check, so schools will need to make a number of changes to their recruitment processes.

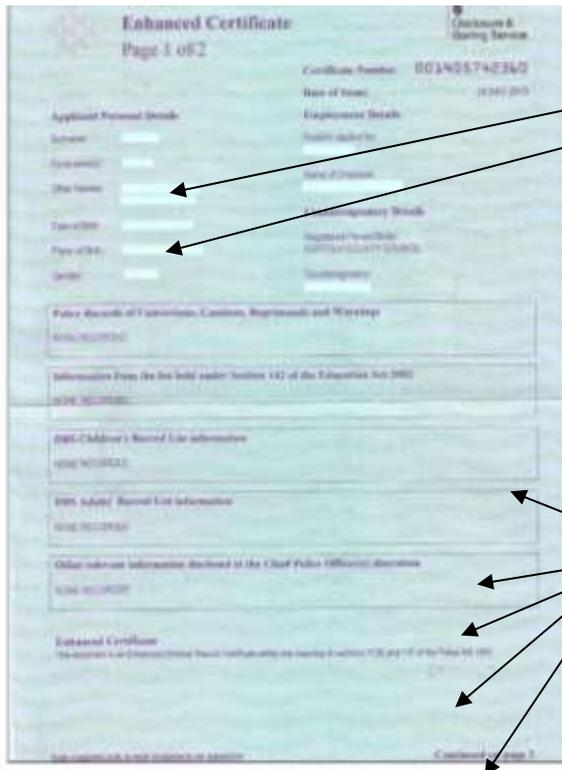
From 17 June 2013 onwards, schools should require all new employees or volunteers for whom a criminal record check has been made, to bring their certificate into school, so that the school can check it. Job applicants and potential volunteers should be made aware of this new process at the time that they complete the application form (or in the case of volunteers, speak with the school about volunteering) and this message should be reinforced at interview, so that the requirements are clear.

Schools must see the individual in person as these details cannot be verified by post, email or over the phone.

Security features on the certificate – checking authenticity

Criminal record certificates have a number of security features to prove they are genuine.

- A 'crown seal' **watermark** repeated down the right hand side which is visible on the surface and when holding it up to the light
- A **background design** featuring the word 'disclosure' which is repeated on the front and back of the certificate. The colour alternates between blue and green on the reverse of the certificate □ Ink and paper that change colour when wet



Check name(s)
Check date of birth

Details of any caution, conviction, barring or police information will be recorded in one, or more, of these fields.

Identity checks – is it really the person’s own certificate?

In addition to checking the authenticity of the certificate, schools also need to ensure the certificate relates to the person presenting it. This can be done by checking the name and date of birth on the certificate against a document such as a driving licence or passport.

Recording what’s been checked – at school

Schools should check the certificate and make a note of the disclosure number, the date of issue and the result for their Single Central Record and this can be kept in paper or electronic form

Further advice – what if something is disclosed on the certificate?

If any conviction information is disclosed on the certificate you will need to contact HR to discuss the details before making a recruitment decision.

36.0 References & Guidance

This policy adopts all statutory guidance from Keeping Children Safe in Education (September 2016)

Working Together to Safeguard Children (March 2015)

