



Swaythling Primary School

**SAFEGUARDING & CHILD PROTECTION POLICY**

Date Approved:	27 <sup>th</sup> November 2018	
Revision Date:	November 2019	
Author/Owner	Swaythling Primary School / Full Governing Body	

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## KEY CONTACTS:

<b>Swaythling Primary School Contacts:</b>
Designated Safeguarding Lead: John Draper
Deputy Designated Safeguarding Lead: Debbie Greenham
Designated Prevention officer: John Draper
Health and Safety Lead: Sarah Anderson
Deputy Health and Safety Lead: Anna Laycock
Nominated Governor for child protection and Looked After Children: Katie Cope
Nominated Governor for Health and Safety: Dominic Collinson-Hollinghurst

<b>Southampton Safeguarding contacts and numbers:</b>	
Southampton Local Authority Designated Officer (LADO): Sue Sevier Tel: 023 8091 5535 Mobile: 07789 616092 Email: <a href="mailto:lado@southampton.gov.uk">lado@southampton.gov.uk</a>	<ul style="list-style-type: none"> <li>Southampton City Council's Strategic Lead Officer for Safeguarding in Education is: Hilary Brooks, Director for Children and Families</li> </ul>
Southampton local safeguarding board: Independent Chair: Keith Makin Manager: Sarah Lawrence Tel: 023 8083 2995 Email: <a href="mailto:lscb@southampton.gov.uk">lscb@southampton.gov.uk</a>	<ul style="list-style-type: none"> <li>The deputy is: Hilary Brooks: Service lead for Education</li> <li>Education Welfare Officer for Swaythling: Dionne Reeve</li> </ul>
MASH (Southampton's Multi Safeguarding Hub)  TEL: 023 80 832300  Tel: 023 8083 3336	Children's advice and duty service: Tel: 023 80 833336
Out of hours team: 023 8023 3344	Police: Tel: 999 or 101 in case of non-emergency
Prevent officer for Hampshire and Southampton: Wendy Steward <a href="mailto:Wendy.steward@hampshire.pnn.police.uk">Wendy.steward@hampshire.pnn.police.uk</a> 07796191771	Early Help Team: Tel: 80833311
Child Missing Education Lead: Eliza Johnson Civic Centre Tel: 023 8083 3666	Family Information Services: <a href="mailto:fim@southampton.gov.uk">fim@southampton.gov.uk</a>
Lead Pupil Officer: Tina Selby 023 8083 3889	Virtual Head for Southampton: Maria Anderson Tel: 80833480

# 1 PURPOSE OF POLICY

Swaythling Primary School is committed to helping children achieve good outcomes by providing a safe learning environment that promotes their welfare and helps them to develop socially and emotionally so that they can make the most of their life chances.

## Aims:

In line with the Education Act 2002, [Keeping Children Safe in Education \(2018\)](#) and [Working together to Safeguard Children \(2018\)](#) the school will ensure that arrangements are in place to safeguard and promote the welfare of children by:

- To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident to approach adults if they are in difficulties, which allows them to develop to their full potential.
  - Safeguard all pupils' welfare, irrelevant of their social economic, cultural or religious backgrounds.
  - providing pupils with opportunities to discuss issues and report problems affecting their safety and welfare
  - 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 through providing relevant, regular training on Child Protection, Preventions and Safer working practices. This responsibility does not rest solely with Designated Safeguarding Leads.
  - 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 plans for those children.
  
  - To develop a structured procedure within the school that will be followed by all members of the school community in cases of suspected abuse.
  
  - To ensure that all adults within our school who have access to children have been checked as to their suitability and that safer recruitment practices are followed. This includes other community users of our facilities and governors.
  
  - To ensure our curriculum equips children to keep themselves safe and that they know whom to approach for help
1. The protection of children is of the highest priority for our school. Children have a right to feel secure and cannot learn effectively unless they do so. All children regardless of age, gender, ethnicity, ability, sexuality, religion, culture, language and beliefs have a right to be protected from harm. All staff have a key role in prevention of harm and an equal responsibility to act on any suspicion or disclosure that may indicate a child is at risk of harm in accordance with the guidance. We acknowledge that working in partnership with other agencies protects children and reduces risk and so we will engage in partnership working throughout the child protection process to safeguard children. Whilst the school will work openly with parents as far as possible, the school reserves the right to contact Southampton's Multi-agency Safeguarding Hub (in line with current safeguarding procedures) and Local Safeguarding Children's Board Child and Family Early Intervention Model and Threshold Document or the Police, without notifying parents if this is in the child's best interests.
  2. Safeguarding processes are intended to put in place measures that minimise harm to children. There will be situations where gaps or deficiencies in the policies and processes we have in place will be highlighted. In these situations a review will be carried out in order to identify learning and inform the policy, practice and culture of the school.
  3. Some areas, such as Health and Safety, are a specialist area of safeguarding and a separate lead for this area is in place in the school. (see contacts)

4. All pupils in our school are able to talk to any member of staff to share concerns or talk about situations which are giving them worries. The staff will listen to the pupil, take their worries seriously and share the information with the safeguarding lead.
5. In addition, we provide pupils with information of who they can talk to outside of school both within the community and with local or national organisations who can provide support or help.
6. As a school, we review this policy at least annually in line with DfE, LSCB, SCC and any other relevant guidance and update mid-review where key changes are made to national safeguarding policy or procedure.

This policy should be read in conjunction with the following DfE and Ofsted Policies

[Working together to Safeguard children \(2018\)](#)

[Keeping Children Safe in Education \(Sept 2018\)](#)

[Inspecting safeguarding in early years, education and skills settings \(Aug 2016 updated Sept 2018\)](#)

[Governance handbook \(Jan 2017\)](#)

[Disqualification by association \(Updated September 2018\)](#)

[Information Sharing: Advice for practitioners providing safeguarding services](#)

[GDPR guidelines](#)

The school follow and regularly evaluate their policy in line with Southampton City Council and Southampton Local Children's safeguarding board policies and procedures to ensure it is current and kept up to date.

And the following school and LA adopted policies;

[Equality](#), Safer working practices, [Child Missing Education](#), [Health and Safety](#), E-Safety, [Behaviour](#), Intimate care, Education off site policy, Anti Bullying, [Supporting children with medical conditions](#)

**Within this document a number of phrases are used which can be explained:**

**Child Protection** is an aspect of safeguarding, but is focused on how we respond to children who have been significantly harmed or are at risk of significant harm.

The term **Staff** applies to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity. This also includes parents and governors.

**Child** refers to all young people who have not yet reached their 18 birthday. On the whole, this will apply to pupils of our school; however the policy will extend to visiting children and students from other establishments. For our children with an education, health and care (EHC) plan, this expands to 25 if they need more support than is available through special educational needs support.

**Parent** refers to birth parents and other adults in a parenting role for example adoptive parents, step parents, guardians and foster carers.

**Abuse** could mean neglect, physical, emotional or sexual abuse or any combination of these. Parents, carers and other people can harm children either by direct acts and / or failure to provide proper care. Explanations are given within this document as set out in KCSiE 2018.

**DSL** is the Designated Safeguarding Lead (and Deputies)

**MASH** multi-agency safeguarding hub

**Safeguarding** aspects wider than process and procedures to be implemented if a child is at/reports risk of significant harm which would include (but not limited to) health and safety, offsite visits, safer recruitment, first aid, intimate care

**MAPPA** – multi- agency public protection arrangements

## 2 ROLES AND RESPONSIBILITIES

### 2.1 SOUTHAMPTON LOCAL AUTHORITY

Southampton City Council Social Work division will support the school to safeguard and promote the welfare of pupils by:

- co-ordinating the delivery of integrated children's services within the city including early help service
- providing services under the Children Act 1989
- providing the school with advice, support and guidance, policy and procedures, training and a dedicated lead officers with responsibility for child protection, safeguarding and e-safety
- dealing with allegations against members of staff and volunteers through the Local Authority Designated Officer (LADO)
- taking responsibility for those children who are not in education.

### 2.2 GOVERNING BODY

The governing body will ensure that:

- The school has effective safeguarding policies & procedures including a child protection policy, staff behaviour policy, behaviour policy, response to children who go missing from education, clear identified role and responsibilities of any trained DSLs. All of which governors should ensure are included in all staff induction.
  - Remaining up to date with the current guidance and fulfil their statutory responsibilities for Safeguarding as laid out in the [Governor Handbook \(Jan 2017\)](#)
- related school policies around pupil welfare, such as: behaviour, attendance, Child Looked After, E-Safety and staff safer working practices are in place to support the wider safeguarding of pupils and reviewed yearly
- the school is able to work jointly with other agencies in order to ensure pupils can access help and support from early help services and statutory social work services and that children's Child Protection and CHN plans are implemented and monitored
- there is a nominated safeguarding governor who links directly to the LADO in the event of an allegation against the Head Teacher
- there is more than one designated Designated Safeguarding Lead who receives appropriate training, can report directly to the governing body on the implementation of child protection policies and liaise with Southampton LA on safeguarding matters and attends training updates as part of their professional development.
- there is a designated Prevention Lead who has received appropriate training and can report directly to the governing body on the implementation of the Prevent training and advice
- staff receive induction on joining the school and know where to locate relevant safeguarding and child protection policies and the safer working practices policy (see [Safer Working Practice Policy](#))
- parents and pupils are made aware of the school's safeguarding policies and procedures
- governors ensure that children are given opportunities within the curriculum to learn how to keep themselves safe, including online safety (see [E Safety Policy](#))
- the school has appropriate procedures in place to ensure safe recruitment practices and to deal with allegations against staff or volunteers that are consistent with statutory guidance and reviewed on an annual basis
- at least one member of the governing body has undertaken safer recruitment training, which [includes Keeping Children Safe in Education \(2018\)](#)
- all staff receive safeguarding and child protection training throughout the year and changes to legislation and new guidance are shared with staff as and when they arise
- there are procedures in place to deal with children who go missing from education (CME Sept 16 updated 18) and allegations made against pupils and the school as adopted the LA guidance, process and procedures for this.
- children's wishes and feelings are taken into account when deciding what action to take or what services to provide to protect them and that there is a robust system in place for gaining feedback from pupils
- action is taken where any weaknesses in child protection or safeguarding policy and practice are apparent within the school

- other organisations using the school premises to provide extended or after-school activities have appropriate safeguarding and child protection policies and procedures in place.

## 2.3 HEAD TEACHER

The Head Teacher will ensure that:

- staff are inducted and fully aware of the school safeguarding and child protection policies and that these policies are fully implemented
- all staff have a good understanding of their role in the identification and referral of safeguarding concerns
- the Designated Safeguarding Lead (DSL) is given sufficient time and resources to carry out their responsibilities
- staff are released to attend child protection conferences, core group meetings and other meetings held to discuss safeguarding issues concerning pupils at the school as needed and cover is provided during non-term time should an incident occur.
- safe recruitment practice is followed whenever recruiting to posts and appropriate action is taken should an allegation be made against a member of staff
- staff involved in recruitment have undertaken Safer Recruitment training and follow the process and procedures as part of Keeping children safe (DFE 2016)
- the school offers a safe environment for staff and pupils to learn and to raise concerns about poor or unsafe practice
- appropriate action is taken whenever an allegation is made against a member of staff
- safeguarding issues are brought to the attention of the governing body.

## 2.4 ROLE OF THE DESIGNATED SAFEGUARDING LEAD AND PREVENTION LEAD

**In this school the DSL is John Draper**

**The deputy DSL is Debbie Greenham**

The designated safeguarding lead will ensure that:

- they liaise with and manage all referrals to relevant agencies such as Family Services and Social Work (FSSW), and the LADO
- the Head Teacher and the governing body are kept informed of on-going safeguarding and child protection inquiries
- they provide advice and guidance for staff on safeguarding and child protection issues
- the school's safeguarding and child protection policies are up to date and consistent with Southampton's Safeguarding Children Board policies and are reviewed annually with Governors
- all staff, including temporary staff, are aware of and understand the policies and procedures and are able to implement them
- they attend regular training and network meetings run by Southampton's safeguarding board and delegated trainers to keep up to date with emerging policies and issues
- they are aware of children in need, young carers and children who have special educational needs and keep staff up to date with developments and information
- child protection systems within the school, including the management of records and standards of recording are overseen
- they provide the link between the school and other relevant safeguarding agencies including the Virtual School for Looked After Children
- all staff, including temporary staff, receive appropriate safeguarding training every year
- there is refresher training for Staff INSET throughout the year
- that parents are aware of policies and procedures, they are kept informed with updated policies available on school website and on paper, when requested and involved as appropriate
- that relevant records are passed on appropriately and safely when children transfer to other schools or settings in line with Southampton City Council Guidance on the Retention and Transfer of child protection and child welfare records for education including children looked after.

- the school Business Manager ensures that checks and identification are received for any supply teachers that are used by the school
- all supply teachers are given a shortened copy of this policy to inform them of the procedures in school.
- Ensure that child protection records/welfare concerns relating to vulnerable children are not destroyed in line with current embargo on destruction under the inquiry into historical sexual abuse. These are retained on CPOMs and in paper copy.

## 2.5 LEADERSHIP AND MANAGEMENT

1. We recognise that staff anxiety around child protection can undermine good practice and so have established clear lines of accountability, training and advice to support the process and individual staff within that process.
2. In this school any individual can contact the designated safeguarding lead (DSL) if they have concerns about a young person.

**DSL is *John Draper* and the deputy DSL is *Debbie Greenham***

3. e. There is a nominated governor, ***Katie Cope***, who will receive reports of allegations against the headteacher and act on the behalf of the governing body
4. As an employer we comply with the “Disqualification under the childcare act 2006” guidance issued in July 2018
5. Each case of non compliance is fully investigated, dealt with and in line with Human Resource procedures. Where appropriate; further training is provided, continuation of monitoring situation and staff, disciplinary procedures followed and / or referral to LADO or other appropriate bodies.

### SENIOR MANAGEMENT TEAM RESPONSIBILITIES:

- Contribute to inter-agency working in line with guidance (working together 2015)
- Provide a co-ordinated offer of early help when additional needs of children are identified
- Working with children’s social care, support their assessment and planning processes including the schools attendance at conference and core group meetings
- Carry out tasks delegated by the governing body such as training of staff; safer recruitment; maintaining a single central register
- Provide support and advice on all matters pertaining to safeguarding and child protection to all staff regardless of their position within the school
- Treat any information shared by staff or pupils with respect and follow procedures
- Ensure that allegations or concerns against staff are dealt with in accordance with guidance from department for education (DfE), Local safeguarding children board (LSCB) and Southampton City Council (SCC).

## 2.6 STAFF RESPONSIBILITIES

6. All staff have a key role to play in identifying concerns early and in providing help for children. In using the term staff we refer to anyone working within our setting on a paid or voluntary basis.

To achieve this they will:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried about any problems.
- Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
- Attend training in order to be aware of and alert to the signs of abuse.
- Maintain an attitude of “it could happen here” with regards to safeguarding.
- Record their concerns if they are worried that a child is being abused and report these to the relevant person as soon as practical that day.
- If the disclosure is an allegation against a member of staff they will follow the allegations’ procedures (Annex 5).
- Follow the procedures set out by this policy and any updates issued by bulletin, the LSCB and take account of guidance issued by the DfE. Also follow procedures set out in any other related policy for example safeguarding, offsite visits, intimate care.
- Support pupils in line with their child protection plan.

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

## 2.7 CHILD’S WISHES

Where there is a safeguarding concern at this school all leaders ensure that the child’s wishes and feelings are taken into account when determining what action to take and what services to provide, contact or signpost too. Systems are in place for children to express their view and give feedback when talking with any DSL’s and these are always fed back to other agencies involved to operate with the best interests of the child at heart (KCSiE 2018, p24) following our procedures these are recorded on CPOMs to ensure an accurate account of their views with any words and / or phrases used by the child. This is routinely followed up by DSL.

Children are able to access DSL’s throughout the school day and know who the adults are.

## 2.8 TRAINING

1. All staff in our school are expected to be aware of the signs and symptoms of abuse and must be able to respond appropriately. Training is provided every year for all staff, with separate induction to all new staff on appointment. All staff sign annually to acknowledge they have attended/read and understood the training, or in between if any updates are issued. The DSL will attend DSL specific role training every two years, with regular annual updates to enable them to fulfil their role. *(based on KCSiE 2018 guidance).*
2. Any update in national or local guidance will be shared with all staff in briefings and then captured in the next whole school training session. This policy will be updated during the year to reflect any changes brought about by new guidance.

## 2.9 REFERRAL

1. Following any concerns raised by staff, the DSL will assess the information and consider if significant harm has happened or if there is a risk that it may happen. If the evidence suggests the threshold of significant harm, or risk of significant harm has been reached; or they are not clear if the threshold is met, then the DSL will contact children’s social care. If the DSL is not available or there are immediate concerns, the staff member will refer directly to children’s social care via MASH.
2. Generally the DSL will inform the parents prior to making a referral however there are situations where this may not be possible or appropriate or in the best interest/ wishes of the child/other children.
3. ***N.B.*** *The exception to this process includes cases of known Female Genital Mutilation where there is a mandatory requirement for the teacher to report directly to the police. Advice can be obtained from the DSL and the DSL should be made aware by the teacher.*

## 2.10 CONFIDENTIALITY

1. We maintain that all matters relating to child protection are to be treated as confidential and only shared as per the ‘working together’ guidance.
2. Information will only be shared with agencies who we have a statutory duty to share with and individuals within the school who ‘need to know’.
3. All staff are aware that they cannot promise a child to keep a disclosure confidential.

## 2.11 DEALING WITH ALLEGATIONS AGAINST STAFF

4. If a concern is raised about the practice or behaviour of a member of staff this information will be recorded and passed to the headteacher, John Draper. The local authority designated officer (LADO) will be contacted and the relevant guidance will be followed

**The LA's Designated Officer is: Sue Sevier**

- Phone: 023 8091 5535

E-mail: [LADO@Southampton.gov.uk](mailto:LADO@Southampton.gov.uk)

5. If the allegation is against the headteacher, the person receiving the allegation will contact the LADO or nominated governor directly.

## 2.12 DEALING WITH ALLEGATIONS AGAINST PUPILS

1. If a concern is raised that there is an allegation of a pupil abusing another pupil within the school, the 'dealing with allegations against pupils' guidance will be followed (Annex). This has been reviewed in line with the "Sexual violence and sexual harassment guidance issued by the Government May 2018.

## 3 SAFEGUARDING CHILDREN

### 3.1 DEFINITION

Safeguarding is a preventative agenda that helps children to achieve their full potential regardless of negative factors such as poverty, deprivation or social exclusion by providing services and support to overcome barriers to achievement. **Safeguarding** is taken to mean "All agencies working with children, young people and their families take all reasonable measures to ensure that the risk of harm to children's welfare are minimised" and "where there are concerns about children and young people's welfare, all agencies take all appropriate actions to address those concerns, working to agreed local policies and procedures in full partnership with other agencies".

### 3.2 CONTEXTUAL SAFEGUARDING

Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the designated safeguarding lead (and deputies) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse. Additional information regarding contextual safeguarding is available here: [Contextual Safeguarding](#).

Safeguarding covers a broad agenda and aims to achieve the following:

- to protect children from maltreatment
- to prevent impairment of children's health or development
- to ensure children that are growing up in circumstances consistent with the provision of safe and effective care
- that we undertake our responsibilities as a school to enable children to have optimum life chances so they can enter adulthood successfully.
- **Safeguarding** is defined in the Children Act 2004 as protecting from maltreatment; preventing impairment of health and development; ensuring that children grow up with the provision of safe and effective care; and work in a way that gives the best life chances and transition to adult hood. Our safeguarding practice applies to every child.
- The term **Staff** applies to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity. This also includes parents and governors.
- **Child** refers to all young people who have not yet reached their 18th birthday. On the whole, this will apply to pupils of our school; however the policy will extend to visiting children and students from other establishments

- **Parent** refers to birth parents and other adults in a parenting role for example adoptive parents, guardians, step parents and foster carers.
- **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and 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 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.
- **The Trigger Trio:** The term 'Trigger Trio' has been used to describe the issues of domestic violence, mental ill-health and substance misuse which have been identified as common features of families where harm to women and children has occurred. They are viewed as indicators of increased risk of harm to children and young people. In a review of Serious Cases Reviews undertaken by Ofsted in 2011, they found that in nearly 75% of these cases two or more of the issues were present.

