

ARNBROOK PRIMARY SCHOOL
2019/20

SAFEGUARDING AND CHILD PROTECTION POLICY



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Deputy Designated Safeguarding
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Anne Hurt
Safeguarding Governor



Julie Cullen
Chair of Governors

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Child protection statement

At Arnbrook we recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in this policy apply to all staff, volunteers, visitors and governors.

The policy takes into account the Keeping Children Safe in Education Guidance (September 2019).

Our Safeguarding Principles

Safeguarding for all

As stated in KCSIE (2019) safeguarding and promoting the welfare of all children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, is of paramount importance.

Everyone's responsibility

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play.

Child First

In order to fulfil our responsibility effectively, all members of the school community should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

It could happen here

Staff working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.

Safeguarding and promoting the welfare of children is defined within KCSIE 2019 & for the purpose of this policy as:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care, enabling children to become successful learners.
- taking action to enable all children to have the best outcomes
- Children includes everyone under the age of 18.

Policy aims

- To provide all staff with the necessary information to enable them to meet their child protection responsibilities
- To ensure consistent good practice
- To demonstrate the school's commitment with regard to child protection to pupils, parents and other partners

Roles and responsibilities

Key personnel

The designated safeguarding lead (DSL) for child protection is:
Peter Fowlie.

The deputy designated leads are:

Elizabeth Burke
Emma Stringfellow
Catherine Kirkman

DSL and/or Deputy DSLs can be contacted in person at Arnbrook Primary School, via telephone: 0115 9190199 or email safeguarding@arnbrookprimary.net

The nominated child protection governor is:

Anne Hurt
Contact details: email: a.hurt2@southwarkprimary.net
Phone number available from school office.

The chair of governors is:

Julie Cullen
Contact details: email j.cullen@arnbrookprimary.net
Phone number available from school office.

The Headteacher is Peter Fowlie

Contact details: email: head@arnbrookprimary.net tel: 0115 9190199

For emergency contact details of associated agencies and advice line numbers see Appendix 4.

The Designated Safeguarding Lead (DSL):

- has the status and authority within the school to carry out the duties of the post, including committing resources and supporting and directing other staff
- is appropriately trained, with regular updates
- acts as a source of support and expertise to the school community
- has a working knowledge of LSCB procedures
- makes staff aware of LSCB training courses and the latest policies on safeguarding
- keeps detailed written records of all concerns, ensuring that such records are stored securely and flagged on, but kept separate from, the pupil's general file
- refers cases of suspected abuse to children's social care or police as appropriate
- ensures that when a pupil leaves the school, their child protection file is passed to the new school (separately from the main pupil file and ensuring secure transit) and confirmation of receipt is obtained
- attends and/or contributes to child protection conferences
- coordinates the school's contribution to child protection plans
- develops effective links with relevant statutory and voluntary agencies including the LSCB
- ensures that the child protection policy and procedures are reviewed and updated annually liaises with the nominated governor and Headteacher (where the role is not carried out by the Headteacher) as appropriate
- makes the child protection policy available publicly, on the school's website or by other means.

The deputy designated safeguarding lead(s):

Is trained to the same level as the DSL and, in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the DSL, a deputy will assume all of the functions above.

Expectations of staff, visitors and volunteers

Good practice guidelines and staff code of conduct

All staff, governors and volunteers complete a full safeguarding induction before beginning work within school. Visitors are all made aware of the school's procedure and key staff before entering the school building.

Our expectations of good practice include:

- Recognising that safeguarding and promoting the welfare of children is everyone's responsibility.
- all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.
- encouraging positive, respectful and safe behaviour among pupils
- being alert to changes in pupils' behaviour and to signs of abuse, neglect and exploitation
- recognising that challenging behaviour may be an indicator of abuse
- reading and understanding the school's child protection policy, staff behaviour policy and guidance documents on wider safeguarding issues
- being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse
- referring all concerns about a pupil's safety and welfare to the DSL, or, if necessary directly to police or children's social care
- Understanding and compliance with values, procedures and statutory guidance as laid out in KCSiE 2019.

Managing allegations against staff

As a school, we ensure that procedures are in place to deal with allegations of abuse against teachers and other staff including volunteers (KCSiE 2019). We will respond to all allegations robustly and appropriately in collaboration with the Local Authority Designated Officer (LADO) and following the NSCB Local Inter-agency Procedures.

In the event of any complaint or allegation against a member of staff, the Head Teacher (Designated Safeguarding Lead) or one of the Deputy DSLs if the Head Teacher is not present, will be notified immediately. If it relates to the Head Teacher, the chair of governors will be informed without delay.