What to do if you are worried a child is being abused

Information Sharing Guidance Advice for Schools

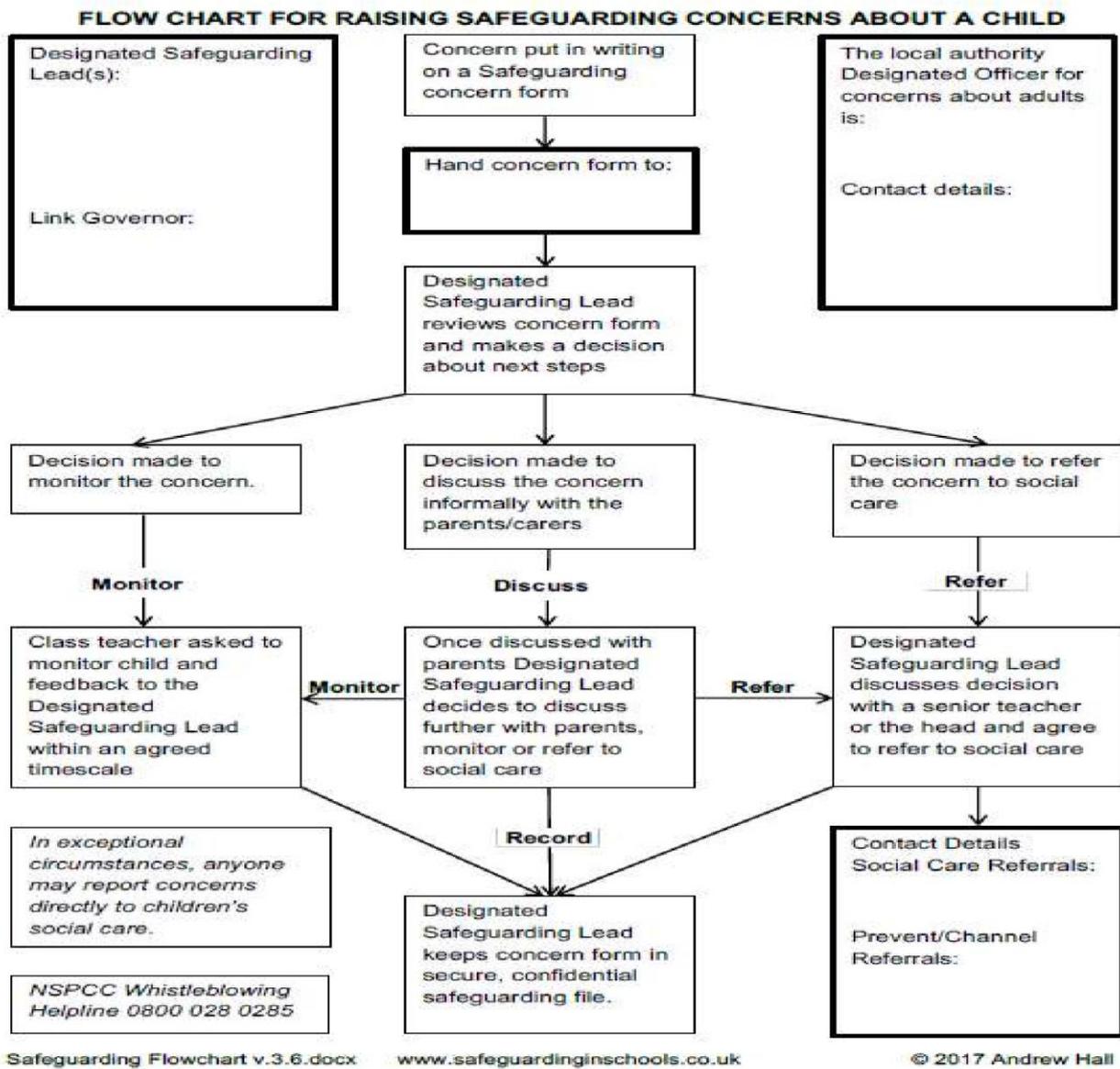
Full guidance, *Keeping Children Safe in Education 2016 (September 2018)* at:

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

The NSPCC website also provides useful additional information on types of abuse and what to look out for.
Sexting in Schools and Colleges:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.2439_KG_NCA_Sexting_in_Schools_WEB_1_.PDF

37.0 Appendix 1



they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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

Legislation related to safeguarding in schools

There is no need to list relevant legislation, but if the school does so, it must be correct and up-to-date. The government no longer provides a separate list; the one below was correct as of July 2015. If you specify this legislation in your school policy, it is essential that you 'fact-check' it to make sure it is correct. ***No warranty is expressed or given that this listing is either correct or comprehensive.***

39.0 Appendix 3

Legislation related to safeguarding in schools

(Keeping Children Safe in Education (September 2016))