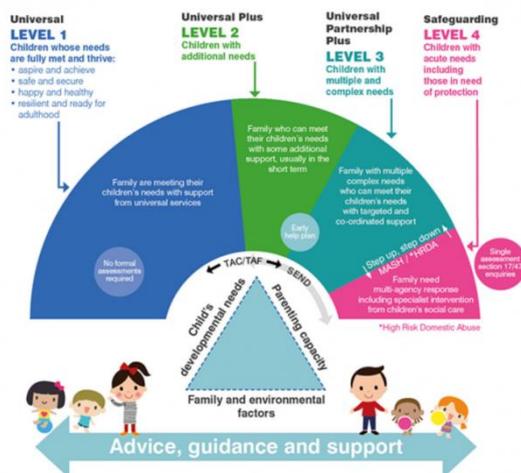
To achieve these aims Swaythling Primary School will:

- identify children who need extra help at an early stage and make appropriate referrals for an early help service to prevent concerns escalating
- identify children who may be suffering from significant harm and make a child protection referral to Children's and Families Social Care (CFSC)
- share information and work in an integrated way to ensure a co-ordinated response from agencies to support families and meet the child's needs
- refer to Southampton's thresholds and eligibility criteria (<http://southamptonlscb.co.uk/wp-content/uploads/2012/10/Southampton-Child-and-Family-Early-Intervention-Model-and-Threshold-Document.pdf>) to help make decisions on the child's level of need and the appropriate service to refer to.

#### REFERRALS TO OTHER AGENCIES AND SOCIAL SERVICES:

At some time or another, all of us need a little bit of help. Whether that is from a GP helping us to understand a condition for our child, school nurse supporting parents with concerns on bedtime routines or toileting, accessing jobs or writing

CV's. Southampton has redesigned its provision to focus on this early stage of support. Southampton recognises that we all need help at some point and they have developed their new provision continuum.



For full details please follow this [link](#) to Southampton Local Safeguarding Children Board

### Early Help Assessment and support:

Early Help is designed to help the school to support the whole family through an Early Help Plan, which is driven the family themselves. Families can request Early Help Plan's and may already be working with the school to access help they might need. An Early help Assessment allows the school to access a large range of agencies and support that could be offered to parents from A family engagement worker to support at home with organisation, routines and structure, to debt planning support, health and medical support for ongoing concerns raised by the parent to parental signposting for support groups.

**Children in need:** Referral for a social work service will be made by way of an referral to the MASH team for children who are likely to be assessed as being a child in need under section 17 of the Children Act 1989. (<https://southampton.firmstep.com/default.aspx/RenderForm/?F.Name=k445NX72fcA>) These are children (including disabled children) who are unlikely to meet a reasonable standard of health and development unless provided with services.

**Child Protection referrals:** Referral for a social work service will be made by way of an referral to the MASH team for children who are likely to be assessed as being a child in need under section 47 of the Children Act 1989. (<https://southampton.firmstep.com/default.aspx/RenderForm/?F.Name=k445NX72fcA&HideToolbar=1>)

Staff will consult with parents, if appropriate, prior to making any referral to discuss the matter and gain consent to refer the child. If a child already has an attached social worker, referrals will be made directly to them via a telephone call followed by an email. If the worker is unable to be reached, a phone call and referral will be made directly through the Mash explaining the above situation.

## 3.2 ROLE OF SWAYTHLING PRIMARY SCHOOL

The school recognises that pupils may face many barriers to learning that may affect their prospects in later life. The school will safeguard and promote pupils' welfare by focussing on preventative actions and services so that all pupils are able to fulfil their potential through;

BEING HEALTHY

AIMS:

The school will promote pupil's health by educating them on healthy diets and lifestyles using the healthy schools programme and school policies on healthy eating and physical exercise, as well as delivering information on sexual health and relationships and substance misuse via the curriculum.

The school will work closely with health professionals to monitor pupils' health and ensure that pupils with health needs receive the extra support they need to fully participate in education.

Pupils affected by their parents or their own substance misuse will be referred to Southampton Early Help or MASH team to receive advice and support.

#### *KEY SAFEGUARDING POLICIES*

- [Administering medicines \(see link for DfE advice\)](#)
- [Managing medicines in schools - The Department for Education](#)
- [Supporting children with medical conditions](#) (Dec 15)
- [Safe Working procedure Medical support to Pupils](#)
- Sex and relationships
- Intimate care
- Healthy schools (see link for DfE advice)
- [SEND Policy and Procedures and Local Offer](#)
- [First Aid](#) - Within Swaythling Primary, a number of Learning support and Lunchtime Supervisors are qualified paediatric first aiders. The Site manager and Business manager are qualified first aiders.

All of these are available, on written request to the office in paper form.

#### STAYING SAFE

##### *AIMS:*

The school aims to provide a safe learning environment where pupils are:

- kept safe from accidents whilst at school and during outings
- protected from maltreatment through the implementation of Southampton Safeguarding Children Board child protection procedures and safe recruitment practices
- taught to keep themselves safe via safety messages delivered through the curriculum and other forums
- feel supported, safe and protected and able to raise concerns.

Safety messages will be delivered via the curriculum and pupils will be provided with opportunities to discuss issues they feel are affecting their safety at school and within the community.

#### *KEY SAFEGUARDING POLICIES:*

- [Child protection policies and procedures listed in section 4 Prevent guidance DfE 2015](#)
- [Safeguarding children and safer recruitment in schools](#)
- [Keeping Children Safe in Education \(Sept 2016\)](#)
- Health and safety and risk assessments (see section 5.7 of this policy)
- Educational visits (ensuring pupils are safe on school outings – see school policy)
- Monitoring visitors (see section 5.4)
- Safe recruitment (see section 5.1)
- E-safety (keeping pupils safe on the internet)
- Anti-bullying and behaviour- see the school's Anti Bullying Policy and Procedures
- Anti-discrimination and equality– see the school's Equality Policy and Procedures
- [Children missing from school \(CME LA Sept 2017\)](#)
- ["Learning together to be safe"](#) (DCSF 2008 – guidance on keeping pupils safe from targeting by violent extremists)
- [Guidance for schools on gangs and group offending](#) (see section 7.6)

- [Guidance on dealing with forced marriage](#) (FCO 2008 – contains guidance for schools and colleges on what action to take) see section 7.3)

## ENJOYING AND ACHIEVING

### AIMS:

The school will ensure that pupils attend regularly, enjoy learning and are achieving to their full potential.

### KEY SAFEGUARDING POLICIES:

- [SEN– see the school’s as well as the School’s Local Offer](#)
- Attendance– see the school’s Attendance Policy and Procedures
- [Behaviour and exclusions - see the school’s Behaviour Policy and Procedures](#)

## MAKING A POSITIVE CONTRIBUTION

### AIMS:

The ethos of the school is one where pupils feel valued and are able to participate and contribute to the development of policies that support co-operation, inclusion and integration.

Pupils are encouraged to participate in a wide range of activities at school and within the community and discouraged from engaging in anti-social behaviour.

The school follows DCSF guidance “Recording and reporting racist incidents” in order to challenge racist abuse or harassment by pupils and promote good race relations.

### KEY SAFEGUARDING POLICIES:

- [Equality – see the school’s Equality Policy and Procedures](#)
- Anti-bullying and behaviour - see the school’s Behaviour Policy and Procedures
- [Children and young people - participation - The Department for Education](#)
- [Screening and searching](#)
- [Exclusion – see the school’s Behaviour Policy and Procedures Exclusion guidance - The Department for Education](#)

## ACHIEVING ECONOMIC WELLBEING

### AIMS:

The school ensures that pupils build awareness and aspiration in relation to further education, training or employment.

The school works with a variety of other schools, Primary and Secondary as well as HE and FE providers to ensure pupils have experience of educational settings at all levels and access to the resources and training that they can provide.

## 3.3 SUPPORTING PUPILS

The school supports all pupils who have been assessed as having additional needs or are subject to a child protection or children in need plan. All children are made aware of who they can approach if they have any problems and will be listened to and their concerns taken seriously.

## 3.4 POWERS REGARDING MANAGEMENT OF PUPIL BEHAVIOUR

The school acknowledges guidance from the Department of Education which provides schools with the powers to intervene in a variety of ways in order to manage behaviour within and outside the school.

Details of these may be found in the policies listed at the following links.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/463484/Behaviour\\_and\\_discipline\\_in\\_schools\\_guidance\\_for\\_governing\\_bodies.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/463484/Behaviour_and_discipline_in_schools_guidance_for_governing_bodies.pdf) (Governors guidance for behaviour and discipline)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444053/Searching\\_screening\\_confiscation\\_advice\\_Reviewed\\_July\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444053/Searching_screening_confiscation_advice_Reviewed_July_2015.pdf) (Screening and confiscation)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf) (Use of reasonable force)

The school also acknowledges that Southampton strongly advises schools:

- not to carry out non-consensual searches of pupils or their bags or lockers except in the presence of the safer schools police officer
- only to use reasonable force where there is a risk of harm to the pupil or others or a risk of substantial damage to property.

The school is familiar with Southampton's local policies on use of physical restraint and guidance on carrying out searches of pupils.

In line with the guidance in Keeping Safe in Education (p.g. 28 para 110)

We recognise that using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions should be carefully considered due to the additional vulnerability of these groups. In accordance to our Behaviour Policy we proactively plan positive behaviour support for more vulnerable children and agree them with parents and carers to reduce the occurrence of challenging behaviour and the need to use reasonable force.

### 3.5 WORKING WITH PARENTS AND CARERS

Parents and carers have the main responsibility for safeguarding and promoting their child's welfare and the school recognises the importance of working in partnership with them to ensure the welfare and safety of pupils.

The school will:

- make parents and carers aware of the school's statutory role in safeguarding and promoting the welfare of pupils, including the duty to refer pupils on where necessary, by making all school policies available on the school website or printed on request
- provide opportunities for parents and carers to discuss any problems with class teachers and other relevant staff
- consult with and involve parents and carers in the development of school policies to ensure their views are taken into account
- ensure a robust complaints system is in place to deal with issues raised by parents and carers
- provide advice and signpost parents and carers to other services and resources where pupils need extra support.

### 3.6 INTER-AGENCY WORKING

The school recognises its duty under the Children Act 2004 to work in partnership with other professionals and agencies within the children's workforce in order to deliver integrated services that focus on prevention.

To achieve this, the school will lawfully share information with agencies in order to ensure pupils receive appropriate services, and will use the Universal Help Assessment to assess those children with extra needs and make appropriate referrals to agencies on behalf of the pupil.

The school recognises the central role they play in safeguarding pupils and will ensure that a representative attends all multi-agency meetings such as case conferences and core group meetings and that Child Protection / Child in Need Plans are fully supported.

The school will liaise with Southampton's lead officers for safeguarding wherever there are any concerns or issues relating to safeguarding practice or the safeguarding of individual pupils.

**The school will escalate any concerns they have regarding on-going children's welfare to the relevant agency worker then line managers and will continue to follow this up to the lead officers if needed.**

### 3.7 CHILDREN WHO ARE MISSING FROM EDUCATION OR HOME EDUCATED

The school is aware of those children who are persistently absent or missing from school as this may be an indicator of welfare concerns.

Our attendance policy clearly states who needs to be notified and what action should be taken and any relevant timescales.

The school refers to Southampton's "Children missing from education" policy and Southampton's Local Safeguarding board's advice on missing children protocol which provides further details.

Where a parent notifies the school that they are removing the child so they can be educated at home, the following notifications are made:

- The Education Welfare Service is notified of all decisions
- A referral to Southampton's Missing Child Officer will be made and communication shared and updated as appropriate with any new information
- If the child is already known to Social Services, their allocated social worker is notified immediately
- If the child is not known to Social Services, but the school has concerns about their welfare or academic needs, the designated Designated Safeguarding Lead will meet, where possible, with the receiving school with paper copies of our incidents, referrals, academic tracking and interventions to share with that school.
- If the child is not known to social services and there are no concerns for welfare or academic needs the school will telephone the receiving school to share all information appropriate with them including past attainment and progress.

Removal from School:

### 3.8 COLLECTION OF CHILDREN FROM SCHOOL

The school has procedures in place regarding handing over children to adults who are not their parent or known carer at the end of the school day. Parents/ carers are made aware that the school should be notified of who will normally collect the child and of the need to notify the school in advance if these change, giving details of the person authorised to collect the child. If the person collecting is a new adult, who has not been introduced to the school but whose authorisation has been received from the parent, ID may be requested.

Parents / carers are also asked to inform the school where children are subject to court orders that limit contact with a named individual.

In the event that anyone who is not authorised to do so attempts to collect the child, the school will not allow the child to leave and will contact the parent / carer immediately.

The school also has a procedure in place to deal with situations where a child is uncollected at the end of the school day:

- The school will check with the child to see if there are any changes to arrangements for collection and try to make contact with the parent / carer or other family members, and wait with the child until someone comes to collect them.
- Children should not be released into the care of another parent even where they offer to take the child home until confirmation can be gained from the parent / carer.
- If no contact can be made with the parent by 3.30pm, if the child is not attending after school clubs, or 5pm if they have been, the school should contact the duty social worker who will come to collect the child or make arrangements for the child to be transported to the Social Service office.

- The school will regularly ask parents to confirm and update contact details and to nominate a family member or friend who can collect the child in the event that they are unable to do so.
- Where children are regularly uncollected or collected late, this will result in a meeting with the parent to ascertain any circumstances that the school can support to eliminate this issue, and a period of tracking to monitor any changes. A referral to access Educational Welfare support or to Social Services to access Early Help may also be undertaken if no changes are seen within the coming weeks. If there are also child protection concerns, a referral will be made direct to Social Services.

Permission for Ks2 children to walk home alone after school is sought from all parents and signed copies of the letters are kept within the office and staff informed. A permission list is sent to all classes involved

### 3.9 ROLE OF CHILDREN AND FAMILIES SOCIAL CARE (CFSC)

CFSC is responsible for carrying out Southampton's statutory duty to safeguard and promote the welfare of children in the city by providing services for children who have been assessed as being in need, in need of protection or in need of accommodation under the Children Act 1989.

Intervention by CFSC is based on the assessed level of need or risk the child is experiencing. Levels of need and risk and corresponding responses by CFSC are explained in the division's eligibility criteria for services.

CFSC offers a service at the following levels:

#### 3.9.1 EARLY HELP – LOW LEVEL RISK AND CHILDREN IN NEED – MEDIUM LEVEL RISK

These are children (including disabled children) who are unlikely to meet a reasonable standard of health and development unless provided with services. Services for these children focus on early intervention and prevention, and are aimed at supporting families so that children are able to remain at home. Staff who are concerned that a pupil may require extra support and services from FSC because they are in need should inform one of the Designated Safeguarding Leads to discuss their concerns. If it is felt appropriate, an Early Help Assessment will be completed with the family and if appropriate will be shared with Early Help team to request extra agency support.

Your family may need support with issues such as:

- getting into work
- managing debt
- improving school attendance
- domestic school abuse
- drug and alcohol misuse
- crime and anti-social behaviour
- family health matters

Help can be given in a number of ways, for example:

- a Family Engagement Worker is linked to a family to provide intense, practical, hands-on support
- support towards finding a job or training
- help with specific needs - for example to address issues such as: alcohol, depression or anxiety, domestic abuse or parenting skills

As part of Early Help's support, an assessment of the whole family's needs, written by the family with support will be undertaken and a plan will be put in place. This plan is reviewed at regular Team Around the Family meetings.

The family are key to identifying barriers, prioritising their needs and the professionals are there to support and enable them to achieve this. The family support will remain in place until the family feel that it is no longer needed.

Parental refusal of support:

Where a parent has / is and continues to refuse support that has been offered and the outcomes for the child are not improving, or decreasing the Designated Safeguarding Lead has a duty of care to make a referral to the Multi Agency Safeguarding Hub without consent if necessary.

### 3.9.2 SOUTHAMPTON CHILDREN ADVICE AND DUTY SERVICE (SCADS)

Swaythling may decide to call the Advice and Duty Service, who provide support and advice to professionals when a safeguarding concern has been raised to a designated safeguarding lead. All information shared will be reviewed together with any existing departmental records and a manager with SCADS is consulted before a decision is reached within a 24hr period. Concerns discussed may include;

- Signposting and advice
- Response to be provided by Universal Services
- Consideration of Early Help services
- Social Work assessment
- Closure after advice

### 3.9.3 SOUTHAMPTON MULTI AGENCY SAFEGUARDING HUB (MASH)

The Multi-Agency Safeguarding Hub (MASH) is the single point of contact for all safeguarding concerns regarding children and young people in Southampton. It brings together expert professionals, called “navigators”, from services that have contact with children, young people and families, and aims to make the best possible use of their combined knowledge to keep children safe from harm.

It does this by: Acting as a “front door” to manage all safeguarding referrals

- Researching information held on professional databases
- Providing a secure and confidential environment for professionals to share information
- Identifying low-level repeat referrals which taken in isolation may not appear concerning
- Prioritising referrals using a BRAG (Blue/Red/Amber/Green) rating
- Referring cases to other agencies
- Activating “first response” social work services to provide immediate protection for a child

All referrals must be acted upon and decisions made within 24 hours and communicated to the school via phone or email. If the school has not heard the outcome of a referral the Safeguarding Leads have a duty to call and request this at the earliest opportunity. All referrals and decisions will be kept on the schools CPOM system.

#### **MASH PARTNERS:**

The Southampton MASH comprises a Team Manager, screening officers, social workers and a number of staff, known as navigators, from different core teams and agencies. The navigators are supervised by their own agencies, but the MASH Manager coordinates their contributions to MASH and oversees the day to day activity within the MASH.

The MASH Manager has the final say in all safeguarding decisions. There will also be a newly created post entitled Universal Help Advisor to co-ordinate and support work at the universal level. The core partners represent the following agencies/bodies:

- People Directorate, Southampton City Council
- Chief Constable Hampshire Constabulary
- Southampton City Integrated Commissioning Unit
- Southern Health NHS Foundation Trust
- Solent NHS Trust
- University Hospital Southampton NHS Trust
- National Probation Service West Region and CRC Hampshire

- Southampton Voluntary Services Core partners
- Children's Social Care
- Police
- Health
- Education
- YOS
- Housing
- Family Matters
- IDVA Service
- Voluntary Services
- Probation
- Adult Services

All core partner agencies have signed an Information Sharing Agreement.

### 3.9.4 HIGH RISK DOMESTIC ABUSE (HRDA)

As a priority for Southampton, CFSC have created a specialised referral and support for people who are at High Risk of Domestic Abuse. Referrals will be made through MASH initially which will be passed immediately on to the HRDA team. A decision regarding the referral will be made within 24 hours and support, allocation of support or strategy meetings will be scheduled as appropriate.

'High Risk' indicates the victim is at risk of 'serious physical harm or death'. This risk must be current. The level of risk is assessed using the SafeLives (DASH) Risk Assessment, with 15 or more (of 24) yes 'ticks' considered to be 'high risk'. However, professional judgement or victims own assessment of risk may escalate a DASH risk assessment level or identify 'significant harm' that should trigger an immediate 'high risk' response. 'Honour-based Violence' is always considered high risk DVA.

Other indicators include;

A child living with domestic abuse and those concerns are likely to meet safeguarding thresholds, always refer to MASH :

-An adult known to be experiencing HRDA you can make one referral to MASH for the adult and children

-Adult is not known to your service or your adult contact is not sufficient to complete form and/or the DA risk is below high (and you still have concerns about the child) contact MASH. Referrals in this situation will be for a child.

At Swaythling, when making a referral our Designated Safeguarding leads use the guidance provided by the Local Safeguarding Children Board which can be found here;

<http://southamptonlscb.co.uk/wp-content/uploads/2016/06/Identifying-and-responding-to-High-Risk-DVA-in-Southampton-Guidance-for-Professionals.pdf>

<http://southamptonlscb.co.uk/childrens-advice-and-duty-service-mash/making-a-referral-to-mash-for-high-risk-domestic-abuse/>

<http://southamptonlscb.co.uk/wp-content/uploads/2016/06/DVA-pathways-Guidance-for-Professionals.pdf>

<http://southamptonlscb.co.uk/wp-content/uploads/2016/06/Identifying-and-responding-to-DVA-in-Southampton-Guidance-for-Professionals.pdf>

For advice and support for families considered below high risk, recommendation may be made to PIPPA or IDVA .

## 4 CHILD PROTECTION

### 4.1 ROLE OF SCHOOL

The school will work to the following policy documents in order to support the protection of pupils who are at risk of significant harm.

- [Keeping Children Safe in Education \(DFE Sept 2018\)](#)
- [Working together to safeguard children: a guide to inter-agency working to safeguard and promote the welfare of children \(DFE July 2018\)](#)
- [What to do if you're worried a child is being abused \(DFE March 2015\)](#)
- [Inspecting Safeguarding in the Early Years, Education and Skills \(Sept 2016 updated Sept 18\)](#)
- [The Southampton Safeguarding Children Board child protection procedures](#)

In line with these policies and procedures, the school will carry out the following:

- ensure that the school has a senior member of staff who is designated to take on lead responsibility for child protection issues
- ensure staff are aware of their responsibilities and receive adequate training to enable them to carry these out.
- identify those pupils where there are child protection concerns and refer the pupil on to FSC
- attend child protection case conferences and core groups in order to effectively share information about risk and harm
- contribute to the development and monitoring of child protection plans as a member of the core group
- carry out the school's role in implementing the child protection plan, continually monitor the child's wellbeing, and liaise with the allocated social worker as required.