If the allegation made against a member of staff (either paid or unpaid) that meets the criteria for a referral to the LADO, then the Head Teacher or Principal will discuss the allegation immediately with the LADO (within 24 hours) and ensure that cases are managed as per Part Four of KCSiE 2019. If the allegation is against the Head Teacher then the Chair of the Governing Body must be made aware.

If after initial consideration the concerns do not meet the criteria for a referral to the LADO then the school will manage the 'low level' concern in accordance with our staff disciplinary policy and consider the need for any training or further action.

Allegations concerning staff who no longer work at the school, or historical allegations will be reported to the police.

The chair of governors is Julie Cullen. The safeguarding governor is Anne Hurt. Their contact details are available from the school office.

For further information, please see our Trust 'Allegations of Abuse Against Staff Policy' (2019). This is available from our website, as well as the 'Local Policies' section of our MyConcern website for staff members.

Abuse of Position of trust

All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

Staff understand that under the Sexual Offences Act 2003 it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence.

Allegations of inappropriate behaviour and/or abuse of position of trust should be reported using the procedures listed in the section above entitled 'Managing allegations against staff' and will be dealt with in line with NSCB Local Inter-agency Procedures and all cases are managed as per Part Four of KCSiE (2019). For further information, please see our Trust 'Allegations of Abuse Against Staff Policy' (2019). This is available from our website, as well as the 'Local Policies' section of our MyConcern website for staff members.

The use of 'reasonable force'

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, the academy should, in considering the risks, carefully recognise the additional vulnerability of these groups. For further information, please see our school's 'Reasonable Force Policy' 2018. This is available from our website, as well as the 'Local Policies' section of our MyConcern website for staff members.

Whistle blowing

All staff must remember that the welfare of the child is paramount. The school's whistleblowing policy enables staff to raise concerns or allegations, initially in confidence. This is available from our website, as well as the 'Local Policies' section of our MyConcern website for staff members. All concerns of poor practice or possible child abuse by colleagues should be reported to the Headteacher.

Staff may also report their concerns directly to children's social care, NSPCC Whistleblowing advice line (0800 0280285) or the police if they believe direct reporting is necessary to secure action.

Staff training

It is important that all staff receive training to enable them to recognise the possible signs of abuse, neglect and exploitation and to know what to do if they have a concern.

New staff, volunteers and governors will receive induction training, which includes the school's child protection policy, the behaviour policy, the staff behaviour policy (code of conduct), safeguarding response to children who are missing from education, reporting and recording arrangements, and details for the DSL and Deputy DSLs. All staff, including the DSL, will receive training that is regularly updated. All staff will also receive safeguarding and child protection updates throughout the year (through emails, newsletters, briefings, training sessions, display board and INSET training).

Safer recruitment

Our school complies with the requirements of KCSiE 2019 and the NSCB by carrying out the required checks and verifying the applicant's identity, qualifications and work history. The Trust's Staff Recruitment policy and procedures set out the process in full. This is available from our website, as well as the 'Local Policies' section of our MyConcern website for staff members

At least one member of each recruitment panel will have attended safer recruitment training.

All relevant staff (including those involved in before or after school care for children under eight) are made aware of the disqualification and disqualification by association legislation and their obligations to disclose relevant information to the school.

The school obtains written confirmation from supply agencies or third party organisations that agency staff or other individuals who may work in the school have been appropriately checked and asks all such agencies to provide any staff new to the school with copies of the school's safeguarding policies and associated policies prior to them commencing work within school.

The school maintains a single central record of recruitment checks undertaken.

Volunteers

Volunteers, including governors will undergo checks commensurate with their work in the school, their contact with pupils and the supervision provided to them. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised. Volunteers have safeguarding induction training to ensure they understand the school's safeguarding procedures and have an understanding of the signs and symptoms of abuse and neglect.

Site security

Visitors to the school are asked to sign in and agree to abide by our safeguarding rules. They are given a badge which goes within one of two coloured lanyards which denote levels of supervision required: red (under supervision) or yellow (without supervision). Staff members wear a staff ID badge at all times. Parents who are simply delivering or collecting their children, or attending assemblies or other one off school events (e.g. sports days/graduation ceremonies/etc.) do not need to sign in. The Headteacher or DSL will exercise professional judgment in determining whether any visitor should be escorted or supervised while on site.

Supply staff and other visitors all agree to share any concerns related to children to a senior member of staff, when signing into the school upon entry.

Please see our visitor policy for further information. This is available from our website, as well as the 'Local Policies' section of our MyConcern website for staff members

Child protection procedures

Recognising abuse and neglect

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect. Abuse and neglect are forms of maltreatment. Staff understand that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition, and that in most cases multiple issues will overlap with each other. Staff who regularly come into contact with children are aware of the DfE guidance 'What to do if you're worried a child is being abused' and this is available on the 'Local Policies' section of our MyConcern website for staff members.