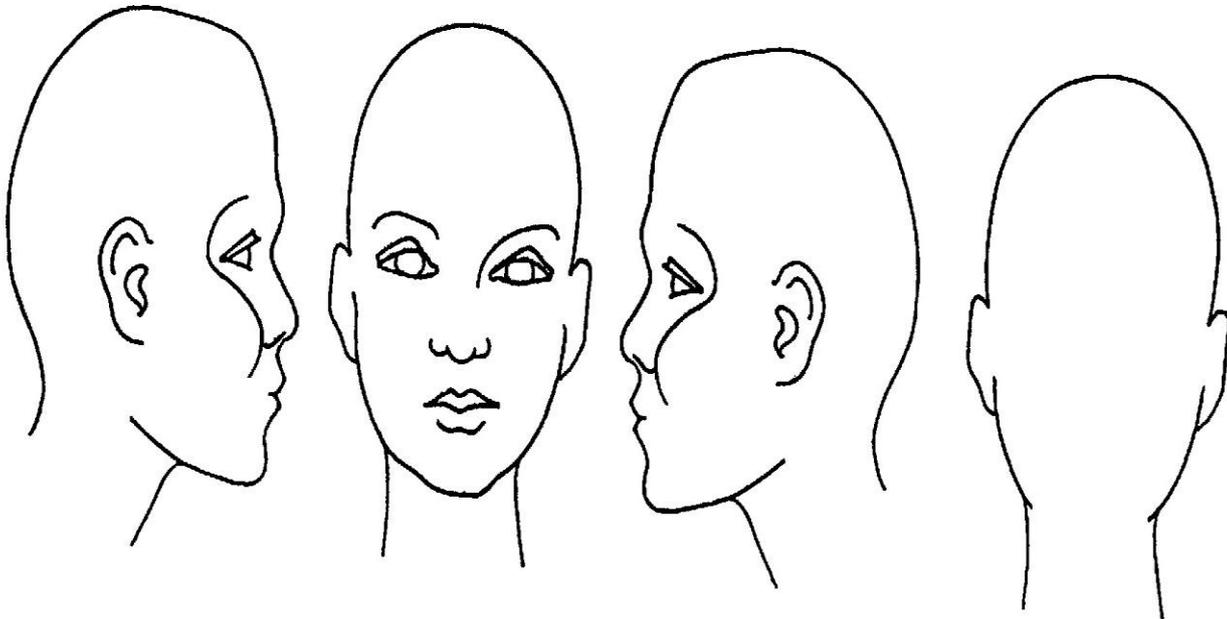
Education

- 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

40. County Lines

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

41.0 Appendix 4



Body Map: Child

Name of Child:

School child attends:

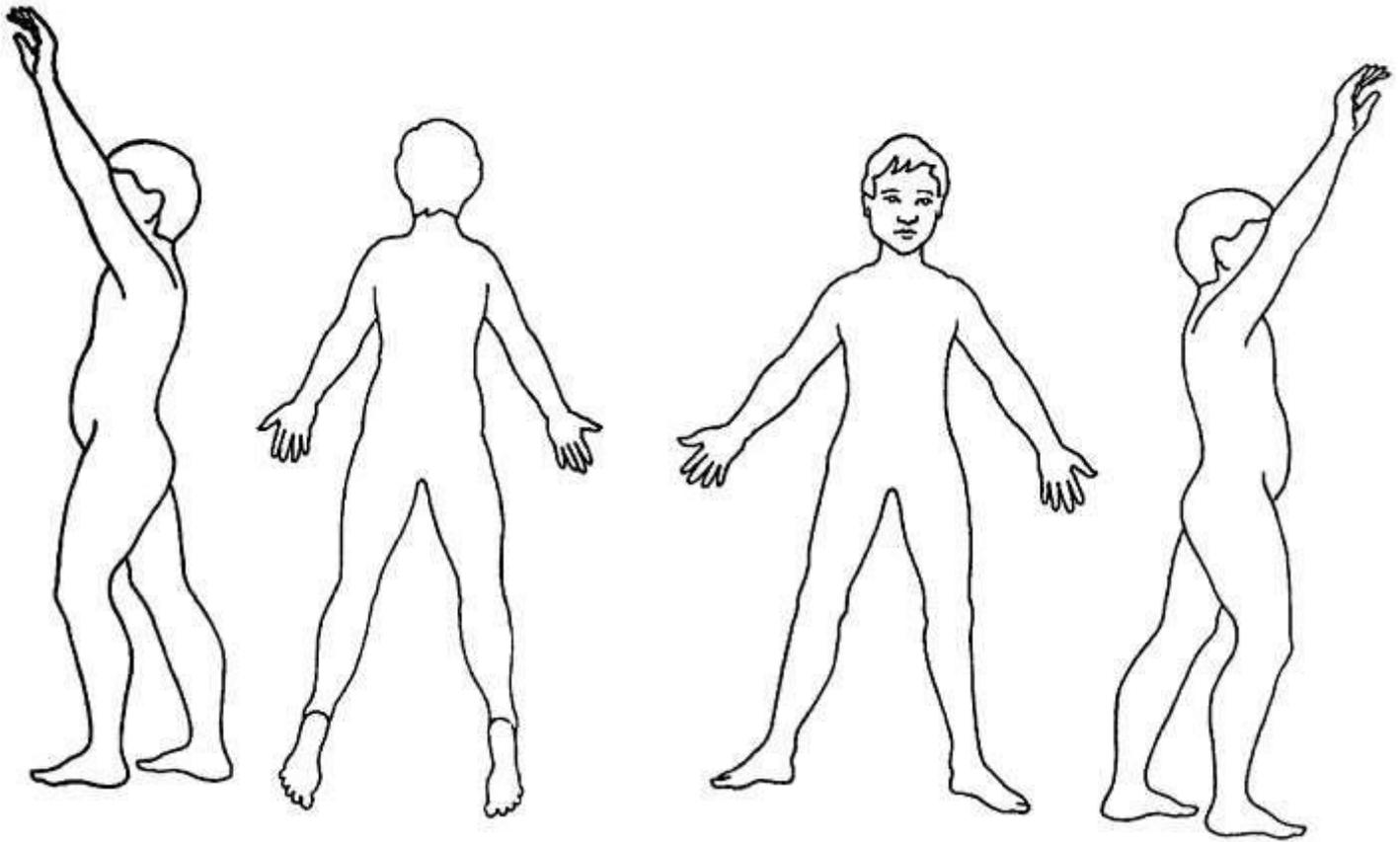
Date marks observed:

Name of adult completing this form:

Signature of adult completing this form:

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

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



Body Map: Child

Name of Child:

School child attends:

Date marks observed:

Name of adult completing this form:

Signature of adult completing this form:

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

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