### 4.2 CHILD PROTECTION PROCEDURES

The following procedures set out what actions the school will take where there are child protection concerns regarding a pupil.

#### 4.2.1 PARENTS

All parents will struggle with the behaviour of their child(ren) at some point. This does not make them poor parents or generate safeguarding concerns. Rather it makes them human and provides them with opportunities to learn and develop new skills and approaches to deal with their child(ren).

Some children have medical conditions and/or needs e.g. Tourette's, some autistic linked conditions, ADHD; that have a direct impact on behaviour and can cause challenges for parents in dealing with behaviours. Child experiencing sleep issues, wetting / soiling or even height and weight concerns. This does not highlight poor parenting either.

Parenting becomes a safeguarding concern when the repeated lack of supervision, boundaries, perception or risk, neglect, basic care or medical treatment places the child(ren) in situations of risk or harm or where non engagement and refusal to engage leads to the outcomes for the child not improving.

In situations where parents struggle with tasks such as setting boundaries and providing appropriate supervision, timely interventions can make drastic changes to the wellbeing and life experiences of the child(ren) without the requirement for a social work assessment or plan being in place.

As a school we will support parents in understanding the parenting role and provide them with strategies to make a difference by:

- providing details of community based parenting courses
- linking to web based parenting resources (for example <http://www.familylives.org.uk/>)
- referring to the school parenting worker/home school link worker (where available)
- discussing the issue with the parent and supporting them in making their own plans of how to respond differently (using evidence based parenting programmes)
- Considering appropriate Early Help Services

#### 4.2.2 RECOGNITION

- Staff have a responsibility to identify those children who are suffering from harm, abuse or neglect and to ensure that any concerns about the welfare of a pupil are reported to the designated teacher.
- Staff should refer to appendix 1 for a full definition of significant harm and the specific indicators that may suggest a pupil may be at risk of suffering significant harm.
- Any concerns held by staff should be discussed in the first instance with the designated Leads and advice sought on what action should be taken. The discussion will then be recorded on CPOMs.
- Concerns may be monitored over time and will be recorded on CPOMs .
- Details of any concerning incidents should also be recorded Designated Leads are to be alerted via the alert mechanism on CPOMs to any incidents causing concern. If the concern relates to disclosure see below.
- Any information shared by parents or child that helps to create a picture of changes in the child's life e.g new baby, moving home, parental split will also be recorded.

#### 4.2.3 DEALING WITH DISCLOSURES

If a pupil discloses to a member of staff that they are being or at risk of harm / abuse, the member of staff will listen and reassure them but not ask any questions. They will pass all information to a DSL as soon as possible who will speak to the child. The person will record, date and sign the disclosure made by the child using the child's own words.

The DSL will

- listen to what is said and accept what the child is saying
- allow the child to talk freely
- reassure the child but not make promises that it may not be possible to keep, or promise confidentiality, as a referral may have to be
- reassure the child that what has happened is not their fault and that they were right to tell someone
- not ask direct questions but allow the child to tell their story and record this in the child's own words
- explain what will happen next and who has to be told
- make a formal record and record the conversation and disclosure on CPOMs.
- Refer as appropriate

#### **If a member of staff suspects abuse or they have a disclosure of abuse made to them they must:**

Make an initial record of the information

Report it to the DSL immediately

The DSL will consider if there is a requirement for immediate medical intervention, however urgent medical attention should not be delayed if DSL are not immediately available.

Make an accurate record (which may be used in any subsequent court proceedings) as soon as possible and within 24 hours of the occurrence, of all that has happened, including details of:

- Dates and times of their observations
- Dates and times of any discussions they were involved in.
- Any injuries
- Explanations given by the child / adult
- What action was taken
- Any actual words or phrases used by the child.

The records must be signed and dated by the author.

#### **Following a report of concerns from a member of staff, the DSL must:**

Decide whether or not there are sufficient grounds for suspecting significant harm in which case a referral must be made to children's social care

Normally the school should try to discuss any concerns about a child's welfare with the family and where possible to seek their agreement before making a referral to children's social care. However, in accordance with DfE guidance, this should only be done when it will not place the child at increased risk or could impact a police investigation. The child's views should also be taken into account.

If there are grounds to suspect a child is suffering, or is likely to suffer, significant harm they must contact the Multi Agency Safeguarding Hub (and make a clear statement of:

- a. the known facts
- b. any suspicions or allegations
- c. whether or not there has been any contact with the child's family.

- If the DSL feels unsure about whether a referral is necessary they can phone the MASH to discuss concerns. Where there is any doubt about whether the concerns raised meet the thresholds for a child protection referral, the designated Lead may discuss the case on a "no names" basis with MASH over the phone, to obtain advice on how to proceed.
- Parental consent must be sought prior to the referral being made unless to seek consent would place the child at risk of further harm, interfere with a criminal investigation or cause undue delay in taking action to protect the child. **If parents do not consent, but the child is at risk of significant harm, the referral should still be made.**
- If the child already has an allocated CFSC social worker, the referral should be made directly to them. If the child is not already known to CFSC, referrals should be made to the MASH team.
- If the child is Looked After by another Local Authority outside of Southampton, a referral should be made to their home local authority and attached Social Worker as well as MASH in Southampton.
- Referrals will be in writing using the online referral system and a copy placed on CPOMs. Urgent referrals will be accepted by telephone but must be confirmed referral by the end of the day.

If there is not a risk of significant harm, then the DSL will either actively monitor the situation or consider the early help process.

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

If a child is in immediate danger and urgent protective action is required, the police should be called. The DSL should also notify children's social care of the occurrence and what action has been taken.

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

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

#### 4.2.4 REFERRAL

- A decision on whether or not to refer a pupil to CFSC should be made by the designated Lead or their deputies following a discussion with the member of staff who has raised concerns.

All referrals will be acknowledged by the MASH within 48 hours and the referrer informed of what action will be taken, depending on its rating

#### CONCERNS OUTSIDE OF SCHOOL HOURS (4:30PM ONWARDS):

Concerns that are raised by staff relating to after school clubs incidents or information will be raised through the referral to the out of hours team first via telephone referral to seek advice, then via the e-referral to Mash. All contact and advice will be logged on CPOMs with copies of the referral.

BRAG rating			
Red	There is a potential child protection issue (e.g. serious injury to the child)	Requires immediate action	Within 2 hours
Amber	There are significant concerns	Immediate action is not required (e.g. ongoing domestic violence issues in the household)	Within 6 hours
Green	There are concerns regarding a child's wellbeing	These do not meet statutory requirements (e.g. poor school attendance)	24 hours
Blue	There is no safeguarding concern	The issue can be dealt with by a Universal service.	The issue can be dealt with by a Universal service.

Following the BRAG rating

- Blue: If the rating is Blue then the contact is directed to a Universal service, or information and advices is provided.
- Amber or Green: If the rating is Amber or Green, the contact is passed to the MASH navigators.
- Red: If the rating is Red, the contact is passed to both the MASH navigators and the Child Protection Team at the same time, so they can start a child protection assessment immediately.

The designated officers will record all referrals on CPOMs, telephone conversations, emails and contact relating to the referral, dated and timed to ensure accurate information relating to each case.

#### 4.2.5 ATTENDANCE AT CASE CONFERENCES AND CORE GROUPS

- The designated Leads will liaise with CFSC to ensure that all relevant information held by the school is provided to CFSC during the course of any child protection investigation.
- The designated Leads will ensure that the school is represented in person for Child Protection case conferences, Child in Need meetings and core group meetings. This will be the attached Lead for that family.
- The lead designated officer will ensure that they are updated regarding the child through discussions with the staff involved with the family, reading the current information and actions on CPOMs, progress towards any actions set and the general wellbeing of the child / children.
- A full report will be submitted to Child Protection reviews prior to the meeting and a copy will be kept on file in CPOMs. This will be formed using information above and will be shared with the Head Teacher prior to the meeting. The report should also be shared with Parents / Carers prior to the meeting.

#### 4.2.6 ESCALATION

[http://www.proceduresonline.com/4lscb/southampton/p\\_conflict\\_res.html?zoom\\_highlight=conflict+resolution](http://www.proceduresonline.com/4lscb/southampton/p_conflict_res.html?zoom_highlight=conflict+resolution)

- At no time will professional dissent detract from ensuring that any child is safeguarded. If professionals are unable to resolve differences, this will then be addressed to senior staff.

#### 4.2.7 MONITORING

Where a pupil is the subject of a child protection plan and the school has been asked to monitor their attendance and welfare as part of this plan:

- monitoring will be carried out by the relevant staff member in conjunction with the designated Lead
- all information will be recorded on the CPOMs database under the appropriate headings

- the designated Lead will notify FSC if the child is removed from the school roll, excluded for any period of time or goes missing from education or if concerns are escalated during the interim times. Records of all contact with any agencies will be kept on CPOMs.

#### 4.2.8 RECORDS

- Child protection records relating to pupils are highly confidential and will be kept in a designated welfare file separate from the pupil's education records. These records will be securely held within the school.
- The designated Lead is responsible for ensuring that records are accurate, up to date and that recording is of a high standard.
- All information should be recorded on the safeguarding section of the CPOMs and all records will be dated as to the date and time of the incident
- Records should show:
  - ❖ what the concerns were
  - ❖ what action was taken to refer on concerns or manage risk within the school
  - ❖ whether any follow-up action was taken
  - ❖ how and why decisions were made.
  - ❖ how communication to home was achieved and by whom and when
- Any incidents, disclosures or signs of neglect or abuse should be fully recorded with dates, times and locations. Records should also include a note of what action was taken.
- In event of an incident causing concern for the child's welfare, reports will be written by all staff involved and an investigation will take place with the children, if appropriate by the designated Leads.
- Where a child who is subject to a protection plan transfers to another school, the designated teacher is responsible for ensuring that copies of all relevant records are passed to the designated child protection teacher at the new school, that is meeting is arranged and the history of the family and child shared. All records are transferred in line with Southampton City Councils guidance on the retention and transfer of child protection and child welfare records for education including children looked after.
- Child protection records will only be kept until the pupil leaves the school, the children's documents will be sent to the receiving school as soon as it has been confirmed and where possible in person or through transfer on CPOMs.

### 4.3 CONFIDENTIALITY AND INFORMATION SHARING

[GDPR May 2018](#)

[Data Protection legislation 2018](#)

- All information obtained by school staff about a pupil and their family is confidential and can only be shared with other professionals and agencies with the family's consent, however in cases such as initial multi-agency strategy meetings; the DSL needs to record what was shared, with whom, when and why it was shared in the best interests of the child.
- If the child is under 12, consent to share information about them must be obtained from their parents or carers. Young people aged 12 to 15 may give their own consent to information sharing if they have sufficient understanding of the issues. Young people aged 16 and over are able to give their own consent.
- Where a child is at risk of suffering significant harm, schools and colleges have a legal duty to share this information with FSC and make appropriate referrals. Equally, where a child is subject to a child protection investigation, schools and colleges must share any information about the child requested by FSC.
- Parental consent to making a child protection referral should be sought but if withheld, the referral must still be made and parents made aware of this.
- Before taking this step, the school should consider the proportionality of the disclosure against non-disclosure; is the duty of confidentiality overridden by the need to safeguard the child?
- Parental consent to refer need not be sought if seeking consent is likely to cause further harm to the child, interfere with a criminal investigation or cause undue delay in taking action to protect the child. However, schools should discuss with the MASH social worker to gain advice on whether this course of action should be taken.

- Only relevant information should be disclosed, and only to those professionals who need to know. Staff should consider the purpose of the disclosure, and remind recipients that the information is confidential and only to be used for the stated purpose.
- In the event that a child makes a disclosure of neglect or abuse, staff cannot guarantee them confidentiality, but must explain why they have to pass the information on, to whom and what will happen as a result. Parents should also be made aware of the school/college's duty to share information.
- Staff should discuss any concerns or difficulties around confidentiality or information sharing with the designated Lead or seek advice from the MASH.

Further guidance: HM Government 2015 Information Sharing:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419628/Information\\_sharing\\_advice\\_safeguarding\\_practitioners.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419628/Information_sharing_advice_safeguarding_practitioners.pdf)

Additional guidance from [Keeping Safe in Education \(2018\)](#) specifies that Professionals in a strategy discussion or the initial evaluation of the case should share all relevant information they have about the person who is the subject of the allegation, and about the alleged victim. Fears about sharing information **Must not be** allowed to stand in the way of the need to promote the welfare, and protect the safety of children.

#### 4.4 PREVENTION OF RADICALISATION / EXTREMISM

The school's safeguarding duty includes the duty to promote British Values in order to counter the extremist narrative and prevent young people from being radicalised and drawn into extremism.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/380595/SMSC\\_Guidance\\_Maintained\\_Schools.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf)

Under Counter-Terrorism and Security Act 2015, the school also has a duty to refer young people on to Southampton's Prevent Officer under the Prevent strategy where there are concerns that they are being radicalised.

Where there are concerns that a pupil may be at risk of radicalisation, as opposed to exploring new ideas and perspectives, support should be considered to help challenge extremist ideologies.

Before making a referral, advice could be sought from Police Prevention Officer Wendy Steward:

[Wendy.steward@hampshire.pnn.police.uk](mailto:Wendy.steward@hampshire.pnn.police.uk)

Tel: 07796 191771

All referrals should be also be shared with MASH.

### 5 SAFE LEARNING ENVIRONMENT

#### 5.1 SAFE RECRUITMENT

The school recognises safe recruitment practices are an essential part of creating a safe environment for children and will ensure that staff working in the school are suitable and do not pose any kind of risk. The school will follow the guidance set out in:

Safeguarding children and safer recruitment in education (DCSF 2007)

<http://publications.teachernet.gov.uk/eOrderingDownload/Final%206836-SafeGuard.Chd%20bkmk.pdf>

[Disqualification by Association under the childcare Act 2006](#)

[Keeping Children Safe in Education \(DfE 2016\)](#)

- The school will carry out extensive enquiries on applicants for all positions, including voluntary and support roles and governors. No staff member, volunteer or governor will be allowed to take up posts until all checks and enquiries have been satisfactorily completed. These include; prohibition from teaching, sanction or restriction,

ensuring references are from senior colleagues and recent employer and obtain verification of last employment if not currently employed.

- All applicants for positions that involve regulated activity will be subject to enhanced checks with the Disclosure and Barring Service to ensure they have not been barred from working with children. This will include any applicant whose work will bring them into contact with children on a frequent or intensive basis, defined as working once a week or more or four days in a single month.
- The school will also ensure that all current staff that have regular or unsupervised contact with pupils have an up-to-date Disclosure and Barring Service (DBS) check.
- The school will ensure that all DBS checks carried out on staff recruited and the school will ensure that the Employer's guidance as laid out by the DFE are followed through the update service yearly.  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/454231/Update\\_service\\_employer\\_guide\\_v3\\_9.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/454231/Update_service_employer_guide_v3_9.pdf)
- All job advertisements and application forms will clearly state that the role is a safeguarding role and that successful applicants will be expected to agree to undergo DBS and other checks as part of safe recruitment practices. Electronic applications for successful applicants will require a signature to verify all employment history is accurate
- Staff and governors who normally sit on interviewing panels will be trained in safeguarding interviewing techniques and no interview should go ahead unless at least one member of the panel has undertaken this training, which includes Keeping Children Safe.
- Training for Safer recruitment is undertaken every 2 years by members of the panel.
- Although the Head Teacher will have day-to-day responsibility for the recruitment of staff, the board of governors will ensure that they maintain an overview of recruitment systems in order to scrutinise practise and ensure all statutory checks are carried out.
- The school will use a checklist to ensure all safe recruitment practices are carried out for every applicant applying for posts. School staff with responsibility for carrying out recruitment checks should ensure they have a copy of any relevant documents or take relevant issue numbers from documents as proof that the document has been seen.
- The School will keep a single central record of all staff, volunteers and where appropriate, governors that includes details of all checks carried out and the outcome of these checks in the format shown within appendix.
- Where staff are recruited via third parties such as employment agencies, the Head Teacher and the board of governors will seek written confirmation from the agency that they have carried out all necessary checks on the individual and request written confirmation of the outcome of all checks and ask to see the DBS disclosure prior to making any decision regarding the individual's employment. Their identity will be checked when agency staff first present for work.
- A further DBS check will be made via Capita HR Solution for all agency staff appointed.

The school will:

- verify the applicant's identity and immigration status from their passport, including having sight of passports and/or relevant Home Office documents
- carry out enhanced DBS checks, normally via Capita HR Solution team who will notify the school of the outcome
- in the case of teaching staff, check the applicant's academic and vocational qualifications and registration status
- where the applicant has been living abroad, make enquiries in the country of origin
- make extensive enquiries of at least 2 referees, including previous and recent employers.

The school will keep copies of the following documents:

- ❖ Documents used as proof of identity
- ❖ A summary of the DBS certificate (but all other documents relating to the DBS check must be destroyed)
- ❖ Documents that prove the staff member's right to work in the UK (failure to do so can result in a fine for employing illegal workers)

## 5.2 DBS CHECKS

In order to ensure that people who work in the school are suitable to do so and are not barred from working with children, the school will take out police and other checks (i.e. List 99) with the Disclosure and Barring Service (DBS) as part of the recruitment process. The school will also refer individuals who are considered to be unsuitable to work with children to the DBS. Enhanced DBS checks (which include barred list checks) will only be taken out on individuals who are involved in regulated activity, which is defined as close, unsupervised contact on a regular basis involving activities such as:

- Teaching
- Training
- Supervising
- Care
- Guidance and advice
- Driving a vehicle
- Personal or intimate care.

The activity must be carried out regularly as part of the staff member's day to day responsibilities and the checks will be reasonable in order to safeguard children. Decisions on whether a person's role requires a DBS check will be made by whoever is responsible for recruitment in the school, for example the Head Teacher or governor, and the following will be taken into consideration when deciding on whether or not to take out a DBS check:

- the age of the children
- their level of vulnerability
- the numbers of children in the group
- the nature of the role
- opportunities for contact with the children.

The school has robust day to day staff management and supervision and clear procedures for reporting and acting on concerns.

Staff carrying out roles involving regulated activity will be suitably supervised on a regular basis by senior staff carrying out a similar role. Permanent members of staff and long term volunteers will have an enhanced DBS check every three years.

In line with Keeping Children Safe in Education; any member of staff who has harmed or has poses the risk of harm to a child where the harm test would be applicable DSL would make immediate referral to DBS following investigation.

### 5.3 VOLUNTEERS

The Head Teacher will ensure that unpaid volunteers such as parents who accompany pupils on school outings or provide help in the classroom, are:

- subject to a DBS check where they are carrying out a regulated activity that brings them into frequent or intensive contact with children (see section 5.2 for details)
- competent to carry out the duties assigned to them
- only assigned duties suitable to their qualification and experience
- suitably supervised by teaching staff at all times
- fully inducted in relation to all school policies and procedures. It is the Head Teacher's responsibility to decide whether or not an individual volunteer requires DBS checks depending on the level of contact with pupils. This also applies to governors, who are treated as volunteers for the purposes of carrying out DBS checks

### 5.4 SITE SECURITY AND VISITORS

- The board of governors is responsible for the security of the school premises and will take steps to ensure it is a safe environment and securely protected against trespass and/or criminal damage.

- The Head Teacher will decide whether or not individual visitors or contractors should be subject to DBS checks before being allowed access to the building, depending on the level of access they are likely to have to pupils. To help with this decision, the Head Teacher will apply the frequent or intensive basis test.
- Where the visitor is employed by an organisation where DBS checks are normally required, for example NHS staff, the Head Teacher will request written confirmation that relevant checks have been carried out for that individual.
- All visitors and contractors will be:
  - ❖ informed to report to reception on arrival
  - ❖ expected to wear a name-badge or carry some form of identification at all times when on the school premises
  - ❖ suitably supervised by school staff at all times
  - ❖ made aware of school health and safety procedures.
- The Head Teacher and the board of governors will ensure that any contract entered into with contractors sets out clearly the expectations for workers' behaviour and the responsibility of contractors to monitor and ensure compliance with school policies.
- Contracted workers will not be allowed to approach or speak to pupils in any circumstances and must ensure that all equipment and working practices are in line with health and safety standards.
- Visiting organisations such as theatre groups who will be performing for or working directly with pupils will be expected to have adequate child protection procedures in place and must agree with class teachers in advance what level of supervision or contact they will have with pupils.