Keeping Children Safe in Education (DfE 2019) refers to four categories of abuse.

- Physical Abuse
- Emotional Abuse
- Sexual Abuse, and
- Neglect

These are explained in more detail within Appendix 1 along with indicators of abuse.

KCSiE 2019 Annex A contains important additional information about specific forms of abuse and safeguarding issues. More information on these specific issues is taken from KCSiE 2019 Annex A and included within Appendix 7 of this policy. This includes:

- Children and the court system
- Children missing from education
- Children with family members in prison
- Child sexual exploitation
- Child criminal exploitation: county lines
- Domestic abuse
- Homelessness
- So-called 'honour-based' violence
- Preventing radicalisation
- Peer on peer abuse
- Sexual violence and sexual harassment between children in schools and colleges

All staff who work directly with children must read and understand this annex along with Part 1 of the Keeping Children Safe In Education Document (2019).

All staff must act on any concerns immediately and report any concerns they have about a child's welfare, to the DSL. Safeguarding is everyone's responsibility.

Taking action

Any child, in any family, in any school could become a victim of abuse. Staff should always maintain an attitude of "it could happen here". If staff have any concerns about a child's welfare, they should act on them without delay. Our staff recognise the difference between a concern about a child and an urgent concern where immediate action/action before the end of the school day is required to prevent a child from suffering harm.

If you have a concern about a child's welfare, log this on MyConcern. If you can't or your concern is urgent, inform DSL and/or Deputy DSL immediately and write a written record on paper forms available from the school office and staff room safeguarding board.

Important reminders for those reporting a concern:

- Do not start your own investigation
- Share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- All records must provide a factual and evidence based account and accurately record actions taken
- At no time should an individual teacher/member of staff or school be asked to or consider taking photographic evidence of any injuries or marks to a child's person, this type of behaviour could lead to the staff member being taken into managing allegations procedures.
- An electronic body map is available on MyConcern when reporting a concern. Details on how to use body maps and recording advice are available in Appendix 9.

If the pupil does reveal that they are being harmed, staff should follow the advice in the section 'If a pupil discloses to you'. Following an initial conversation with the pupil, if the member of staff has concerns, they should report their concerns using the school procedure.

Following a concern being raised, the DSL/Deputy DSL will take one of three actions: monitor concern, discuss concern or refer concern. This decision making process is explained in full in our safeguarding procedure flowchart in Appendix 8 which is also displayed prominently around the school, on our website and in the Local Policies section of the MyConcern website for staff.

All decisions will be made in accordance with either Nottinghamshire or Nottingham City's Pathway to Provision document, depending on where the pupil resides and consider whether a referral to early help services, social care or the police is required.

If a pupil discloses to you

If a pupil talks to a member of staff about any risks to their safety or wellbeing, the staff member must let the pupil know that in order to help them they must pass the information on to the DSL. During their conversations with the pupils staff will:

- allow them to speak freely
- remain calm and not overreact
- give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'
- not be afraid of silences
- under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings, or what does the pupil's mother think about it
- at an appropriate time tell the pupil that in order to help them, the member of staff must pass the information on and explain to whom and why
- not automatically offer any physical touch as comfort
- avoid admonishing the child for not disclosing earlier. Saying things such as 'I do wish you had told me about this when it started' may be interpreted by the child to mean that they have done something wrong
- tell the pupil what will happen next
- report concerns to the DSL
- complete the referral form via My Concern as soon as possible
- seek support if they feel distressed.

Referral to children's social care

If required, information will be shared with children's social care without delay, either to the child's own social worker, to the MASH (Nottinghamshire) or Children & Families Direct (Nottingham City). Children's Social Care

will liaise with the police where required which will ensure an appropriate police officer response rather than a uniformed response. The Police would only therefore be contacted direct in an emergency.

The pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child. The school will normally seek to discuss any concerns about a pupil with their parents/carers. This must be handled sensitively and in some instances, the DSL may ask you to make contact with the parent in the event of a concern, suspicion or disclosure. If a referral has been made to Social Care however, then the DSL will always attempt to contact the parent, if it is deemed appropriate to do so.

Our focus is the safety and wellbeing of the pupil. Therefore, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care and/or the police before parents are contacted.

Reporting directly to child protection agencies

Any member of staff may make a direct referral to children's social care if they genuinely believe independent action is necessary to protect a child.

Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with children's social care, police or the NSPCC if:

- the situation is an emergency and the designated safeguarding lead, their deputy or a senior leader is not available to do so.
- they are convinced that a direct report is the only way to ensure the pupil's safety for any other reason they make a judgement that direct referral is in the best interests of the child

Identifying Children who may benefit from Early Help

In line with the above, the school may decide that the children involved do not require statutory interventions, but may benefit from early help. Again, this decision is made after evaluating the concern against Nottinghamshire's/ Nottingham City's Pathway to Provision.

KCSiE 2019 defines early help as 'providing support as soon as a problem emerges, at any point in a child's life'. Staff should be aware that any child may benefit from early help but KCSiE 2019 highlights that all school staff should be particularly alert to the potential need for early help for a child who:

- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- is disabled and has specific additional needs
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves

If early help is appropriate, the designated safeguarding lead (or deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Nottinghamshire/Nottingham City procedures will be followed to refer to the concern to the appropriate early help service. Staff may be required to support other agencies and professionals in an early help assessment. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse.

Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, 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 teachers 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.

Children with SEND & Disabilities & those who may be particularly vulnerable

Some children may have an increased risk of abuse. Many factors can contribute to an increased risk. When considering if a child is at risk, SEN needs and disabilities must be considered but staff must not also assume that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.

The list provided in Appendix 5, gives examples of additionally vulnerable groups that we as a school will give special consideration too. However this is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs.

As a school we have extra pastoral support for children with SEND and Disability in the form of 1:1 support from trained staff, support from the school's learning mentor (Circle of Friends Groups, Self Esteem work etc), external support from Think Children Counselling Service and other bespoke forms of support.

Looked after children & previously looked after children

The most common reason for children becoming looked after is as a result of abuse or neglect. The school ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The DSL has details of the child's social worker and the name and contact details of the local authority's virtual head for children in care.

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

PREVENT Duty

There are specific duties and responsibilities on schools and there is a need to be an active partner in both identifying those children who may be drawn into violent extremism as well as responding with colleagues to intervene. School staff are trained to be able to identify the signs that an individual may be vulnerable to radicalisation and know how to refer concerns on. This would either be directly to the Police via their Prevent Team or the MASH where there was an immediate concern about the safety of a child/ young person. The senior DSL has had face-to-face WRAP training. All teaching staff complete PREVENT and Channel training online every year.

The Senior DSL acts as a point of contact for all other staff members and volunteers in the school/college. Arnbrook Primary school also ensures that electronic filters are set to pick up any sites/activity which might expose children and young people to extremist ideology (KCSiE, Part One, para 21).

Children missing education

Attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. The DSL, in conjunction with the

attendance team, will monitor unauthorised absence and take appropriate action including notifying the local authority, particularly where children go missing on repeated occasions and/or are missing for periods during the school day. Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage. At least two different contact numbers will be held on file for a child which can be accessed and used by the school in case of an absence/emergency

During Days 1-5 of any pupil absence which is not accounted for (no contact between home-school/no reason provided for absence), the following procedure is followed. Parents/carers are called by 10:00am each day (all contacts provided). If there is no answer, a text is sent to the first contact number asking for a call back to school. If there is no response to this, a contact letter is sent to the home address, and an email sent to the child's class teacher, assistant head, and headteacher (Senior DSL) from the attendance support worker. On the fifth day of any unexplained absence, a home visit will be carried out by senior leaders to establish if the child is safe and well.

The school uses contextual safeguarding information to assess the risk level around any unexplained absence and reserves the right to carry out safe and well checks and home visits as and when appropriate at any point within the first 5 days of absence, to locate and establish whereabouts of the child, and assess their safety and well-being. Staff will use their professional judgement and risk assess the urgency of the situation to help inform the timeframe required in establishing the child's whereabouts before notifying the police. Parents/carers will always be informed before contact with the police is made, unless a child is at immediate risk of harm and a police response is needed. This will be judged on a case by case basis.

Where a pupil who fails to attend regularly, or has been absent without the school's permission for a continuous period of more than 5 school days, the school follows the Nottinghamshire County Council's Attendance Flow chart.

Once a child has been identified as missing and cannot be located within school, the Designated Safeguarding Lead will be informed.