#### 5.4.1 USE OF THE SCHOOL PREMISES BY OTHER ORGANISATIONS

The school will only allow use of the school premises by other organisations outside of school hours for the purposes of providing supplemental schooling if:

- the school's articles of trust or other incorporating document allows this;
- the organisation provides an overview of what it intends to teach so that the board of governors is able to make a judgement on whether this is in line with the promotion of British values
- the organisation can provide evidence that they have followed safe recruitment practices and that their staff have the requisite DBS checks
- the following reasonable and due diligence checks are taken out on the organisation by the school;
  - ❖ an internet search on the organisation
  - ❖ checks with Southampton Community Safety and the local police

#### 5.5 DISQUALIFICATION BY ASSOCIATION

The school previously implemented the Childcare (Disqualification) Regulations 2009 by ensuring that staff who are disqualified by association because they live in the same household as a person disqualified under the Childcare Act 2006 are not able to work within the school. However, an update in Aug 2018 of the statutory guidance [Disqualification under the Childcare Act 2006](#) removed disqualification of association for individuals working in child care in non domestic settings e.g. Schools / Nurseries (p.g. 31).

#### 5.6 STAFF

##### 5.6.1 INDUCTION AND TRAINING

- The Head Teacher will ensure that all staff are fully inducted, are made aware of the school's safeguarding policy and procedures, including *What to do if you are worried a child is being abused guidance*, and that staff are fully aware of their role in implementing these.
- The designated Leads will ensure that all staff are fully inducted with regard to the school child protection procedures and that they receive safeguarding and child protection training on a yearly basis.

- The school will keep a central record of all statutory and other training undertaken by staff members, governors and volunteers.
- School staff and governors will receive training which should enable them to:
  - ❖ develop knowledge, skills and the ability to work together on the processes for safeguarding and promoting the welfare of children, including those suffering or at risk of suffering significant harm
  - ❖ describe inter-agency roles and responsibilities for safeguarding children
  - ❖ procedures to follow during disclosures, concerns and worries about a child
  - ❖ understand what will happen once they have informed someone about those concerns
  - ❖ make a full contribution to the process of child protection and have an understanding of the purpose of inter-agency activities and the decisions required at each stage of the child protection process
  - ❖ demonstrate skills in effective collaboration between agencies to achieve intended outcomes for the child and their family.
  - ❖ Complete and record effective reports using CPOMs.
- The designated Leads will receive:
  - ❖ Child Protection Officer training
  - ❖ Attend refresher training to ensure they are kept up to date with changes and focuses

#### 5.6.2 STAFF CODE OF CONDUCT AND SAFE TEACHING PRACTICE

- The school expects staff and volunteers to set a good example to pupils through their own conduct and behaviour and aims to protect them from the risk of allegations being made against them by ensuring they maintain high standards of professionalism and maintain appropriate boundaries.
- Staff and volunteers should be aware of current guidance on safe teaching practice contained in the DCSF “Guidance for safer working practice for adults working with children & young people” (2009).
- Staff have read fully, the school’s ‘Staff Handbook’ and signed to state that they are in agreement with the policies included and that they know and understand their roles and responsibilities within school.
- Staff will be expected to follow Southampton’s social media policy for schools in terms of their use of social media, particularly in relation to professional standards and relationships with pupils.
- All staff (paid and voluntary) are expected to adhere to a code of conduct in respect of their contact with pupils and their families. This can be found in the Staff Code of Conduct Policy.

#### 5.6.3 TAKING AND THE USE AND STORAGE OF IMAGES

<https://ico.org.uk/for-the-public/schools/photos>

1. As a school we will seek consent from the parent of a pupil and from teachers and other adults before taking and publishing photographs or videos that contain images that are sufficiently detailed to identify the individual in school publications, printed media or on electronic publications. We will not seek consent for photos where you would not be able to identify the individual
2. We will seek consent for the period the pupil remains registered with us and, unless we have specific written permission we will remove photographs after a child (or teacher) appearing in them leaves the school or if consent is withdrawn.
3. Photographs will only be taken on school owned equipment and stored on the school network. No images of pupils will be taken or stored on privately owned equipment by staff members.

#### 5.6.4 PROVIDING INTIMATE OR PERSONAL CARE TO PUPILS

Staff may need to provide intimate or personal care to younger pupils, for example helping a child who has soiled themselves or supervising pupils who are changing for P.E. The school has a written policy in place in order to promote safe working practices for staff and ensure children’s privacy. Children are encouraged to carry out self-care tasks for themselves where appropriate, but where adult intervention is needed, the following should be observed;

- Staff should follow the agreed school policy when providing intimate or personal care.

- When taking pupils to the toilet, staff should make colleagues aware of the task to be undertaken and explain to the child what will happen.
- Parents should always be notified if intimate care has been provided.
- When providing intimate care, staff should carefully and sensitively observe the child's emotional response and report any concerns to the designated teacher.
- When children are changing, levels of supervision should be appropriate to the pupil's age.
- Staff should avoid any physical contact unless a child needs help.
- Staff should ensure that changing areas are private and that others are not able to enter whilst children are changing.

#### 5.6.5 ALLEGATIONS AGAINST STAFF

In the event that an allegation is made against a member of staff or volunteer, the school will follow Southampton's Safer Working Practice policy.

The Head Teacher will be the school representative for the purposes of the allegations procedures and will link with the Local Authority Designated Officer for all allegations raised. A further staff member will be identified as their deputy to act in their absence; if allegations are made against the Head Teacher, the allegations will be referred to the Chair of Governors.

Where a staff member is removed or resigns from the school following the upholding of an allegation against that person and the responsible staff member and the LADO agree that the person is unsuitable to work with children, the responsible person will refer the individual to the DBS.

The DBS referral form and guidance for completing the form can be accessed on line via the DBS website at: Disclosure and Barring Service: criminal record checks, referrals and complaints - Detailed guidance - GOV.

#### 5.6.6 WHISTLE BLOWING

The school fosters a culture of openness in line with the 'Freedom to speak up review'. Systems are in place to ensure that staff feels enabled to raise concerns relating to the safeguarding of children or poor practice within the school that may cause a risk to children.

The school recognises that there may be circumstances where staff and pupils feel unable to raise concerns or incidents of malpractice within the school environment as there is reasonable doubt that these would be dealt with adequately.

All staff and volunteers have a legal duty to raise concerns where they feel individuals or the school are failing to safeguard and promote the welfare of children. These should be reported to the Head Teacher.

Where it is not possible to raise concerns within the school, staff and volunteers may report concerns to the following;

- Southampton's lead officers for child protection or safeguarding where there are issues regarding the welfare of a pupil
- Ofsted whistle-blowing line on 0300 123 3155 where there are issues regarding the school's overall procedures around safeguarding.
- The Head Teacher is responsible for ensuring that these numbers are advertised on the school premises and made available to staff.

### 5.7 HEALTH AND SAFETY AND RISK ASSESSMENTS

#### 5.7.1 POLICY

Governing bodies are legally responsible for ensuring the safety of pupils and staffs within the school environment and ensuring that schools have a robust health and safety policy in place. The Department of Education has issued advice to

schools on health and safety issues which stress the need to balance risk avoidance against providing pupils with opportunities to take part in activities that help them learn to manage risk themselves.

<http://media.education.gov.uk/assets/files/pdf/d/departamental%20advice%20on%20health%20and%20safety%20for%20schools.pdf>

Governing bodies should delegate their day-to-day responsibilities to a member of staff who is competent to carry out these duties and who has received the appropriate training. Within Swaythling, the named member of staff for Health and Safety is Brian Boast.

<https://www.gov.uk/government/publications/health-and-safety-advice-for-schools>

- The site, the equipment and the activities carried out as part of the curriculum are all required to comply with the Health and Safety at Work act 1974 and regulations made under the Act.
- All risks are required to be assessed and recorded plans of how to manage the risk are in place. The plans should always take a common sense and proportionate approach to allow activities to be safe rather than preventing them from taking place. The school has a Health and Safety policy which details the actions that we take in more detail [Swaythling Primary Health and Safety Policy](#)

### 5.7.2 SITE SECURITY

[www.gov.uk/government/publications/school-security](http://www.gov.uk/government/publications/school-security)

- We aim to provide a secure site, but recognise that the site is only as secure as the people who use it. Therefore all people on the site have to adhere to the rules which govern it. These are:
  - All gates are locked except at the start and end of the school day
  - Doors are kept closed to prevent intrusion
  - Visitors and volunteers enter at the reception and must sign in.
  - Visitors and volunteers are identified by showing school staff their identification.
  - Children are only allowed home during the school day with adults/carers with parental responsibility or permission being given.
  - All children leaving or returning during the school day have to sign out and in.
  - Empty classrooms have windows closed

Southampton also regularly provide schools with specialist health and safety advice: The advice covers issues such as reporting accidents, communicable diseases, safer management, risk assessment, science and technology safety and school trips and journeys.

### 5.7.3 RISK ASSESSMENTS

Risk assessments are a method of:

- identifying hazards
- evaluating the risks these hazards may present to pupils and staff
- deciding on appropriate action to eliminate or reduce these risks.

The school carries out risk assessments:

- on an annual basis for the school environment as a whole
- for all school trips
- for pupils travelling between locations during the school day
- when a pupil who has been excluded for risky or violent behaviour is returning to the school
- whenever there are significant changes to the school environment or school practices
- following any serious incident.

#### 5.7.4 OFF SITE VISITS

[www.hampshireoutdoors.com](http://www.hampshireoutdoors.com)

<http://oeapng.info/evc/>

All staff are provided with Outdoor Leader training with Hampshire County Council, including Learning Support Assistants, to equip them to effectively lead and minimise risks on school trips. No adult is permitted to take children on a trip, even if locally, without a qualified Outdoor leader with them and a risk assessment that has been completed. The appointed Educational Visits Co-ordinator (currently the Head Teacher) who liaises with the local authority's outdoor education adviser and helps colleagues in schools to manage risks and support with off site visits and provides training in the management of groups during off site visits, as well as First Aid in an outdoor context. The EVC needs to complete training or refresher training every five years. The EVC will also provide in house training within school for those who run regular off site visits as well as staff new to off site visits.

All risk assessment forms are stored and completed on the [Hampshire Evolve site](#)

A list of training dates and qualified outdoor leaders are also kept with the School Business Manager within the HR files.

Where a visit includes at least one overnight stay in UK Swaythling School will have risk assessed the accommodation. **(Annex E KCSiE 2018)**

### Behaviour and Safety

14. The school has a behaviour policy in place that meets the relevant requirements as laid out in the guidance by the DFE for [Discipline in Schools. \(2016\)](#) this policy forms part of all staff induction.

15. We have a staff code of conduct that is a part of all staff induction.

#### 5.7.5 WORKING WITH AGGRESSIVE AND VIOLENT PARENTS

Swaythling Primary school follows the guidelines from the DFE Advice on security: Access to and barring persons from premises.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/295978/school\\_security\\_advice\\_181212\\_2\\_.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/295978/school_security_advice_181212_2_.pdf)

The school may consider that aggressive, abusive or insulting behaviour, or language from a parent presents a risk to staff or pupils. It is enough for a member of staff or a pupil to feel threatened.

In such a circumstance, the school does have a power in common law to bar the parent from the premises. The school will discuss this decision with the Chair of Governors prior to imposing the ban to ensure that they are acting reasonably. All attempts to discuss the behaviour with the parent/ carer will be undertaken and a warning letter issued unless the incident has been deemed extreme.

The school will write to the parent / carer in writing, giving the person concerned a formal opportunity to express their views to them and the Governors, where appropriate.

Letters relating to barring should usually be signed by the head teacher though in some instances the governors or local authority may wish to write instead.

If an immediate ban is placed it should be provisional until parents have been given the opportunity to make formal representations. The bar can then be confirmed or removed. Alternatively, the school can serve notice of intent, invite the parent to make representations within a certain deadline and then decide whether or not to bar.

Any bar should be subject to review within a reasonable timescale to be stated by the school. Allowing the parent a reasonable opportunity to make representations is an essential part of the process and has been upheld as necessary in Court.

## 5.7.6 TRANSPORTING PUPILS

Home to School, and Post-16 Transport Policy – Southampton City Council 2016 - 17 Academic Year:

[Home-to-school travel and transport - GOV.UK](#)  
[Southampton Policy for Home-School Transport](#)

The school will give consideration to the transport needs of our pupils including in an emergency situation and out of hours. Safeguarding the needs of our pupils when travelling in school owned / private hire minibus or coaches / taxis with staff or parents as drivers in cars.

1. On occasions parents and volunteers support with the task of transporting children to visits and off-site activities arranged by the school. (This is in addition to any informal arrangements made directly between parents for after school clubs etc.)
2. In managing these arrangements the school will put in place measures to ensure the safety and welfare of young people carried in parents' and volunteers' cars. This is based on guidance from the local authority and follows similar procedures for school staff using their cars on school business. **See Annex 2**
3. Where parents'/volunteers/staff cars are used on school activities the school will notify parents/ volunteers/ staff of their responsibilities for the safety of pupils, to maintain suitable insurance cover and to ensure their vehicle is roadworthy.

## 6 SAFEGUARDING VULNERABLE CHILDREN

Some children are living in circumstances that may make them more vulnerable to abuse, neglect or poor outcomes. Some may need help or intervention from CFSC or other agencies in order to overcome problems or keep them safe. The following has been written to help school staff recognise those children. Training is updated each year to focus on these vulnerable groups and to refresh staff on what they need to look out for.

### 6.1.1 THE TOXIC TRIO

The term 'Toxic Trio' is used to describe the issues of Domestic Abuse, Mental ill Health and Substance Misuse. In an analysis of 139 serious case reviews, between 2009-2011 (Brandon et al 2012), – investigations showed that in over three quarters incidents (86%) where children were seriously harmed or died one or more of a "toxic trio" – mental illness, substance misuse and domestic abuse – played a significant part. These have all been identified as common features of families where harm to women and children occurs.

### 6.1.2 DOMESTIC ABUSE (DVA)

Domestic abuse is any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. At Swaythling, we use the following documents to support our identification, support and protection for our families:

<http://www.hampshire.police.uk/internet/advice-and-information/safe4me/secondary-domestic-abuse>  
[http://southamptonlscb.co.uk/wp-content/uploads/2012/10/Pippa-pack\\_tcm59-3268751.pdf](http://southamptonlscb.co.uk/wp-content/uploads/2012/10/Pippa-pack_tcm59-3268751.pdf)  
<https://www.gov.uk/guidance/domestic-violence-and-abuse#domestic-abuse-and-young-people>  
[https://www.nspcc.org.uk/what-you-can-do/events/-abuse/research-and-resources/research/findings/understandingthelinks\\_wda48278.html](https://www.nspcc.org.uk/what-you-can-do/events/-abuse/research-and-resources/research/findings/understandingthelinks_wda48278.html)

Domestic Abuse can encompass, but is not limited to, the following types of abuse:

- Psychological
- Physical
- Sexual
- Financial

- Emotional

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

Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

Research indicates that living within a home where domestic abuse takes place is harmful to children and can have a serious impact on their behaviour, wellbeing and understanding of what a normal relationship is.

Children witnessing domestic abuse is recognised as ‘significant harm’ in law. These children may become aggressive; display anti-social behaviours; suffer from depression or anxiety; or fail to reach their educational potential. Indicators that a child is living within a relationship with domestic abuse include:

- withdrawn
- suddenly behaves differently
- anxious
- clingy
- depressed
- aggressive
- problems sleeping
- eating disorders
- wets the bed
- soils clothes
- takes risks
- misses school
- changes in eating habits
- obsessive behaviour
- nightmares
- drugs
- alcohol
- self-harm
- thoughts about suicide

These behaviours themselves do not indicate that a child is living with domestic abuse, but should be considered as indicators that this may be the case. If staff believe that a child is living with domestic abuse, this will be reported to the designated safeguarding lead for referral to be considered to children’s social care.

We will ensure that our PSHE curriculum has planned learning for pupils to enable them to recognise and build healthy relationships, and understand where they can get help from if they, or someone they know needs help or advice.

### 6.1.3 LIVING WITH DOMESTIC OR SEXUAL VIOLENCE

Domestic violence is extremely high in Southampton but often goes unreported or charges are dropped.

Children living with parents who are experiencing domestic violence also need support. The school has good links with the Southampton IDVAs and Women’s Aid locally who are able to work with parents and children to help them keep themselves safe or make safe choices.

Concerns should be raised with designated lead in first instance. A decision will be made whether it is appropriate to approach the parent and by whom and how support can be offered without putting the parent / carer at risk.

The school will work closely with all agencies and will put in practice any actions that are shared with the family to support them where appropriate.

Referrals made need to be made to CFSC or Police, this will be the designated officer’s decision.

#### 6.1.4 SO-CALLED HONOUR BASED VIOLENCE: HBV

<http://www.hampshire.police.uk/internet/advice-and-information/abuse-against-the-person/honour-based-violence>

<http://southamptonlscb.co.uk/wp-content/uploads/2012/10/Hants-HBV-multi-agency-guidance-V5-Final-2013.pdf>

**Honour based violence is a violent crime or incident which may have been committed to protect or defend the honour of the family or community. Southampton has a very high number of HBV cases each year. HBV is considered as high risk as High Risk Domestic Abuse and will be referred through the HRDA panel for immediate consideration (See Referrals)**

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

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

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

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

If staff believe that a pupil is at risk from honour based violence the DSL will follow the usual safeguarding referral process, however, if it is clear that a crime has been committed or the pupil is at immediate risk the police will be contacted in the first place. It is important that if honour based violence is known or suspected that communities and family members are NOT spoken to prior to referral to the police or social care as this could increase risk to the child.

#### 6.1.5 MENTAL HEALTH

<https://www.gov.uk/government/publications/the-mental-health-strategy-for-england>

<https://www.time-to-change.org.uk/about-us>

The term "mental ill health" is used to cover a wide range of conditions, from eating disorders, mild depression and anxiety to psychotic illnesses such as schizophrenia or bipolar disorder. Parental mental illness does not necessarily have an adverse impact on a child's developmental needs, but it is essential to always assess its implications for each child in the family. It is essential that the diagnosis of a parent/carer's mental health is not seen as defining the level of risk. Similarly, the absence of a diagnosis does not equate to there being little or no risk.

For children the impact of parental mental health can include:

- The parent / carer's needs or illnesses taking precedence over the child's needs
- Child's physical and emotional needs neglected
- A child acting as a young carer for a parent or a sibling
- Child having restricted social and recreational activities
- Child finds it difficult to concentrate- impacting on educational achievement
- A child missing school regularly as (s)he is being kept home as a companion for a parent / carer
- Adopt paranoid or suspicious behaviour as they believe their parent's delusions.
- Witnessing self-harming behaviour and suicide attempts (including attempts that involve the child)
- Obsessional compulsive behaviours involving the child

Class teachers see their pupils day in, day out. They know them well and are well placed to spot changes in behaviour that might indicate an emerging problem with the mental health and emotional wellbeing of pupils.

The balance between the risk and protective factors are most likely to be disrupted when difficult events happen in pupils' lives. These include:

- **loss or separation** – resulting from death, parental separation, divorce, hospitalisation, loss of friendships (especially in adolescence), family conflict or breakdown that results in the child having to live elsewhere, being taken into care or adopted;
- **life changes** – such as the birth of a sibling, moving house or changing schools or during transition from primary to secondary school, or secondary school to sixth form; and
- **traumatic events** such as abuse, domestic violence, bullying, violence, accidents, injuries or natural disaster.

If staff become aware of any of the above indicators, or others that suggest a child is suffering due to parental mental health, the information will be shared with the DSL to consider a referral to children's social care.

When concerns are identified, school staff will provide opportunities for the child to talk or receive support within the school environment. Parents will be informed of the concerns and a shared way to support the child will be discussed.

Where the needs require additional professional support referrals will be made to the appropriate team or service with the parent's agreement (or child's if they are competent as per Fraser guidelines).

Representatives of Swaythling Primary attend the Southampton Primary Schools Mental Health forum on a half termly basis and adopt best practice in line with guidance from Southampton's Child and Adult Mental Health Service (CAMHS). The Government has produced a [Mental Health strategy](#) that is used to support professionals. Our School is committed to working alongside the Government's response to the consultation for transforming children and young people's mental health provision.

#### 6.1.6 FABRICATED OR INDUCED ILLNESS

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/277314/Safeguarding\\_Children\\_in\\_whom\\_illness\\_is\\_fabricated\\_or\\_induced.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277314/Safeguarding_Children_in_whom_illness_is_fabricated_or_induced.pdf)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/508847/Mental\\_Health\\_and\\_Behaviour\\_-\\_advice\\_for\\_Schools\\_160316.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/508847/Mental_Health_and_Behaviour_-_advice_for_Schools_160316.pdf)

<http://www.youngminds.org.uk/>

<https://www.gov.uk/government/publications/the-mental-health-strategy-for-england>

There are three main ways that a carer could fabricate or induce illness in a child. These are not mutually exclusive and include:

- fabrication of signs and symptoms. This may include fabrication of past medical history;
- fabrication of signs and symptoms and falsification of hospital charts and records, and specimens of bodily fluids. This may also include falsification of letters and documents;
- induction of illness by a variety of means.

If we are concerned that a child may be suffering from fabricated or induced illness we will follow the established procedures of the Hampshire Safeguarding Children Board.

#### 6.1.7 SUBSTANCE MISUSE INCLUDING ALCOHOL AND DRUGS

Substance misuse applies to the misuse of alcohol as well as 'problem drug use', defined by the Advisory Council on the Misuse of Drugs as drug use which has: 'serious negative consequences of a physical, psychological, social and interpersonal, financial or legal nature for users and those around them. Swaythling is also aware that Hazing can be linked to substance misuse through Peer abuse.

[http://4lscb.proceduresonline.com/southampton/p\\_ch\\_par\\_misuse\\_subs.html](http://4lscb.proceduresonline.com/southampton/p_ch_par_misuse_subs.html)

<https://www.gov.uk/government/publications/drugs-advice-for-schools>

<http://www3.hants.gov.uk/education/hias/drug-and-alcohol/resources-for-schools.htm>

The school works to a separate drug policy linked to the school website and acknowledges and incorporates the inclusion of [The Psychoactive Substances Act 2016](#)

### 6.1.8 PARENTAL SUBSTANCE MISUSE

Parental substance misuse of drugs or alcohol becomes relevant to child protection when substance misuse and personal circumstances indicate that their parenting capacity is likely to be seriously impaired or that undue caring responsibilities are likely to be falling on a child in the family.

For children the impact of parental substance misuse can include:

- Inadequate food, heat and clothing for children (family finances used to fund adult's dependency)
- Lack of engagement or interest from parents in their development, education or wellbeing
- Behavioural difficulties- inappropriate display of sexual and/or aggressive behaviour
- Bullying (including due to poor physical appearance)
- Isolation – finding it hard to socialise, make friends or invite them home
- Tiredness or lack of concentration
- Child talking of or bringing into school drugs or related paraphernalia
- Injuries /accidents (due to inadequate adult supervision )
- Taking on a caring role
- Continued poor academic performance including difficulties completing homework on time
- Poor attendance or late arrival

These behaviours themselves do not indicate that a child's parent is misusing substances, but should be considered as indicators that this may be the case. If staff believe that a child is living with parental substance misuse, this will be reported to the designated safeguarding lead for referral to be considered for children's social care.

### 6.1.9 SUBSTANCE MISUSE INCLUDING ALCOHOL AND DRUGS – CHILDREN

The school recognises that young people need good quality education about lawful and unlawful substances. We will ensure that students are given accurate information, understand the consequences of misuse, and are taught the skills to avoid becoming involved with drugs and other substances through the curriculum and individual needs.

<https://nolimitshelp.org.uk/get-help/drugs-and-alcohol/>

<https://www.gov.uk/government/publications/drugs-advice-for-schools>

For the purposes of School Policy, the term 'Drug' is used to include:

- Illegal substances
- Substances which are legal but can be misused

## 6.2 CHILDREN MISSING FROM EDUCATION

Local guidance can be found in the new School Improvement website (Dec 2016) within the documents titled "CME guidance for schools" published by SCC, "CME procedures" published by SCC

"Children Missing Education, statutory guidance for local authorities" September 2016

<https://www.gov.uk/government/publications/school-attendance>

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/395138/Children\\_missing\\_education\\_Statutory\\_guidance\\_for\\_local\\_authorities.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/395138/Children_missing_education_Statutory_guidance_for_local_authorities.pdf)

- Patterns of children missing education can be an indicator of either abuse or safeguarding risks. A relatively short length of time a child is missing does not reduce risk of harm to that child, and all absence or non-attendance should be considered with other known factors or concerns.
- DSLs and staff should consider:
  - Missing lessons:
    - Are there patterns in the lessons that are being missed? Is this more than avoidance of a subject or a teacher? Does the child remain on the school site or are they absent from the site?
    - Is the child being sexually exploited during this time?

- Are they late because of a caring responsibility?
  - Have they been directly or indirectly affected by substance misuse?
  - Are other pupils routinely missing the same lessons, and does this raise other risks or concerns?
  - Is the lesson being missed one that would cause bruising or injuries to become visible?
- Single missing days:
    - Is there a pattern in the day missed? Is it before or after the weekend suggesting the child is away from the area? Are there specific lessons or members of staff on these days?
    - Is the parent informing the school of the absence on the day?
    - Are missing days reported back to parents to confirm their awareness?
    - Is the child being sexually exploited during this day?
    - Do the parents appear to be aware?
    - Are the pupil's peers making comments or suggestions as to where the pupil is at?
  - Continuous missing days:
    - Has the school been able to make contact with the parent? Is medical evidence being provided? Are siblings attending school (either our or local schools)?
    - Did we have any concerns about radicalisation, FGM, forced marriage, honour based violence, sexual exploitation?
    - Have we had any concerns about physical or sexual abuse?
- The school will view absence as both a safeguarding issue and an educational outcomes issue. The school may take steps that could result in legal action for attendance, or a referral to children's social care, or both.

#### HOW TO NOTIFY THE LOCAL AUTHORITY OF REMOVAL FROM ROLL

The local authority has recently re-issued detailed operational guidance to schools on steps that must be taken prior to removal from roll to ensure that removal from roll is lawful and that steps have been taken that will highlight any safeguarding concerns. Copies are available from the Children Missing Education Officer, and on [www.youngsouthampton.gov.uk](http://www.youngsouthampton.gov.uk).

#### 6.2.1 TRAFFICKED CHILDREN

Some children may have been illegally brought into the UK for the purposes of commercial gain, for example as domestic servants or forced labour. They will be heavily controlled by their exploiters and likely to be moved frequently in order to avoid detection by the authorities. To avoid suspicion, traffickers may enrol a child on entry to the UK posing as a family member but remove the child from school shortly after. Schools need to be aware of any child who suddenly "disappears" off the school roll with no prior explanation, or applications for a place at the school for several unrelated children from the same address. Any concerns about a child should be notified to CFSC.

Further details can be found in the Camden Safeguarding Children Board guidance on child trafficking. [http://cscb.org.uk/downloads/policies\\_guidance/local/ChildTrafficking.pdf](http://cscb.org.uk/downloads/policies_guidance/local/ChildTrafficking.pdf) and [Southampton MET Plan 2018](#)

Within the local area, the acronym MET is used to identify all children who are missing; believed to be at risk of or being sexually exploited; or who are at risk of or are being trafficked. Given the close links between all of these issues, there has been a considered response to join all three issues so that cross over of risk is not missed. At our school the procedures for MET are to if possible, complete the SERAF form in line with City Policy to help identify and assess the risks. Swaythling DSL would then immediately report any concerns to the CSE Hub for Southampton, MASH and / or Police as necessary.

[https://www.barnardos.org.uk/what\\_we\\_do/our\\_work/trafficked\\_children.htm](https://www.barnardos.org.uk/what_we_do/our_work/trafficked_children.htm)

Human trafficking is defined by the UNHCR in respect of children as a process that is a combination of:

- Movement (including within the UK);
- For the purpose of exploitation
- Any child transported for exploitative reasons is considered to be a trafficking victim.

There is significant evidence that children (both of UK and other citizenship) are being trafficked internally within the UK and this is regarded as a more common form of trafficking in the UK.

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

- Shows signs of physical or sexual abuse, and/or has contracted a sexually transmitted infection or has an unwanted pregnancy;
- Has a history with missing links and unexplained moves;
- Is required to earn a minimum amount of money every day;
- Works in various locations;
- Has limited freedom of movement;
- Appears to be missing for periods;
- Is known to beg for money;
- Is being cared for by adult/s who are not their parents and the quality of the relationship between the child and their adult carers is not good;
- Is one among a number of unrelated children found at one address;
- Has not been registered with or attended a GP practice;
- Is excessively afraid of being deported.

For those children who are internally trafficked within the UK indicators include:

- Physical symptoms (bruising indicating either physical or sexual assault);
- Prevalence of a sexually transmitted infection or unwanted pregnancy;
- Reports from reliable sources suggesting the likelihood of involvement in sexual exploitation / the child has been seen in places known to be used for sexual exploitation;
- Evidence of drug, alcohol or substance misuse;
- Being in the community in clothing unusual for a child i.e. inappropriate for age, or borrowing clothing from older people;
- Relationship with a significantly older partner;
- Accounts of social activities, expensive clothes, mobile phones or other possessions with no plausible explanation of the source of necessary funding;
- Persistently missing, staying out overnight or returning late with no plausible explanation;
- Returning after having been missing, looking well cared for despite having not been at home;
- Having keys to premises other than those known about;
- Low self- image, low self-esteem, self-harming behaviour including cutting, overdosing, eating disorder, promiscuity;
- Truancy / disengagement with education;
- Entering or leaving vehicles driven by unknown adults;
- Going missing and being found in areas where the child or young person has no known links; and/or
- Possible inappropriate use of the internet and forming on-line relationships, particularly with adults.

These behaviours themselves do not indicate that a child is being trafficked, but should be considered as indicators that this may be the case. If staff believe that a child is being trafficked, this will be reported to the designated safeguarding lead for referral to be considered to children's social care.

### 6.3 CHILDREN AT RISK OF SEXUAL EXPLOITATION (CSE)

Child sexual exploitation describes situations where a young person takes part in sexual activity either under duress or in return for goods, food or accommodation. It normally takes place in the context of an exploitative relationship where there is a power imbalance between the young person and their abuser, for example a much older boyfriend. Often, the young person is not aware that they are being abused, but a feature of the exploitation is that the young person cannot be said to have given proper consent. In order to protect these young people, schools need to make appropriate referrals to CFSC.

<http://paceuk.info/>

<https://ceop.police.uk/>

[http://www.barnardos.org.uk/what\\_we\\_do/our\\_projects/sexual\\_exploitation.htm](http://www.barnardos.org.uk/what_we_do/our_projects/sexual_exploitation.htm)

[http://www.local.gov.uk/safeguarding-children/-/journal\\_content/56/10180/3790391/ARTICLE](http://www.local.gov.uk/safeguarding-children/-/journal_content/56/10180/3790391/ARTICLE)

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/child-sexual-exploitation/>

1. Sexual exploitation of children is not limited by the age of consent and can occur up until the age of 18. CSE involves children being in situations, contexts or relationships where they (or a third person) receive 'something' as a result of them performing sexual activities. The something can include food, accommodation, drugs, alcohol, cigarettes, affection, gifts, or money.
2. Child sexual exploitation can happen via technology without the child's being aware; for example, being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain.
3. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.
4. Indicators a child may be at risk of CSE include:
  - going missing for periods of time or regularly coming home late;
  - regularly missing school or education or not taking part in education;
  - appearing with unexplained gifts or new possessions;
  - associating with other young people involved in exploitation;
  - having older boyfriends or girlfriends;
  - suffering from sexually transmitted infections;
  - mood swings or changes in emotional wellbeing;
  - drug and alcohol misuse; and
  - displaying inappropriate sexualised behaviour.
5. CSE can happen to a child of any age, gender, ability or social status. Often the victim of CSE is not aware that they are being exploited and do not see themselves as a victim.
6. As a school we educate all staff in the signs and indicators of sexual exploitation. We use the sexual exploitation risk assessment form (SERAF) and associated guidance to identify pupils who are at risk and the DSL will share this information as appropriate with children's social care.
7. We recognise that we may have information or intelligence that could be used to both protect children and prevent risk. Any relevant information that we have will be shared on the community partnership information (CPI) form.

## 6.4 MISSING, EXPLOITED AND TRAFFICKED CHILDREN (MET)

<http://southamptonlscb.co.uk/wp-content/uploads/2014/05/4LSCB-MET-protocol.pdf>

<http://southamptonlscb.co.uk/wp-content/uploads/2014/05/MET-Plan-2014.pdf>

1. Within the local area, the acronym MET is used to identify all children who are missing; believed to be at risk of or being sexually exploited; or who are at risk of or are being trafficked. Given the close links between all of these issues, there has been a considered response to join all three issues so that cross over of risk is not missed.

Some children may already be in exploitative sexual relationships, others may be being groomed. In particular, schools should be aware of pupils who are truanting, who have unexplained expensive goods and clothes or who talk about a much older sexual partner.

## 6.5 CHILDREN AT RISK OF FEMALE GENITAL MUTILATION (FGM)

<http://southamptonlscb.co.uk/wp-content/uploads/2012/10/4LSCB-flowchart.pdf>

[www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information](http://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information)  
<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

FGM is a cultural practice that involves a procedure to remove part or all of a young girl's female genital organs. UK law regards FGM as violence against women and girls and forbids the practice in the UK or the removal of a woman or girl to another country for the purpose of carrying out the procedure.

The practice of FGM can be found mainly amongst communities from sub-Saharan Africa but can also be practised in communities from the Middle East and Asia. The procedure can be carried out at any age from birth onwards but the average age tends to be 10 to 12 years. The practice can have negative health consequences for the girl both in the short and long term. Schools need to be aware of girls who are at risk of FGM or have been abused through FGM.

For those at risk, schools should be aware of family plans to take the girl out of the UK for a prolonged period. If there is good reason to suspect that the child may be about to have the procedure, schools should contact CFSC without notifying parents.

For girls who have already had the procedure, schools should be aware of girls returning from a long period abroad and any noticeable changes in behaviour or health difficulties related to this. Any concerns should be referred to CFSC immediately, especially if the girl has younger female siblings.

Schools can get more information on this subject from the multi-agency practice guidance available on the Southampton Safeguarding Children Board website. (<http://southamptonlscb.co.uk/>)

Concerns relating to this need to be immediately discussed with the designated Lead who will then call MASH for advice before taking the next appropriate step to secure the safety of the child.

All staff will complete the Home Office training in addition to school provision- <https://www.fgmelearning.co.uk/>

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 has no health benefits and harms girls and women in many ways. It involves removing and damaging healthy and normal female genital tissue, and hence interferes with the natural function of girls' and women's bodies.

The age at which girls undergo FGM varies enormously according to the community. **The procedure may be carried out when the girl is new-born, during childhood or adolescence, just before marriage or during the first pregnancy.** However, the majority of cases of FGM are thought to take place between the ages of 5 and 8 and therefore girls within that age bracket are at a higher risk.

FGM is illegal in the UK. On the 31 October 2015, it became mandatory for teachers to report known cases of FGM to the police. In these situations, the DSL and/or head will be informed and that the member of teaching staff has called the police to report suspicion that FGM has happened.

**At no time will staff examine pupils to confirm FGM concerns.** For cases where it is believed that a girl may be vulnerable to FGM or there is a concern that she may be about to be genitally mutilated the staff will inform the DSL who will report it as with any other child protection concern.

## **BREAST IRONING**

Much like FGM, Breast Ironing is a harmful cultural practice and is child abuse. Professionals working with children and young people must be able to identify the signs and symptoms of girls who are at risk of or have undergone breast ironing. Similarly to FGM, breast ironing is classified as physical abuse therefore Swaythling Primary Southampton Local Safeguarding Children's Board Procedures.

Breast Ironing also known as “Breast Flattening” is the process whereby young pubescent girls breasts are ironed, massaged and/or pounded down through the use of hard or heated objects in order for the breasts to disappear or delay the development of the breasts entirely.

It is believed that by carrying out this act, young girls will be protected from harassment, rape, abduction and early forced marriage and therefore be kept in education. The custom uses large stones, a hammer or spatulas that have been heated over scorching coals to compress the breast tissue of girls as young as 9 years old. Those who derive from richer families may opt to use an elastic belt to press the breasts so as to prevent them from growing. The mutilation is a traditional practice from Cameroon designed to make teenage girls look less "womanly" and to deter unwanted male attention, pregnancy and rape.

There is no specific law within the UK around Breast Ironing, however it is a form of physical abuse and if professionals are concerned a child may be at risk of or suffering significant harm they must refer.

**Risks:** The girl generally believes that the practice is being carried out for her own good and she will often remain silent. Young pubescent girls usually aged between 9 – 15 years old and from practising communities are most at risk of breast ironing. Indicators Breast ironing is a well-kept secret between the young girl and her mother. Often the father remains completely unaware. Some indicators that a girl has undergone breast ironing are as follows:

- Unusual behaviour after an absence from school or college including depression, anxiety, aggression, withdrawn etc;
- Reluctance in undergoing normal medical examinations;
- Some girls may ask for help, but may not be explicit about the problem due to embarrassment or fear;
- Fear of changing for physical activities due to scars showing or bandages being visible.

**At no time will staff examine pupils to confirm Breast Ironing concerns.** For cases where it is believed that a girl may be vulnerable to BI staff will inform the DSL who will report it as with any other child protection concern.

## 6.6 GENDER BASED VIOLENCE / VIOLENCE AGAINST WOMEN AND GIRLS

<https://www.gov.uk/government/policies/violence-against-women-and-girls>

The government have a strategy looking at specific issues that women and girls face. Within the context of this safeguarding policy the following sections are how we respond to violence against girls. Female genital mutilation, forced marriage, honour based violence and teenage relationship abuse all fall under this strategy.

## 6.7 Sexual violence and sexual harassment between pupil in schools and colleges

[Sexual Violence and Sexual harassment between children in Schools \(DFE May 18\)](#)

In our school all adults are expected to make it clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up. This will be through the examples staff set as role models to our pupils as well as through PSHE and application of the behaviour policy and code of conduct.

Adults are expected to:

- not tolerate or dismiss sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”;
- challenge behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting up skirts.
- understand that all of the above can be driven by wider societal factors beyond the school and college, such as everyday sexist stereotypes and everyday sexist language. This is why a whole school/college approach (especially preventative education) as described in Part 3 of recent government advice (hyperlink above) is important.
- recognise that pupils with SEN are three times more likely to be abused and ensure they have awareness of pupil behaviours that may be inappropriate towards pupils with SEN
- recognise that allegations of sexual violence or sexual harassment are likely to be complex and will require difficult professional decisions to be made. The DSL must be notified without delay and decisions made on a

case-by-case basis. As with other disclosures the person disclosing must be able to disclose the information in a supportive environment with clear record of factual information made as soon after the disclosure as possible. The same procedures should be followed as set out in the child protection policy.

Where information includes an online element staff including the DSL must be aware of the searching, screening and confiscation advice for schools and UKCCIS sexting advice for schools and college. A risk assessment must be made following the disclosure by the DSL on a case-by-case basis this may need to be amended once other agencies become involved. The DSL will report to children's social care through MASH, and this will be in conjunction with the police. Parents/carers will be informed unless there is a compelling reason not to, such as safety of the child. The police will advise what information can or should be shared.

There may need to be a temporary revision of education arrangements including class moves, arrangements for arriving and leaving school and at break times to ensure that both pupils are supported in continuing their education whilst any investigation is carried out.

Swaythling procedures in line with [Keeping Safe in Education for Child on Child Sexual Violence and Sexual Harassment](#) (pg.63 to 75) is located within the Appendix

## 6.8 CHILDREN AT RISK OF FORCED MARRIAGE

Any young person who is being forced into a marriage that they do not consent to will be the victim of child abuse and should be protected. They are likely to be in conflict with their family and may have little trust of adults, especially those from their own community. The family may have made plans to take the young person abroad for the marriage and once this has happened, it becomes more difficult for the authorities in the UK to intervene.

The Forced Marriage Unit of the Foreign and Commonwealth Office has issued guidance for agencies on what action to take when there is reasonable cause to believe a young person may be being forced into marriage. Where schools are concerned or aware that a young person is about to be taken out of the UK for the purposes of a forced marriage, they should notify CFSC immediately.

The family should not be notified or approached in any way. Schools should remain aware of a family's plans to go overseas for a period of time, and also if an older sibling has been known to have been forced to marry.

Forced marriage - <https://www.gov.uk/guidance/forced-marriage>

Concerns will be shared with designated Lead and information will be shared with MASH either through referral or anonymous request for advice.

- In the case of children: *'a forced marriage is a marriage in which one or both spouses cannot consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure.'*
- The school acknowledges that forced marriage is different to arranged marriage. In developing countries 11% of girls are married before the age of 15. One in 3 victims of forced marriage in the U.K. are under 18.
- It is important that all members of staff recognise the presenting symptoms, how to respond if there are concerns and where to turn for advice. Advice and help can be obtained nationally through the Forced Marriage Unit and locally through the local police safeguarding team or children's social care.
- Policies and practices in this school reflect the fact that while all members of staff, including teachers, have important responsibilities with regard to pupils who may be at risk of forced marriage, teachers and school leaders should not undertake roles in this regard that are most appropriately discharged by other children's services professionals such as police officers or social workers.