At all times, school staff will liaise with the relevant colleagues in safeguarding/education within Nottinghamshire County Council/Nottingham City Council for pupils who are to be removed from the admission register and include circumstances where the pupil:

- has been taken out of school by their parents and the school has received written notification from the parent they are being educated outside the school system e.g. home education – this will be communicated with the home elective education team
- does not arrive at the school as part of an admission process and we are not aware of their whereabouts
- has ceased to attend school and no longer lives within reasonable distance of the school at which they are registered and has been discussed with the children missing officer (CMO) as they have not been registered at a new school
- Where reasonably possible, all schools and college must hold more than one emergency contact number for each pupil or student, this will enable us to make contact with a 'responsible adult' should a child be missing from education or a welfare or safeguarding issue or concern is identified. (KCSIE 2019 para 57)

The CMO (Children Missing Officer) for children within Nottinghamshire County is Glen Scruby.
Glen.scruby@nottsccl.gcsx.gov.uk
01623 433169

The Senior Practitioner Missing Children (Children Missing Officer) for children within Nottingham City is Andrew High.
andrew.high@nottinghamcity.gcsx.gov.uk
0115 876 4842

Peer on Peer Abuse

We are committed to a whole school approach to ensure the prevention, early identification and appropriate

management of peer on peer abuse within our school and beyond.

Our school recognises that children are vulnerable to and capable of abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult. This includes verbal as well as physical abuse. Peer on peer abuse will not be tolerated or passed off as part of “banter” or “growing up”.

We recognise that peer on peer abuse can manifest itself in many ways such as:

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

In cases where peer on peer abuse is identified we will follow the procedures laid out in our peer on peer abuse policy, taking a contextual approach to support all children and young people who have been affected by the situation.

Some of these behaviours will be handled with reference to other policies in school such as the behaviour policy, anti-bullying policy, child protection policy and online safety policy, although if any doubt over the correct response, staff, volunteers and visitors should not hesitate to report concerns following normal safeguarding procedures.

Our peer on peer abuse policy includes the following information:

- Procedures to minimise the risk of peer on peer abuse.
- How allegations are recorded, and dealt with.
- Clear processes as to how victims, perpetrators and any other children affected will be supported

Our peer on peer abuse policy covers all aspects of peer on peer abuse but concentrates on peer on peer abuse in the context of sexual harassment and sexual violence. It is compliant with the statutory guidance on peer-on-peer abuse as set out in KCSiE (September 2019) and should be read in conjunction with the Local Safeguarding Children Board's (LSCB) Safeguarding Policy and Procedures, and any relevant Practice Guidance. The school has also written this policy taking into account the 'Sexual Violence and Sexual Harassment between Children in Schools and Colleges' guidance 2018.

Serious Violence

We recognize the indicators & risks of serious violence and ensure we have measures in place to manage these indicators. We also recognize the links between serious violence and peer-on-peer abuse, gang association, Child Criminal Exploitation (CCE) and County Lines. The following indicators may indicate a child is involved with serious violent crime:

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

If staff have any concerns that a child may be a victim, or potential victim, of serious violence, or that they have

been approached by or are involved with individuals associated with criminal networks or gangs, they should act on them without delay by following our safeguarding procedures:

If you have a concern about a child's welfare, log this on MyConcern. If you can't or your concern is urgent, inform DSL and/or Deputy DSL immediately and write a written record on paper forms available from the school office and staff room safeguarding board.

Online safety

As schools increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate online material. As such, the school's governing bodies ensures appropriate filters and appropriate monitoring systems are in place.

The Headteacher/ DSL must be notified if the filter has stopped access to a website which would be deemed as potentially harmful/ inappropriate. It is the DSL/Headteacher's role to provide the ICT Company with a list of topics which would cause such alarm and which they would need notifying on should these be accessed by a pupil/ staff member.

If a staff member becomes concerned about a pupil or staff members online activity then they should report their concerns following safeguarding reporting procedures or follow the whistleblowing procedures.

No child in school should have access to a mobile phone during the school day; children who bring a mobile phone to school must drop off and collect phones from the school office before and after school. Staff are not to use any mobile phones in areas where or when children are present.

Our e-safety policy cover all aspects of online safety and is compliant with the statutory guidance on online safety & peer-on-peer abuse as set out in KCSiE 2019, as well as taking into account the DfE guidance 'Teaching Online Safety in Schools' (June 2019). This policy is available from our website, as well as the 'Local Policies' section of our MyConcern website for staff members.

PHSE & SRE

Our school actively seeks to raise awareness of and prevent all forms of peer-on-peer abuse, e-safety incidents and reduce the risk of pupils suffering any sort of harm/abuse now and in the future by:

- Creating conditions in which our pupils can aspire to and realise safe and healthy relationships; through a planned programme of SRE and PHSE (see SRE Policy 2019 for further information);
- Creating a culture in which our pupils and parents/carers feel able to share their concerns openly, in a non-judgmental environment, and have them listened to;
- Educating children about the nature and prevalence of peer-on-peer abuse via PSHE and the wider curriculum and ensuring pupils know what to do if they witness or experience such abuse;
- Ensuring that no form of peer-on-peer abuse is ever dismissed as horseplay or teasing.
- Ensuring pupils understand how to stay safe online and what to do if they have any worries or concerns.
- Ensure parents/carers are provided with regular, accurate and clear information about how to help protect their children from harm (including e-safety & peer-on-peer abuse) and what pupils are being taught.

Confidentiality and sharing information

Confidentiality & information sharing

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that information being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the DSL. That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

However, following a number of cases where senior leaders in school had failed to act upon concerns raised by staff, KCSiE 2019 emphasises that **any** member of staff can contact children's social care if they are concerned about a child.

The General Data Protection Regulation (2018) governs the means by which organisations comply with its requirements. The school acts as a data controller under this regulation but may on occasions where concerns are raised share information with the third parties (data processors), such as social care. Under Article 23 derogations are outlined where exemptions from the GDPR transparency obligations and individual rights, but only where the restriction respects the essence of the individual's fundamental rights and freedoms. This allows necessary and proportionate measures to safeguard:

- national security
- defence
- public security
- the prevention, investigation, detection or prosecution of criminal offenses
- other important public interests, in particular, economical or financial interests, including budgetary and taxation matters, public health and security
- the protection of judicial independence and proceedings
- breaches of ethics in regulated professions
- monitoring, inspection or regulatory functions connected to the exercise of official authority regarding security, defence, other important interests or crime/ethics prevention
- the protection of the individual or the rights and freedoms of others; or
- the enforcement of civil law matters.

Other derogations or exemptions contained in Chapter 9 include processing that relates to:

- freedom of expression and freedom of information
- public access to official documents
- national identification numbers
- processing of employee data
- processing for archiving purposes and for scientific or historical research and statistical purposes
- secrecy obligations
- churches and religious associations

Appropriate security measures are in place to protect personal data held. This is the integrity and confidentiality principle of GDPR, also known as security principle. When information is to be shared this will only be undertaken after:

- We have reviewed the purposes of our processing activities and selected the most appropriate lawful basis for each activity
- We have checked that the processing is necessary for the relevant purpose, and are satisfied that there is no other reasonable way to achieve that purpose
- We have documented our decision on which lawful basis applies to help demonstrate compliance
- We have included information about both the purposes of the processing and the lawful basis for the processing in our privacy notice
- Where we process special category data, we have also identified a condition for processing special category data, and have documented this
- Where we process criminal offense data we have also identified a condition for processing this data and have documented this.

File Management & Transfer Procedures

At Ambrook Primary School we use an electronic management and recording system for safeguarding called 'MyConcern'. Information sharing decisions will be recorded, whether or not the decision is taken to share. Child protection information will be stored separately via 'My Concern' which meets the requirements of GDPR. Information will be kept separate from the pupil's school file and the file will be 'tagged' to indicate that separate information is held. The Trust's Fair Processing Policy details the means by which data pertaining to individuals is processed and stored.

When a paper copy of a safeguarding file is received for any new pupil, this is passed onto the DSL, who then scans all documents into the secure 'Safeguarding Scans' folder and then uploads onto the child's My Concern File system. Paper copy of the file will be shredded. Files which are particularly large, or contain items which cannot be scanned, will be kept in paper form in a secure filing cabinet. Files can be received electronically from schools with existing records on My Concern. All receipts are sent to the outgoing school. A log of any conversation with the DSL of the previous school is kept on My Concern.

When a child leaves the school, a copy of the safeguarding file is printed and sent to the new school via recorded delivery, alongside a delivery receipt. A copy of the completed receipt is then kept in the child's school file when received. A record of any handover conversation is also kept. Files can be sent electronically to schools with My Concern. In some cases, files are hand delivered. In these cases, they are packaged securely and kept within a tamper proof bag.

Appendix One

Identifying Concerns

All members of staff, volunteers and governors will know how to identify pupils who may be being harmed and then how to respond to a pupil who discloses abuse, or where others raise concerns about them. Our staff will be familiar with procedures to be followed.

Staff who regularly come into contact with children are aware of the DfE guidance 'What to do if you're worried

a child is being abused’.

Staff understand that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition, and that in most cases multiple issues will overlap with each other. Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed.

Some of the following signs might be indicators of abuse or neglect:

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- Children who don't want to change clothes in front of others or participate in physical activities;
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with strangers;
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
- Children who are regularly missing from school or education;
- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs;
- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movements.

The four categories of child abuse are as follows:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect

Physical Abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Some of the Possible Indicators Could Include:

May be recognised by: Children with frequent injuries, injury such as bruising, bite marks, burns and scalds, fractures but also by aggressive behaviour. It may also be an indicator of concern where a parent gives an explanation inconsistent with the injury or gives several different explanations for the injury.

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.