### ***Characteristics that may indicate forced marriage***

- While individual cases of forced marriage, and attempted forced marriage, are often very particular, they are likely to share a number of common and important characteristics, including:

- an extended absence from school/college, including truancy;
  - a drop in performance or sudden signs of low motivation;
  - excessive parental restriction and control of movements;
  - a history of siblings leaving education to marry early;
  - poor performance, parental control of income and students being allowed only limited career choices;
  - evidence of self-harm, treatment for depression, attempted suicide, social isolation, eating disorders or substance abuse; and/or
  - evidence of family disputes/conflict, domestic violence/abuse or running away from home.
- On their own, these characteristics may not indicate forced marriage. However, it is important to be satisfied that where these behaviours occur, they are not linked to forced marriage. It is also important to avoid making assumptions about an individual pupil's circumstances or act on the basis of stereotyping. For example, an extended holiday may be taken for entirely legitimate reasons and may not necessarily represent a pretext for forced marriage.

## 6.9 YOUNG PEOPLE AT RISK OF EXTREMISM / PREVENTING RADICALISATION AND EXTREMISM

[www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty](http://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty)

<http://southamptonlscb.co.uk/key-documents/prevent-guidance/>

<http://www.hampshire.police.uk/internet/advice-and-information/safe4me/Safe4me+Prevent>

Staff need to be aware of any pupils who may be in contact with or being targeted by violent extremists. If there is evidence that a pupil is becoming deeply enmeshed in the extremist narrative, schools should seek advice.

The school uses the following accepted Governmental definition of extremism which is: 'Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas.'

Radicalisation: 'Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.'

There is no place for extremist views of any kind in our school, whether from internal sources – pupils, staff or governors – or external sources – school community, external agencies or individuals.

Our pupils see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens. As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in this Policy.

We also recognise that if we fail to challenge extremist views we are failing to protect our pupils.

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way. For these reasons, the school will:

- Provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalized.
- Raise awareness that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet.
- Ensure that network/internet filtering is in place to protect users from inappropriate material.

- Ensure that any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and where appropriate dealt with in line with our Behaviour and Discipline Policy for pupils and the Safer Working Practices.
  - Where misconduct by a teacher is proven, the matter will be referred to the National College for Teaching and Leadership for their consideration as to whether to a Prohibition Order is warranted.
  - Risk assess to understand the general risks affecting children in the context of locality and to identify specifically vulnerable individuals at risk and the appropriate support.

As part of wider safeguarding responsibilities school staff will be alert to:

- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where pupils have not actively sought these out.
- Non-violent extremism.
- Graffiti symbols, writing or art work promoting extremist messages or images.
- Pupils accessing extremist material online, including through social networking sites.
- Parental reports of changes in behaviour, friendship or actions and requests for assistance.
- Partner schools, local authority services, and police reports of issues affecting pupils in other schools or settings.
- Pupils voicing opinions drawn from extremist ideologies and narratives.
- Use of extremist or 'hate' terms to exclude others or incite violence.
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture.
- Attempts to impose extremist views or practices on others.
- Anti-Western or Anti-British views.

#### REPORTING PROCEDURES:

All concerns should be reported immediately to the school's Prevent Lead or Headteacher.

Our school will closely follow the locally agreed procedure as set out by the Prevent Training in Hampshire and Southampton and/or the Safeguarding Children Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation. The person to contact for Prevent is: Kate Vincent

The prevent duty requires that all staff are aware of the signs that a child maybe vulnerable to radicalisation. The risks will need to be considered for political; environmental; animal rights; or faith based extremism that may lead to a child becoming radicalised. All staff have received prevent WRAP training/undertaken e-learning/received awareness training yearly in order that they can identify the signs of children being radicalised. This is recorded as a part of the schools monitoring of the reading and understanding of policies.

We also ensure and record that any hirer has appropriate awareness of safeguarding issues and how to contact the Multi-agency safeguarding hub or Police with any concerns, including regarding radicalisation and extremist views or material. There is a record of this awareness.

As part of the preventative process resilience to radicalisation will be built through the promotion of fundamental British values through the curriculum.

Any child who is considered vulnerable to radicalisation will be referred by the DSL to Hampshire children's social care, where the concerns will be considered in the MASH process. If the police prevent officer considers the information to be indicating a level of risk a "channel panel" will be convened and the school will attend and support this process.

## 6.10 CHILDREN WHO RUN AWAY

Running away is a dangerous activity that puts children at risk. Schools need to be aware of the Southampton guidance on missing children so that staff are clear of their role in helping to locate missing children and actions the school can take to help them reintegrate into school on their return.

If schools are worried about a child or young person who is thinking about running away, they can refer the young person to the Barnardo's project on 020 7700 2253 for support to help them to deal with issues and stop them running away.

Schools should also be aware that going missing is an indicator of other issues, such as child sexual exploitation, gang activity and trafficking.

## 6.11 CHILD MISSING FROM HOME OR CARE

<https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care>

<http://www.childrensociety.org.uk/what-we-do/policy-and-lobbying/children-risk/runaways>

1. Children who run away from home or from care, provide a clear behavioural indication that they are either unhappy or do not feel safe in the place that they are living. Research shows that children run away from conflict or problems at home or school, neglect or abuse, or because children are being groomed by predatory individuals who seek to exploit them. Many run away on numerous occasions.
2. The association of chief police officers has provided the following definitions and guidance:
  - *“Missing person is: ‘Anyone whose whereabouts cannot be established and where the circumstances are out of character or the context suggests the person may be the subject of crime or at risk of harm to themselves or another.’*
  - *An absent person is: ‘A person not at a place where they are expected or required to be.’*
  - *All cases classified as ‘missing’ by the police will receive an active police response – such as deployment of police officers to locate a child. Cases where the child was classified as ‘absent’ will be recorded by the police and risk assessed regularly but no active response will be deployed.*
  - *The absent case will be resolved when a young person returns or new information comes to light suggesting that he/she is at risk. In the latter instance, the case is upgraded to ‘missing’.*
3. Within any case of children who are missing both push and pull factors will need to be considered. Push factors include:
  - Conflict with parents/carers
  - Feeling powerless
  - Being bullied/abused
  - Being unhappy/not being listened to
  - The Toxic Trio
4. Pull factors include:
  - Wanting to be with family/friends
  - Drugs, money and any exchangeable item
  - Peer pressure
  - For those who have been trafficked into the United Kingdom as unaccompanied asylum seeking children there will be pressure to make contact with their trafficker
5. As a school we will inform all parents of children who are absent (unless the parent has informed us). If the parent is also unaware of the location of their child, and the definition of missing is met, we will either support the parent to/directly contact the police to inform them.

## 6.12 Child criminal exploitation: county lines

[County Lines: Criminal Exploitation of children and vulnerable adults \(Home Office Guidance\)](#)

We recognise that criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity- drug networks or gangs groom and exploit children and young people to carry

drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:

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

Any person in our school who has concerns that may include criminal exploitation of a child should report their concern to the DSL without delay. The DSL will contact the multi-agency safeguarding hub for advice.

### 6.13 GANGS AND YOUTH VIOLENCE INCLUDING ACROSS COUNTY LINES

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/418131/Preventing\\_youth\\_violence\\_and\\_gang\\_involvement\\_v3\\_March2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf)

[http://4lscb.proceduresonline.com/southampton/p\\_ch\\_affected\\_gang\\_act.html](http://4lscb.proceduresonline.com/southampton/p_ch_affected_gang_act.html)

The vast majority of young people will not be affected by serious violence or gangs. However, where these problems do occur, even at low levels there will almost certainly be a significant impact.

As a school we have a duty and a responsibility to protect our pupils. It is also well established that success in learning is one of the most powerful indicators in the prevention of youth crime. Dealing with violence also helps attainment. While pupils generally see educational establishments as safe places, even low levels of youth violence can have a disproportionate impact on any education.

Primary schools are also increasingly recognised as places where early warning signs that younger children may be at risk of getting involved in gangs can be spotted. Crucial preventive work can be done within school to prevent negative behaviour from escalating and becoming entrenched.

As a school we will:

- develop skills and knowledge to resolve conflict as part of the curriculum;
- challenge aggressive behaviour in ways that prevent the recurrence of such behaviour;
- understand risks for specific groups, including those that are gender-based, and target interventions;
- safeguard, and specifically organise child protection, when needed;
- make referrals to appropriate external agencies;
- carefully manage individual transitions between educational establishments, especially into Pupil Referral Units (PRUs) or alternative provision; and
- work with local partners to prevent anti-social behaviour or crime.

### 6.14 PREJUDICE BASED ABUSE

Prejudice based abuse or hate crime is any criminal offence which is perceived by the victim or any other person to be motivated by a hostility or prejudice based on a person's real or perceived:

- Disability
- Race
- Religion
- Gender identity
- Sexual orientation

Although this sort of crime is collectively known as 'Hate Crime' the offender doesn't have to go as far as being motivated by 'hate', they only have to exhibit 'hostility'. This can be evidenced by:

- threatened or actual physical assault
- derogatory name calling, insults, for example racist jokes or homophobic language
- hate graffiti (e.g. on school furniture, walls or books)
- provocative behaviour e.g. wearing of badges or symbols belonging to known right wing, or extremist organisations

- distributing literature that may be offensive in relation to a protected characteristic
- verbal abuse
- inciting hatred or bullying against pupils who share a protected characteristic
- prejudiced or hostile comments in the course of discussions within lessons
- teasing in relation to any protected characteristic e.g. sexuality, language, religion or cultural background
- refusal to co-operate with others because of their protected characteristic, whether real or perceived
- expressions of prejudice calculated to offend or influence the behaviour of others
- attempts to recruit other pupils to organisations and groups that sanction violence, terrorism or hatred.

As a school we will respond by:

- clearly identifying prejudice based incidents and hate crimes and monitor the frequency and nature of them within the school
- taking preventative action to reduce the likelihood of such incidents occurring
- recognising the wider implications of such incidents for the school and local community
- providing regular reports of these incidents to the Governing Body
- ensuring that staff are familiar with formal procedures for recording and dealing with prejudice based incidents and hate crimes
- dealing with perpetrators of prejudice based abuse effectively
- supporting victims of prejudice based incidents and hate crimes

## 6.15 Multi-agency Public Protection Arrangements

Where the school is made aware of a parent or person who will visit the school who has a conviction that is subject to MAPPA the school will proactively seek a confidential discussion with the individual or agencies to ensure that any necessary adjustments can be put into place with immediate effect so as to ensure safety of all.

## 6.16 BULLYING

[http://4lscb.proceduresonline.com/chapters/p\\_bullying.html](http://4lscb.proceduresonline.com/chapters/p_bullying.html)

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

<http://www3.hants.gov.uk/childrens-services/childrenandyoungpeople/bullying.htm>

The school works to a separate bullying policy published on our website.

## 6.17 FAITH ABUSE

<https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>

[http://www.proceduresonline.com/4lscb/southampton/p\\_faith\\_belief.html?zoom\\_highlight=faith+abuse](http://www.proceduresonline.com/4lscb/southampton/p_faith_belief.html?zoom_highlight=faith+abuse)

The number of known cases of child abuse linked to accusations of “possession” or “witchcraft” is small, but children involved can suffer damage to their physical and mental health, their capacity to learn, their ability to form relationships and to their self-esteem. Such abuse generally occurs when a carer views a child as being “different”, attributes this difference to the child being “possessed” or involved in “witchcraft” and attempts to exorcise him or her.

A child could be viewed as “different” for a variety of reasons such as, disobedience; independence; bed-wetting; nightmares; illness; or disability. There is often a weak bond of attachment between the carer and the child. There are various social reasons that make a child more vulnerable to an accusation of “possession” or “witchcraft”. These include family stress and/or a change in the family structure. The attempt to “exorcise” may involve severe beating, burning, starvation, cutting or stabbing and isolation, and usually occurs in the household where the child lives.

If the school become aware of a child who is being abused in this context, the DSL will follow the normal referral route in to children’s social care.

## 6.18 HATE CRIME

These are incidents or offences which are motivated by hostility, prejudice or hatred towards someone's actual or perceived:

- colour of skin, race, ethnicity, nationality and/or national origin
- disability
- sexual orientation
- faith, religion or belief
- gender or gender identity
- age

## 6.19 MATE CRIME AND PEER ON PEER ABUSE

<http://www.hampshire.police.uk/internet/advice-and-information/abuse-against-the-person/hate-crime>

<http://arcuk.org.uk/safetynet/examples-of-mate-crime/>

<http://arcuk.org.uk/safetynet/files/2012/08/Friend-or-Fake-Booklet.pdf>

Mate crime is a rapidly increasing problem across the country and is defined as:

*“the exploitation, abuse or theft from any vulnerable person by those they consider to be their friends. Those that commit such abuse or theft are often referred to as 'fake friends'.” Mate crime is most prevalent when the victim suffers with a mental disability and is especially common when that disability is Autism or Asperger’s. Please see the links below for some useful guidance on how to spot, and how to deal with mate crime (Hampshire Constabulary is not responsible for the content of external sites)*

Staff training will ensure that peer to peer abuse will be recorded and investigated as with any Safeguarding concerns. This will include consideration of the wishes of the victim, nature of the incident including whether a crime has been committed and harm caused, ages of the children, gendered nature, developmental stages of the children, power imbalance between the children, any previous incidents, on going risks, other related issues or wider contexts.

These will be managed in 3 ways:

1. Monitored and managed internally
2. Early help intervention
3. Referral to MASH or the Police

Peer to Peer abuse may take the forms of;

- sexual violence and sexual harassment.
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexting (also known as youth produced sexual imagery)
- initiation/hazing type violence and rituals.

## **E-Safety and Social Media (links to school E-safety Policy and Anti Bullying Policy)**

### 6.20 SOCIAL MEDIA

<http://southamptonscb.co.uk/professionals/policies-and-guidance/>

<https://www.thinkuknow.co.uk/Teachers/Resources/>

<https://360safe.org.uk/>

<http://www.childnet.com/search-results/?keywords=social%20networking>

<http://www.kidsmart.org.uk/socialnetworking/>

[https://www.lgfl.net/SearchResults.aspx?find=social media](https://www.lgfl.net/SearchResults.aspx?find=social%20media)

With the current speed of on-line change, some parents and carers have only a limited understanding of online risks and issues. Parents may underestimate how often their children come across potentially harmful and inappropriate material on the internet and may be unsure about how to respond. Some of the risks could be:

unwanted contact

grooming

online bullying including sexting

digital footprint

information accessed beyond a child's ability to comprehend or understand

The school will therefore seek to provide information and awareness to both pupils and their parents through:

Acceptable use agreements for children, teachers, parents/carers and governors

Curriculum activities involving raising awareness around staying safe online

Information included in letters, newsletters, web site,

Parents evenings / sessions

High profile events / campaigns e.g. Safer Internet Day

Building awareness around information that is held on relevant web sites and or publications

Social media policy for pupils, parents and staff

Ensuring the safeguards in place for the school electronic systems are effective and monitored for any threats to safety

## 6.21 CYBERBULLYING

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/374850/Cyberbullying\\_Advice\\_for\\_Headteachers\\_and\\_School\\_Staff\\_121114.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf)

<http://www.hampshire.police.uk/internet/asset/f0db2eea-0e3c-4fb4-b98c-e3fa681b860P/primary-social-networking-cyber-bullying>

- Central to the School's anti-bullying policy should be the principle that '*bullying is always unacceptable*' and that '*all pupils have a right not to be bullied*'.
- The school should also recognise that it must take note of bullying perpetrated outside school which spills over into the school and so we will respond to any cyber-bullying we become aware of carried out by pupils when they are away from the site.
- Cyber-bullying is defined as "an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend himself/herself."
- By cyber-bullying, we mean bullying by electronic media:
  - Bullying by texts or messages or calls on mobile phones
  - The use of mobile phone cameras to cause distress, fear or humiliation
  - Posting threatening, abusive, defamatory or humiliating material on websites, to include blogs, personal websites, social networking sites
  - Using e-mail to message others
  - Hijacking/cloning e-mail accounts
  - Making threatening, abusive, defamatory or humiliating remarks in on-line forums

Cyber-bullying may be at a level where it is criminal in character. It is unlawful to disseminate defamatory information in any media including internet sites. Section 127 of the Communications Act 2003 makes it an offence to send, by public means of a public electronic communications network, a message or other matter that is grossly offensive or one of an indecent, obscene or menacing character. The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.

If we become aware of any incidents of cyberbullying, we will need to consider each case individually as to any criminal act that may have been committed. The school will pass on information to the police if it feels that it is appropriate or are required to do so.

## 6.22 YOUTH PRODUCED SEXUAL IMAGERY (SEXTING)

<https://www.thinkuknow.co.uk/Teachers/Resources/>

<http://www.hampshire.police.uk/internet/advice-and-information/safe4me/Safe4me+%27Sexting%27>

<https://www.ceop.police.uk/Media-Centre/Press-releases/2009/What-does-sexting-mean/>

'Sexting' often refers to the sharing of naked or 'nude' pictures or video through mobile phones and the internet. It also includes underwear shots, sexual poses and explicit text messaging.

While sexting often takes place in a consensual relationship between two young people, the use of sexted images in revenge following a relationship breakdown is becoming more commonplace. Sexting can also be used as a form of sexual exploitation and take place between strangers.

As the average age of first smartphone or camera enabled tablet is 6 years old, sexting is an issue that requires awareness raising across all ages.

The school will use age appropriate educational material to raise awareness, to promote safety and deal with pressure. Parents should be aware that they can come to the school for advice.

## 6.23 GAMING

<http://www.saferinternet.org.uk/advice-centre/teachers-and-professionals>

<http://www.childnet.com/search-results/?keywords=gaming>

<http://www.kidsmart.org.uk/games/>

<http://www.lqfl.net/esafety/Pages/Primary-resource-matrix.aspx>

Online gaming is an activity that the majority of children and many adults get involved in. The school will raise awareness:

By talking to parents and carers about the games their children play and help them identify whether they are appropriate.

By support parents in identifying the most effective way of safeguarding their children by using parental controls and child safety mode.

By talking to parents about setting boundaries and time limits when games are played.

By highlighting relevant resources.

## 6.24 ONLINE REPUTATION

<http://www.childnet.com/resources/online-reputation-checklist>

<http://www.saferinternet.org.uk/advice-centre/teachers-and-professionals/professional-reputation>

<http://www.kidsmart.org.uk/digitalfootprints/>

Online reputation is the opinion others get of a person when they encounter them online. It is formed by posts, photos that have been uploaded and comments made by others on people's profiles. It is important that children and staff are aware that anything that is posted could influence their future professional reputation. The majority of organizations and work establishments now check digital footprint before considering applications for positions or places on courses.

## 6.251 GROOMING

<http://www.saferinternet.org.uk/search/node/grooming>

<http://www.childnet.com/search-results/?keywords=grooming>

<http://www.internetmatters.org/issues/online-grooming/>

Online grooming is the process by which one person with an inappropriate sexual interest in children will approach a child online, with the intention of developing a relationship with that child, to be able to meet them in person and intentionally cause harm.

The school will build awareness amongst children and parents about ensuring that the child:

- Only has friends online that they know in real life

- Is aware that if they communicate with somebody that they have met online, that relationship should stay online

That parents should:

- Recognise the signs of grooming
- Have regular conversations with their children about online activity and how to stay safe online

The school will raise awareness by:

- Running sessions for parents
- Include awareness around grooming as part of their curriculum
- Identifying with both parents and children how they can be safeguarded against grooming

## 6.26 CHILD LOOKED AFTER (CLA)

All staff have a responsibility to keep all children safe. Staff need to be aware of the Looked after child's care arrangements including the levels of authority delegated to the carer by the authority looking after him or her. A previously looked after child potentially remains vulnerable and all staff will have the skills, knowledge and understanding to keep previously looked after children safe. A Swaythling we prioritise working with other agencies work to ensure prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

The Designated Safeguarding Lead will have all details of the child's social worker, the name of the Virtual School Head Teacher in the authority that looks after the child.

The Designated Teacher will ensure that they liaise with the relevant Virtual School and ensure that a personal education plan (PEP) is in place and regularly reviewed. Appropriate staff will have the information they need in relation to a child's looked after legal status and contact arrangements in place for the child.

Any concerns by staff will be raised to the designated teacher and DSL if different to then be escalated through appropriate channels within Social Care and with the Independent Reviewing Officer and kept a record of.

**The Designated Teacher for our school is: Kate Vincent**

**The name of the Virtual School Head Teacher in Southampton is Maria Anderson.**

## 6.27 PRIVATE FOSTERED CHILDREN

[http://www.proceduresonline.com/4lscb/southampton/p\\_ch\\_living\\_away.html?zoom\\_highlight=private+fostering](http://www.proceduresonline.com/4lscb/southampton/p_ch_living_away.html?zoom_highlight=private+fostering)

A privately fostered child is a child or young person aged up to 16 who is cared for by someone who is not a parent or close family member such as a grandparent, aunt, uncle or sibling, and where the care arrangement will last more than 28 days.

Private fostering is a private arrangement between parents and the carer and normally happens where parents are working or studying away or a child is sent to the UK to live with family friends or distant relatives.

In general, privately fostered children are well cared for but some arrangements may be a cover for trafficking. All private fostering arrangements must be notified to the local authority and Southampton has a duty to visit a privately fostered child in order to safeguard their welfare.