Some of the Possible Indicators Could Include:

May be recognised by: Developmental delay, attachment issues, aggressive behaviour, appeasing behaviour, watchfulness or stillness, low self-esteem, withdrawn or a loner, or having difficulty in forming relationships. Emotional abuse may be difficult to recognise as signs are usually behavioural rather than physical. Signs of emotional abuse may be associated or similar to other forms of abuse so presence of emotional abuse may indicate other abuse is prevalent as well.

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.

Some of the Possible Indicators Could Include:

May be recognised by: Inappropriate sexualised conduct, age inappropriate sexualised play or conversation, sexually harmful behaviour – contact or non-contact, self-harm, eating disorders, continual, inappropriate or excessive masturbation, anxiousness or unwillingness to remove clothes – sports/ PE etc., pain or itching in genital area, blood on underclothes, bruising in genital region and/or inner thighs etc.

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.

Some of the Possible Indicators Could Include:

May be recognised by: Being constantly hungry; constantly tired; have a poor state of clothing; be emaciated; have untreated medical problems; be frequently late or have poor or non-attendance at school; have low self-esteem; display neurotic behaviour and/or have poor social relationships, have poor personal hygiene. A neglected child may also be apathetic, fail to thrive, or be left with or in the care of adult's under the influence of alcohol or drug misuse.

Appendix Two

Teacher's Report

| Arnbrook Primary School | | | |
|---|-----|-------|------|
| Class Teacher's Report For | DOB | Class | Date |
| Academic level, targets and rates of progress: | | | |
| Conduct, behavior and demeanor: e.g. self-esteem, motivation, focus, attitude | | | |
| Any Extra Provision: | | | |
| Social Interaction with adults and peers: | | | |
| Current concerns/areas of weakness Contact with Carers: Any Other comments: | | | |

Appendix Three

Teacher's Report Example

| ARNBROOK PRIMARY SCHOOL | |
|---|---|
| CLASS TEACHER'S REPORT FOR : JOE BLOGGS DOB: 22/07/2003 CLASS: 3DI DATE: 03/12/2010 | |
| Academic levels, targets and rates of progress: <u>Current Academic Levels</u> Maths - 1C Reading – W Writing – 1C In writing, his current targets are to write a sentence independently and to use his Fred Sounds to help him spell common words correctly. | <u>End of 10/11 year targets</u> Maths - 1B Reading – 1C Writing – 1B Joe's current academic progress is quite disappointing, showing few signs of improvement and very little motivation to get better. |
| Conduct, behaviour and demeanour: e.g. self-esteem, motivation, focus, attitude: Joe has very low motivation to get work completed independently and needs focused adult support to help him form sentences and think of ideas in writing – this is slightly better in Maths, where he can sometimes work well on his own. He lacks confidence when discussing ideas and finds it hard to create any new ones of his own. His focus is easily distracted and needs constant reminders to stay on task. Joe's focus often differs day-to-day - sometimes he looks very tired in the morning and often complains of being hungry at break times. He has commented to staff that on some days he has 'been up all night watching cartoons' and that he has been making his own breakfast. | |
| Any extra provision in class: Joe is supposed to receive a full day of one-to-one support on Wednesdays, but due to staff illnesses has only received this whole day support once this year so far. Recent TA appointments have been made to address this problem. He also has 30 minutes a week 'Play Therapy' with Miss Bell. | |
| Social interaction with adults and peers: Joe is a fairly popular boy in class and has 1 or 2 good friends, whom he regularly plays with at break times. In the week beginning 22/11, Joe was sent to SMT for spitting at another boy on the playground, he admitted to this and said he did it because he was pushed. Joe always owns up if he is accused of something and never lies to adults. He lacks confidence academically and rarely offers ideas during whole class discussions, needing a lot of prompting to converse with his talk partner. Joe enjoys talking to adults and asking questions about things he is unfamiliar with. | |
| Current concerns / areas of weakness: Recently, Joe's appearance has got worse – it has been noticed by staff that he looks dirty on some days and that his uniform has not been washed. It is very difficult to motivate Joe to complete independent work, he often expects adults to spell words for him and give him the ideas. He is beginning to understand that I will not write for him and he is expected to get work done on his own – but this is a very slow process. Contact with Carers: Kevin is often late picking Joe up, particularly on Fridays. Kevin sometimes brings his large new dog to school and sometimes turns up with friends on bikes. Last week, a girl came to pick the boys up – Joe knew who she was but it was the first time I has seen her. Any other comments: In the week beginning 22/11, Joe was late for school 3 times. He came in on those days at around 9.45am. He has recently said that the new dog is 'very naughty' and that Kevin has had to kick it and left it outside the house. Several of the staff at Southwark are very attached to Joe, and it is hard not to get attached to him because of his situation. He is a very caring, sensitive boy who adores his brother and generally gets on very well with everyone who he works with. | |