Schools have a legal duty to notify the local authority of any pupil they know to be privately fostered. Schools should contact the Fostering team.

## 6.28 YOUNG CARERS

Young carers are children who frequently take on responsibility for looking after parents or younger siblings, carrying out household tasks such as cleaning and cooking beyond what would normally be expected of a child of their age. This may be due to parental disability or ill health. Being a young carer can severely restrict a child's life and can lead to poor educational outcomes and social isolation. If schools have concerns about a pupil they believe to be a young carer, they

can contact Family Action on 020 7272 6933 for advice and can refer the pupil on for services and support. Further details can be found on the website. [www.family-action.org.uk](http://www.family-action.org.uk)

## 6.29 Children and the court system

Children are sometime required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds (Young witness booklet for [5 to 11 year olds](#) and [12-17 year olds](#)). These explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

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

If this situation arises for a child at Swaythling we will work with the relevant agencies and families to ensure that the child feels supported through the process and after through assessment on a case by case basis.

## 6.30 Children with family members in prison

[National Information Centre on Children of Offenders](#)

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children. If this occurs at Swaythling we will work together with the relevant agencies including NICCO to ensure that the child is fully supported and actions can be taken to aim to mitigate the circumstances ensuring that all communication and access to information is fully adhered to.

## 6.31 PUPILS WITH MEDICAL CONDITIONS (IN SCHOOL) INCLUDING EMERGENCY EVACUATION.

[www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3](http://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3)

As a school we will make sure that sufficient staff are trained to support any pupil with a medical condition. All relevant staff will be made aware of the condition to support the child and be aware of medical needs and risks to the child.

An individual healthcare plan may be put in place to support the child and their medical needs.

## 6.32 PUPILS WITH MEDICAL CONDITIONS (OUT OF SCHOOL)

[www3.hants.gov.uk/education/parents-info/inclusion-service.htm](http://www3.hants.gov.uk/education/parents-info/inclusion-service.htm)

There will be occasions when children are temporarily unable to attend our school on a full time basis because of their medical needs. These children and young people are likely to be:

- children and young people suffering from long-term illnesses
- children and young people with long-term post-operative or post-injury recovery periods
- children and young people with long-term mental health problems (emotionally vulnerable)

Where it is clear that an absence will be for more than 15 continuous school days the Education Welfare Service will be contacted to support with the pupil's education.

## 6.33 INTIMATE CARE

<https://www.health-ni.gov.uk/sites/default/files/publications/dhssps/intimate-care-policy.pdf>

The Intimate Care Policy and Guidelines Regarding Children have been developed to safeguard children and staff.

They apply to everyone involved in the intimate care of children. Disabled children can be especially vulnerable. Staff involved with their intimate care need to be sensitive to their individual needs.

Intimate care may be defined as any activity required to meet the personal care needs of each individual child. Parents have a responsibility to advise staff of the Intimate care needs of their child, and staff have a responsibility to work in partnership with children and parents. This advice should be recorded, as should whenever staff have had to carry out those activities.

Intimate care can include:

- Feeding
- Oral care
- Washing
- Dressing/undressing
- Toileting
- Menstrual Care
- Photographs
- Treatments such as enemas, suppositories, enteral feeds
- Catheter and stoma care
- Supervision of a child involved in intimate self-care

## 7 MONITORING AND REVIEWING POLICIES

To enable the school to monitor the safety of the premises and the school environment, as well as the implementation of policies, the Head Teacher will ensure that:

- all school policies are regularly monitored by the designated Lead and annually reviewed by the Head Teacher and governing body
- the school keeps a central record of all accidents and incidents including what action was taken and by whom
- staff are aware of their responsibility to record accidents and incidents
- the Head Teacher has an overview all accidents/incidents
- racist incidents are recorded and dealt with in accordance with DfE guidance
- serious accidents and incidents are reported to the board of governors
- the designated teacher ensures a high standard of recording of child protection concerns
- all accidents and incidents are scrutinised on a regular basis by the board of governors to identify any problems or weaknesses around school safeguarding policies and procedures or any emerging patterns, and agreeing to any course of action.

## Appendix 1: Transporting of Pupils by Parents

### Draft letter:

Dear Parent / Volunteer

On occasions parents and volunteers are kind enough to help with the task of transporting children to visits and off-site activities arranged by the school. (This is in addition to any informal arrangements made directly between parents for after school clubs etc.) The school is very grateful for this help. In managing these arrangements the school would like to put in place sensible measures to ensure the safety and welfare of young people carried in parents and volunteers cars. This is based on guidance from the local authority and follows similar procedures for school staff using their cars on school business.

Where parents/volunteers cars are used on school activities the Head should notify parents/volunteers of their responsibilities for the safety of pupils, to maintain suitable insurance cover and to ensure their vehicle is roadworthy.

The Head or Party Leader will need to consider the suitability of parents or volunteers to carry young people in their car and whether vetting is necessary. It is advisable that parents or volunteers are not put in a position where they are alone with a young person.

All parents are therefore asked to complete and return the attached form to the school before they offer to use their car to help with transporting pupils.

This form will only need to be completed once for each driver. However, please inform the school if your circumstances change and you can no longer comply with these arrangements.

Many thanks, once again, to all parents and volunteers who have been able to help with the provision of transport. Naturally our primary concern is the safety and welfare of pupils. However, we also want to maintain a wide range of opportunities for young people to participate in off-site activities and visits.

Signed

Head Teacher

## **DECLARATION FORM**

### **Safeguarding statement**

At this school, we strongly recognise the need for vigilant awareness of safeguarding issues. It is important that all staff have appropriate training and induction so that they understand their roles and responsibilities and are confident about carrying them out. Staff, pupils, parents and governors should feel secure that they could raise any issues or concerns about the safety or welfare of children and know that they will be listened to and taken seriously. This will be achieved by maintaining an ethos of safeguarding and promoting the welfare of children and young people and protecting staff. This is supported by clear behaviour, anti-bullying and child protection policies, appropriate induction and training, briefing and discussion of relevant issues and relevant learning in line with current legislation and guidelines. The school may require parents or volunteers who have regular unsupervised access to young people to be checked through arrangements with the Disclosure and Barring Service.

### **All drivers must:**

- Hold a valid driving licence for the type of vehicle being driven
- Be fit to drive
- Have no medical condition which affects their ability to drive
- Have a valid MOT for any vehicle older than 3 years old
- Ensure that any vehicle is roadworthy, including brakes, lights, tyres, bodywork, wipers, mirrors etc.
- Ensure that any vehicle used has current road tax
- Ensure that they adhere to the appropriate speed limit
- Ensure that all seat belts are working and worn by everybody in the vehicle

### **Insurance:**

- Maintain valid insurance, as a minimum, for third part liability
- Check with their insurance company and inform them that the driver occasionally conveys children on school activities. (This is unlikely to affect the cost of your insurance premium.)

### **Safety:**

- Be familiar with, and drive in accordance with, the Highway Code at all times
- Drive safely and observe the speed limit
- Before driving not to consume alcohol or drugs which may impair driving

- Ensure that all passengers wear seat belts as appropriate
- Use child proof locks on rear doors where necessary
- Child seats such as booster seats are to be used at all times according to the height and age of each child in the vehicle

I have read and understood the above requirements and agree to comply with them.

I agree to inform the school if circumstances change and I can no longer comply with these arrangements.

Signature:

Date:

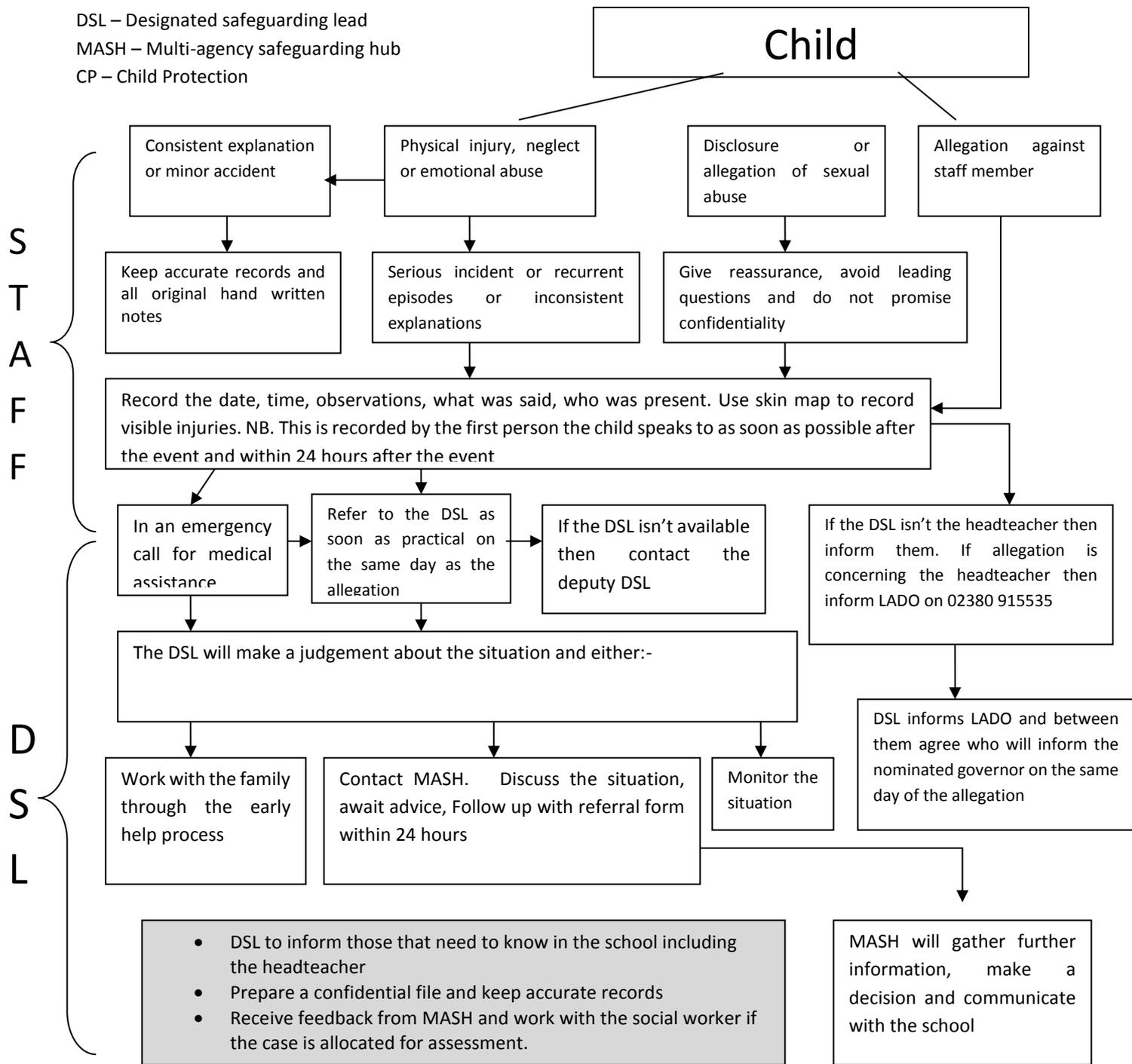
Name (Please print)

Number of seats in vehicle:

# APPENDIX 2 FLOWCHART FOR CHILD PROTECTION PROCEDURES

## Annex 1: Flowchart for child protection procedures

DSL – Designated safeguarding lead  
 MASH – Multi-agency safeguarding hub  
 CP – Child Protection



## ANNEX 2 : BODY MAP

Body Maps should be used to document and illustrate visible signs of harm and physical injuries. Always use a black pen (never a pencil) and do not use correction fluid or any other eraser. Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

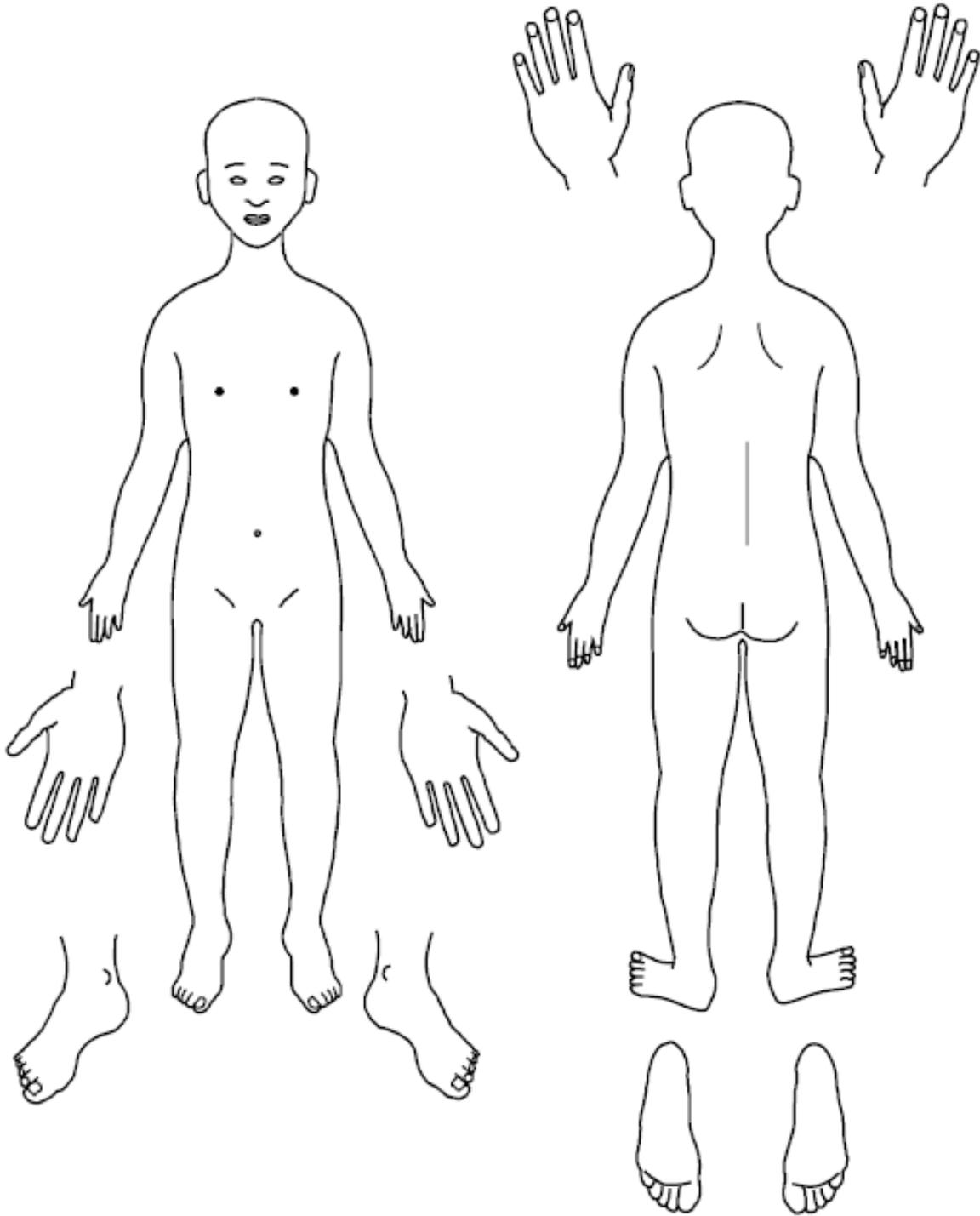
**\*At no time should an individual teacher/member of staff or school take photographic evidence of any injuries or marks to a child's person, the body map below should be used. Any concerns should be reported and recorded without delay to the appropriate safeguarding services, e.g. Social Care direct or child's social worker if already an open case to social care.**

**When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:**

- 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?
  - Has the child's body shape changed/are they holding themselves differently?
- Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

### **Ensure First Aid is provided where required and record**

A copy of the body map should be kept on the child's concern/confidential file.



Name of Child: \_\_\_\_\_

Date of birth: \_\_\_\_\_ Date of recording: \_\_\_\_\_

Name of completer: \_\_\_\_\_



Any additional information:

## ANNEX 3: DEALING WITH DISCLOSURES

### Dealing with disclosures

#### All staff should:

A member of staff who is approached by a child should listen positively and try to reassure them. They cannot promise complete confidentiality and should explain that they may need to pass information to other professionals to help keep the child or other children safe. The degree of confidentiality should always be governed by the need to protect the child.

Additional consideration needs to be given to children with communication difficulties and for those whose preferred language is not English. It is important to communicate with them in a way that is appropriate to their age, understanding and preference.

All staff should know who the DSL is and who to approach if the DSL is unavailable. Ultimately, all staff have the right to make a referral to the police or social care directly and should do this if, for whatever reason, there are difficulties following the agreed protocol, e.g. they are the only adult on the school premises at the time and have concerns about sending a child home.

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

##### Receive

- Listen to what is being said, without displaying shock or disbelief
- Accept what is said and take it seriously
- Make a note of what has been said as soon as practicable

##### Reassure

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

##### Respond

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

##### Report

- Share concerns with the designated safeguarding lead as soon as possible
- If you are not able to contact your designated safeguarding lead, and the child is at risk of immediate harm, contact the children's services department directly

- If you are dissatisfied with the level of response you receive following your concerns, you should press for re-consideration.

### **Record**

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

### **Remember**

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

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

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

### **What happens next?**

It is important that concerns are followed up and it is everyone's responsibility to ensure that they are. The member of staff should be informed by the DSL what has happened following the report being made. If they do not receive this information they should be proactive in seeking it out.

If they have concerns that the disclosure has not been acted upon appropriately they might inform the safeguarding governor of the school and/or may ultimately contact the children's services department.

Receiving a disclosure can be upsetting for the member of staff and schools should have a procedure for supporting them after the disclosure. This might include reassurance that they have followed procedure correctly and that their swift actions will enable the allegations to be handled appropriately.

In some cases additional counselling might be needed and they should be encouraged to recognise that disclosures can have an impact on their own emotions.

Children may become subject to Child in Need plans or Child Protection plans. This will always involve multiagency working around the child / family. All agencies are required to provide written reports for each meeting. Our school may also send a representative to the meeting to share this report and hear the wider picture.

## ANNEX 4: ALLEGATIONS AGAINST STAFF

### Allegations against staff

#### Procedure

This procedure should be used in all cases in which it is alleged a member of staff or volunteer in a school has:

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

In dealing with allegations or concerns against an adult in the school, staff must:

- Report any concerns about the conduct of any member of staff or volunteer to the Headteacher or the DSL as soon as possible
- If an allegation is made against the Headteacher, the concerns need to be raised with the LADO or nominated governor as soon as possible
- Once an allegation has been received by the Headteacher or nominated governor they will contact the Local Authority Designated Officer on 02380 915535 as soon as possible and before carrying out any investigation into the allegation other than preliminary enquiries.
- Inform the parents of the allegation unless there is a good reason not to

In liaison with the LADO, the school will determine how to proceed and if necessary the LADO will refer the matter to children's social care and/or the police.

If the matter is investigated internally, the LADO will advise the school to seek guidance from their personnel/HR provider in following procedures set out in 'keeping children safe in education' (2016) and the LSCB procedures.

## **ANNEX 5: MANAGING ALLEGATIONS AGAINST OTHER PUPILS: MODEL POLICY AND PROCEDURE**

### **Managing allegations against other pupils**

#### **Model policy & procedure**

DfE guidance keeping children safe in education (2016) says that ‘governing bodies should ensure that there are procedures in place to handle allegations against other children’. The guidance also states the importance of minimising the risks of peer-on- peer abuse. In most instances, the conduct of students towards each other will be covered by the school’s behaviour policy. Some allegations may be of such a serious nature that they may raise safeguarding concerns. These allegations are most likely to include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is also likely that incidents dealt with under this policy will involve older students and their behaviour towards younger students or those who are vulnerable.

#### **The safeguarding implications of sexual activity between young people**

The intervention of child protection agencies in situations involving sexual activity between children can require difficult professional judgments. Some situations are statutorily clear – for example, a child under the age of 13 cannot consent to sexual activity. But it will not necessarily be appropriate to initiate safeguarding procedures where sexual activity involving children and young people below the age of legal consent (16 years) comes to notice. In our society generally the age at which children become sexually active has steadily dropped. It is important to distinguish between consensual sexual activity between children of a similar age (where at least one is below the age of consent), and sexual activity involving a power imbalance, or some form of coercion or exploitation. It may also be difficult to be sure that what has or has been alleged to have taken place definitely does have a sexual component.

As usual, important decisions should be made on a case by case basis, on the basis of an assessment of the children’s best interests. Referral under safeguarding arrangements may be necessary, guided by an assessment of the extent to which a child is suffering, or is likely to suffer, significant harm. Key specific considerations will include:

The age, maturity and understanding of the children;

Any disability or special needs of the children;

Their social and family circumstance;

Any evidence in the behaviour or presentation of the children that might suggest they have been harmed;

Any evidence of pressure to engage in sexual activity;

Any indication of sexual exploitation;

There are also contextual factors. Gender, sexuality, race and levels of sexual knowledge can all be used to exert power. A sexual predator may sometimes be a woman or girl and the victim a boy

Taken from The safeguarding implications of events leading to the closure of Stanbridge Earls School – A Serious Case Review (2015)

#### **Policy:-**

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

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's behaviour policy.

### **Prevention**

As a school we will minimise the risk of allegations against other pupils by:-

- Providing a developmentally appropriate PSHE syllabus which develops students understanding of acceptable behaviour and keeping themselves safe
- Having systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued
- Delivering targeted work on assertiveness and keeping safe to those pupils identified as being at risk
- Developing robust risk assessments & providing targeted work for pupils identified as being a potential risk to other pupils.

### **Allegations against other pupils which are safeguarding issues**

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.

If 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

Examples of safeguarding issues against a student could include:

#### **Physical Abuse**

- Violence, particularly pre-planned
- Forcing others to use drugs or alcohol

#### **Emotional Abuse**

- Blackmail or extortion
- Threats and intimidation

#### **Sexual Abuse**

- Indecent exposure, indecent touching or serious sexual assaults
- Forcing others to watch pornography or take part in sexting

#### **Sexual Exploitation**

- Encouraging other children to engage in inappropriate sexual behaviour ( For example - having an older boyfriend/girlfriend, associating with unknown adults or other sexually exploited children, staying out overnight)
- Photographing or videoing other children performing indecent acts

**Procedure:-**

- When an allegation is made by a pupil against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the designated safeguarding lead (DSL) should be informed
- A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances
- The DSL should contact the multi-agency safeguarding hub to discuss the case
- The DSL will follow through the outcomes of the discussion and make a referral where appropriate
- If the allegation indicates that a potential criminal offence has taken place, once referred to the multi-agency safeguarding hub, the police will become involved
- Parents, of both the student being complained about and the alleged victim, should be informed and kept updated on the progress of the referral
- The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils' files
- It may be appropriate to exclude the pupil being complained about for a period of time according to the school's behaviour policy and procedures
- Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures
- In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan
- The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

## ANNEX 6: BRIEFING SHEET FOR TEMPORARY AND SUPPLY STAFF

### Briefing sheet for temporary and supply staff

#### **For supply staff and those on short contracts in *Swaythling Primary* school**

While working in *Swaythling Primary* school, you have a duty of care towards the children/pupils/students here. This means that at all times you should act in a way that is consistent with their safety and welfare.

In addition, if at any time you have a concern about a child or young person, particularly if you think they may be at risk of abuse or neglect, it is your responsibility to share that concern with the school designated safeguarding lead (DSL), who is Mark Sheehan (Head Teacher)

*The Deputy DSL are;* Kate Brosnan, Gemma Laishley and Marie Moody

This is not an exhaustive list but you may have become concerned as a result of:

- observing a physical injury, which you think may have been non-accidental
- observing something in the appearance of a child or young person which suggests they are not being sufficiently well cared for
- observing behavior that leads you to be concerned about a child or young person
- a child or young person telling you that they have been subjected to some form of abuse.

In any of the circumstances listed here, you must write down what you saw or heard, date and sign your account, and give it to the DSL. This may be the beginning of a legal process – it is important to understand that legal action against a perpetrator can be seriously damaged by any suggestion that the child has been led in any way.

If a child talks to you about abuse, you should follow these guidelines:

- Rather than directly questioning the child, just listen and be supportive
- Never stop a child who is freely recalling significant events, but don't push the child to tell you more than they wish
- Make it clear that you may need to pass on information to staff in other agencies who may be able to help – do not promise confidentiality. You are obliged to share any information relating to abuse or neglect
- Write an account of the conversation immediately, as close to verbatim as possible. Put the date and timings on it, and mention anyone else who was present. Then sign it, and give your record to the designated person/child protection officer, who should contact children's social care if appropriate

The school has a policy on safeguarding children and young people which you can find, together with the local procedures to be followed by all staff, in *SwaythlingPrimary School*.

**Remember, if you have a concern, discuss it with the DSL.**

## ANNEX 7: WHAT IS CHILD ABUSE?

### What is child abuse?

The following definitions are taken from *working together to safeguard children* HM Government (2015). In addition to these definitions, it should be understood that children can also be abused by honour based violence, forced marriage or female genital mutilation

#### **What is abuse and neglect?**

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or children.

#### **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.

#### **Emotional abuse**

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**

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**

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)
- ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### Indicators of abuse

#### Neglect

##### **The nature of neglect**

Neglect is a lack of parental care but poverty and lack of information or adequate services can be contributory factors.

Far more children are registered to the category of neglect on child protection plans than to the other categories. As with abuse, the number of children experiencing neglect is likely to be much higher than the numbers on the plans.

**Neglect can include parents or carers failing to:**

- provide adequate food, clothing and shelter
- protect a child from physical and emotional harm or danger
- ensure adequate supervision or stimulation
- ensure access to appropriate medical care or treatment.

**NSPCC research has highlighted the following examples of the neglect of children under 12:**

- frequently going hungry
- frequently having to go to school in dirty clothes
- regularly having to look after themselves because of parents being away or having problems such as drug or alcohol misuse
- being abandoned or deserted
- living at home in dangerous physical conditions
- not being taken to the doctor when ill
- not receiving dental care.

Neglect is a difficult form of abuse to recognise and is often seen as less serious than other categories. It is, however, very damaging; children who are neglected often develop more slowly than others and may find it hard to make friends and fit in with their peer group.

Neglect is often noticed at a stage when it does not pose a risk to the child. The duty to safeguard and promote the welfare of children (*what to do if you are worried a child is being abused* 2015) would suggest that an appropriate intervention or conversation at this early stage can address the issue and prevent a child continuing to suffer until it reaches a point when they are at risk of harm or in significant need.

Neglect is often linked to other forms of abuse, so any concerns school staff have should at least be discussed with the designated person/child protection co-ordinator.

**Indicators of neglect**

**The following is a summary of some of the indicators that may suggest a child is being abused or is at risk of harm. It is important to recognise that indicators alone cannot confirm whether a child is being abused. Each child should be seen in the context of their family and wider community and a proper assessment carried out by appropriate persons. What is important to keep in mind is that if you feel unsure or concerned, do something about it. Don't keep it to yourself.**

**Physical indicators of neglect**

- Constant hunger and stealing food
- Poor personal hygiene - unkempt, dirty or smelly
- Underweight
- Dress unsuitable for weather
- Poor state of clothing
- Illness or injury untreated

**Behavioural indicators of neglect**

- Constant tiredness
- Frequent absence from school or lateness
- Missing medical appointments
- Isolated among peers
- Frequently unsupervised
- Stealing or scavenging, especially food
- Destructive tendencies

## **Emotional abuse**

### **The nature of emotional abuse**

Most harm is produced in *low warmth, high criticism* homes, not from single incidents.

Emotional abuse is difficult to define, identify/recognise and/or prove.

Emotional abuse is chronic and cumulative and has a long-term impact.

All kinds of abuse and neglect have emotional effects although emotional abuse can occur by itself.

Children can be harmed by witnessing someone harming another person – as in domestic violence.

It is sometimes possible to spot emotionally abusive behavior from parents and carers to their children, by the way that the adults are speaking to, or behaving towards children. An appropriate challenge or intervention could affect positive change and prevent more intensive work being carried out later on.

### **Indicators of emotional abuse**

#### **Developmental issues**

- Delays in physical, mental and emotional development
- Poor school performance
- Speech disorders, particularly sudden disorders or changes.

#### **Behaviour**

- Acceptance of punishment which appears excessive
- Over-reaction to mistakes
- Continual self-deprecation (I'm stupid, ugly, worthless etc)
- Neurotic behaviour (such as rocking, hair-twisting, thumb-sucking)
- Self-mutilation
- Suicide attempts
- Drug/solvent abuse
- Running away
- Compulsive stealing, scavenging
- Acting out
- Poor trust in significant adults
- Regressive behaviour – e.g., wetting
- Eating disorders
- Destructive tendencies
- Neurotic behaviour
- Arriving early at school, leaving late

#### **Social issues**

- Withdrawal from physical contact
- Withdrawal from social interaction
- Over-compliant behaviour
- Insecure, clinging behaviour
- Poor social relationships

#### **Emotional responses**

- Extreme fear of new situations
- Inappropriate emotional responses to painful situations (“I deserve this”)
- Fear of parents being contacted
- Self-disgust
- Low self-esteem
- Unusually fearful with adults
- Lack of concentration, restlessness, aimlessness
- Extremes of passivity or aggression

## **Physical abuse**

### **The nature of physical abuse**

Most children collect cuts and bruises quite routinely as part of the rough and tumble of daily life. Clearly, it is not necessary to be concerned about most of these minor injuries. But accidental injuries normally occur on the *bony prominences* – e.g., shins. Injuries on the *soft* areas of the body are more likely to be inflicted intentionally and should therefore make us more alert to other concerning factors that may be present.

A body map (annex 3) can assist in the clear recording and reporting of physical abuse. The body map should only be used to record observed injuries and no child should be asked to remove clothing by a member of staff of the school.

### **Indicators of physical abuse / factors that should increase concern**

- Multiple bruising or bruises and scratches (especially on the head and face)
- Clusters of bruises – e.g., fingertip bruising (caused by being grasped)
- Bruises around the neck and behind the ears – the most common abusive injuries are to the head
- Bruises on the back, chest, buttocks, or on the inside of the thighs
- Marks indicating injury by an instrument – e.g., linear bruising (stick), parallel bruising (belt), marks of a buckle
- Bite marks
- Deliberate burning may also be indicated by the pattern of an instrument or object – e.g., electric fire, cooker, cigarette
- Scalds with upward splash marks or *tide marks*
- Untreated injuries
- Recurrent injuries or burns
- Bald patches.

**In the social context of the school, it is normal to ask about a noticeable injury. The response to such an enquiry is generally light-hearted and detailed. So, most of all, concern should be increased when:**

- the explanation given does not match the injury
- the explanation uses words or phrases that do not match the vocabulary of the child (adults words)
- no explanation is forthcoming
- the child (or the parent/carer) is secretive or evasive
- the injury is accompanied by allegations of abuse or assault

### **You should be concerned if the child or young person:**

- is reluctant to have parents/carers contacted
  - runs away or shows fear of going home
  - is aggressive towards themselves or others
  - flinches when approached or touched
  - is reluctant to undress to change clothing for sport
  - wears long sleeves during hot weather
  - is unnaturally compliant in the presence of parents/carers.
  - has a fear of medical help or attention
  - admits to a punishment that appears excessive.
- 

## **SEXUAL ABUSE**

### **The nature of sexual abuse**

Sexual abuse is often perpetrated by people who are known and trusted by the child – e.g., relatives, family friends, neighbours, babysitters, and people working with the child in school, faith settings, clubs or activities. Children can also be subject to child sexual exploitation.

### **Characteristics of child sexual abuse:**

- it is often planned and systematic – people do not sexually abuse children by accident, though sexual abuse can be opportunistic
- grooming the child – people who abuse children take care to choose a vulnerable child and often spend time making them dependent

- grooming the child's environment – abusers try to ensure that potential adult protectors (parents and other carers especially) are not suspicious of their motives.

Most people who sexually abuse children are men, but some women sexually abuse too.

### **Indicators of sexual abuse**

#### **Physical observations**

- Damage to genitalia, anus or mouth
- Sexually transmitted diseases
- Unexpected pregnancy, especially in very young girls
- Soreness in genital area, anus or mouth and other medical problems such as chronic
- itching
- Unexplained recurrent urinary tract infections and discharges or abdominal pain

#### **Behavioural observations**

- Sexual knowledge inappropriate for age
- Sexualised behaviour or affection inappropriate for age
- Sexually provocative behaviour/promiscuity
- Hinting at sexual activity Inexplicable decline in school performance
- Depression or other sudden apparent changes in personality as becoming insecure or clinging
- Lack of concentration, restlessness, aimlessness
- Socially isolated or withdrawn
- Overly-compliant behaviour
- Acting out, aggressive behaviour
- Poor trust or fear concerning significant adults
- Regressive behaviour, Onset of wetting, by day or night; nightmares
- Onset of insecure, clinging behaviour
- Arriving early at school, leaving late, running away from home
- Suicide attempts, self-mutilation, self-disgust
- Suddenly drawing sexually explicit pictures
- Eating disorders or sudden loss of appetite or compulsive eating
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Become worried about clothing being removed
- Trying to be 'ultra-good' or perfect; overreacting to criticism.

## ANNEX 8: BROOK SEXUAL BEHAVIOURS TRAFFIC LIGHT TOOL

### Brook sexual behaviours traffic light tool

#### Behaviours: age 0 to 5

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

<p><b>What is a green behaviour?</b></p> <p>Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability. They are reflective of natural curiosity, experimentation, consensual activities and positive choices.</p>	<p><b>What is an amber behaviour?</b></p> <p>Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.</p>	<p><b>What is a red behaviour?</b></p> <p>Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur.</p>
<p><b>What can you do?</b></p> <p>Green behaviours provide opportunities to give positive feedback and additional information.</p>	<p><b>What can you do?</b></p> <p>Amber behaviours signal the need to take notice and gather information to assess the appropriate action.</p>	<p><b>What can you do?</b></p> <p>Red behaviours indicate a need for immediate intervention and action.</p>
<p><b>Green behaviours</b></p> <ul style="list-style-type: none"> <li>• holding or playing with own genitals</li> <li>• attempting to touch or curiosity about other children's genitals</li> <li>• attempting to touch or curiosity about breasts, bottoms or genitals of adults</li> <li>• games e.g. mummies and daddies,</li> <li>• doctors and nurses</li> <li>• enjoying nakedness</li> <li>• interest in body parts and what they do</li> <li>• curiosity about the differences between boys and girls.</li> </ul>	<p><b>Amber behaviours</b></p> <ul style="list-style-type: none"> <li>• preoccupation with adult sexual behaviour</li> <li>• pulling other children's pants down/skirts up/trousers down against their will</li> <li>• talking about sex using adult slang</li> <li>• preoccupation with touching the genitals of other people</li> <li>• following others into toilets or changing rooms to look at them or touch them</li> <li>• talking about sexual activities seen on TV/online.</li> </ul>	<p><b>Red behaviours</b></p> <ul style="list-style-type: none"> <li>• persistently touching the genitals of other children</li> <li>• persistent attempts to touch the genitals of adults</li> <li>• simulation of sexual activity in play</li> <li>• sexual behaviour between young children involving penetration with objects</li> <li>• forcing other children to engage in sexual play.</li> </ul>

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Brook sexual behaviours traffic light tool adapted from Family Planning Queensland. (2012). Traffic Lights guide to sexual behaviours. Brisbane: Family Planning Queensland, Australia.

## Behaviours: age 5 to 9 and 9 to 13

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

<p><b>What is a green behaviour?</b></p> <p>Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability and reflective of natural curiosity, experimentation, consensual activities and positive choices.</p>	<p><b>What is an amber behaviour?</b></p> <p>Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.</p>	<p><b>What is a red behaviour?</b></p> <p>Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur.</p>
<p><b>What can you do?</b></p> <p>Green behaviours provide opportunities to give positive feedback and additional information.</p>	<p><b>What can you do?</b></p> <p>Amber behaviours signal the need to take notice and gather information to assess the appropriate action.</p>	<p><b>What can you do?</b></p> <p>Red behaviours indicate a need for immediate intervention and action.</p>
<p><b>Green behaviours 5-9</b></p> <ul style="list-style-type: none"> <li>• feeling and touching own genitals</li> <li>• curiosity about other children's genitals</li> <li>• curiosity about sex and relationships, e.g. differences between boys and girls, how sex happens, where babies come from, same-sex relationships</li> <li>• sense of privacy about bodies</li> <li>• telling stories or asking questions using swear and slang words for parts of the body</li> </ul>	<p><b>Amber behaviours 5-9</b></p> <ul style="list-style-type: none"> <li>• questions about sexual activity which persist or are repeated frequently, despite an answer having been given</li> <li>• sexual bullying face to face or through texts or online messaging</li> <li>• engaging in mutual masturbation</li> <li>• persistent sexual images and ideas in talk, play and art</li> <li>• use of adult slang language to discuss sex</li> </ul>	<p><b>Red behaviours 5-9</b></p> <ul style="list-style-type: none"> <li>• frequent masturbation in front of others</li> <li>• sexual behaviour engaging significantly younger or less able children</li> <li>• forcing other children to take part in sexual activities</li> <li>• simulation of oral or penetrative sex</li> <li>• sourcing pornographic material online</li> </ul>
<p><b>Green behaviours 9-13</b></p> <ul style="list-style-type: none"> <li>• solitary masturbation</li> <li>• use of sexual language including swear and slang words</li> <li>• having girl/boyfriends who are of the same, opposite or any gender</li> <li>• interest in popular culture, e.g. fashion, music, media, online games, chatting online</li> <li>• need for privacy</li> <li>• consensual kissing, hugging, holding hands with peers</li> </ul>	<p><b>Amber behaviours 9-13</b></p> <ul style="list-style-type: none"> <li>• uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing</li> <li>• verbal, physical or cyber/virtual sexual bullying involving sexual aggression</li> <li>• LGBT (lesbian, gay, bisexual, transgender) targeted bullying</li> <li>• exhibitionism, e.g. flashing or mooning</li> <li>• giving out contact details online</li> <li>• viewing pornographic material</li> <li>• worrying about being pregnant or having STIs</li> </ul>	<p><b>Red behaviours 9-13</b></p> <ul style="list-style-type: none"> <li>• exposing genitals or masturbating in public</li> <li>• distributing naked or sexually provocative images of self or others</li> <li>• sexually explicit talk with younger children</li> <li>• sexual harassment</li> <li>• arranging to meet with an online acquaintance in secret</li> <li>• genital injury to self or others</li> <li>• forcing other children of same age, younger or less able to take part in sexual activities</li> <li>• sexual activity e.g. oral sex or intercourse</li> <li>• presence of sexually transmitted infection (STI)</li> <li>• evidence of pregnancy</li> </ul>

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## Behaviours: age 13 to 17

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

<p><b>What is a green behaviour?</b></p> <p>Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability and reflective of natural curiosity, experimentation, consensual activities and positive choices.</p>	<p><b>What is an amber behaviour?</b></p> <p>Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.</p>	<p><b>What is a red behaviour?</b></p> <p>Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur.</p>
<p><b>What can you do?</b></p> <p>Green behaviours provide opportunities to give positive feedback and additional information</p>	<p><b>What can you do?</b></p> <p>Amber behaviours signal the need to take notice and gather information to assess the appropriate action.</p>	<p><b>What can you do?</b></p> <p>Red behaviours indicate a need for immediate intervention and action.</p>
<p><b>Green behaviours</b></p> <ul style="list-style-type: none"> <li>• solitary masturbation</li> <li>• sexually explicit conversations with peers</li> <li>• obscenities and jokes within the current cultural norm</li> <li>• interest in erotica/pornography</li> <li>• use of internet/e-media to chat online</li> <li>• having sexual or non-sexual relationships</li> <li>• sexual activity including hugging, kissing, holding hands</li> <li>• consenting oral and/or penetrative sex with others of the same or opposite gender who are of similar age and developmental ability</li> <li>• choosing not to be sexually active</li> </ul>	<p><b>Amber behaviours</b></p> <ul style="list-style-type: none"> <li>• accessing exploitative or violent pornography</li> <li>• uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress,</li> <li>• withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing</li> <li>• concern about body image</li> <li>• taking and sending naked or sexually provocative images of self or others</li> <li>• single occurrence of peeping, exposing, mooning or obscene gestures</li> <li>• giving out contact details online</li> <li>• joining adult- only social networking sites and giving false personal information</li> <li>• arranging a face to face meeting with an online contact alone</li> </ul>	<p><b>Red behaviours</b></p> <ul style="list-style-type: none"> <li>• exposing genitals or masturbating in public</li> <li>• preoccupation with sex, which interferes with daily function</li> <li>• sexual degradation/humiliation of self or others</li> <li>• attempting/forcing others to expose genitals</li> <li>• sexually aggressive/exploitative behaviour</li> <li>• sexually explicit talk with younger children</li> <li>• sexual harassment</li> <li>• non-consensual sexual activity</li> <li>• use of/acceptance of power and control in sexual relationships</li> <li>• genital injury to self or others</li> <li>• sexual contact with others where there</li> <li>• is a big difference in age or ability</li> <li>• sexual activity with someone in authority and in a position of trust</li> <li>• sexual activity with family members</li> <li>• involvement in sexual exploitation and/or trafficking</li> <li>• sexual contact with animals receipt of gifts or money in exchange for sex</li> </ul>

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<b>Ratified by Governors:</b>		
Date: 27/11/2018	Signed by Chair of Governors	
		Dr N Gibbins

	Signed by Headteacher	
		Mr J Draper