Appendix Four

Emergency Contact Details

| Service | Contact Details |
|--|--|
| Nottinghamshire Multi Agency Safeguarding Hub (MASH) team. | 0300 500 8090 *This is the number to refer a concern to social care for children who live in Nottinghamshire. |
| Nottingham City Children's Social Care – Children & Families Direct | 0115 87 64800. *This is the number to refer a concern to social care for children who live in Nottingham City. |
| Nottinghamshire Early Help Assessment Team | 01623 433500 |
| Nottinghamshire Customer Services | 0300 500 80 80 *If you are trying to contact a named social worker but don't have a number/team |
| Nottinghamshire - Gedling Duty Social Care | 0115 854 6090 |
| Nottinghamshire – Assessment Team South Duty Line | 0115 8546448 |
| Nottinghamshire Safeguarding Children In Education Officer | Cheryl Stollery 0115 8041047 |
| Nottinghamshire Education Adviser, Multi Agency Safeguarding Hub | Moiria Cordon 0115 80 42525 |
| Nottingham City Social Care – Open Cases | 0115 8765600 |
| Nottingham City Social Care Advice Line | 07711189544 |
| Nottinghamshire Local Authority Designated Officer | Eva Callaghan or person providing cover 0115 8041272. |
| Gedling Healthy Family Team (0-19) Rachel Channer - School Specialist Public Health Practitioner. | Professionals – 0115 8834663 or 0115 8834661. not-tr.gedlinghftclusters@nhs.net r.channer@nhs.net 07342077954. |
| Nottingham City: Community Public Health Nursing Service (5-19) | 0300 131 0300, option 5 www.accesstoservices.citycare.org.uk |
| Female Genital Mutilation National Helpline | 08080283550 |
| Prevent National Helpline | 02073407264 counter.extremism@education.gsi.gov.uk |
| Forced Marriage Unit | 020 7008 0151 or email fmu@fco.gov.uk . |
| Modern Slavery Helpline | 0800 0121 700 https://www.modernslaveryhelpline.org/report |
| NSPCC Website | https://www.nspcc.org.uk/ |
| NSPCC Whistleblowing helpline (NSPCC's what you can do to report abuse dedicated helpline) | 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday & email: help@nspcc.org.uk . 14 |

Appendix Five

Children who may be particularly vulnerable (KCSiE 2019)

Some children may have an increased risk of abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur. To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- disabled or have special educational needs
- young carers
- affected by parental substance misuse, domestic violence or parental mental health needs
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- live transient lifestyles
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- at risk of sexual exploitation
- do not have English as a first language
- at risk of female genital mutilation (FGM)
- at risk of forced marriage
- at risk of being drawn into extremism.
- at risk of so-called honour based violence
- missing from education
- have family members in prison
- at risk of child criminal exploitation and/or county lines
- affected by homelessness
- affected by the court system
- affected by domestic abuse

Appendix Six

Reporting a Safeguarding Concern – Guidance

All safeguarding incidents should be reported online using the MyConcern website. MyConcern enables you to report any safeguarding concern and provides access to relevant guidance and local policies.

The Designated Safeguarding Lead for our school is Peter Fowlie (Headteacher). Deputy DSLs are Adam Butterworth-Drury & Liz Burke.

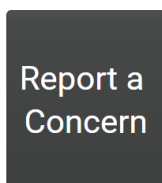
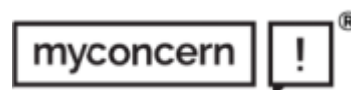
If, at any point, there is a risk of immediate serious harm to a student, you must inform the DSL IMMEDIATELY.

To report a concern:

Inform the DSL or one of Deputy DSLs (Peter Fowlie/Adam Butterworth-Drury/Liz Burke) IMMEDIATELY if the risk is deemed to be immediate or urgent.

Go to: <http://myconcern.education/>

Login with the username: [enter username @Arbrookprimary.net](#)
password: enter password



Click on

Complete all fields in as much detail as possible. Guidance will appear on the right in an orange popup box.

When completing the section “Details of Concern”:

- **You MUST include your full name and company in this section as you have used a generic login.**
- Complete this section with as much detail as possible giving dates and times and the child’s actual words if relevant.
- Children’s words should be in inverted commas and written in ALL CAPITALS.

Remember, that if there is a risk of immediate serious harm the DSL should be personally informed IMMEDIATELY. Do not delay informing the DSL simply to record the concern; this can be done retrospectively.

Report a Concern

| | |
|---------------------|---|
| Name(s) of Pupil(s) | Please name the pupil(s) subject of this concern and any other pupil(s) you want linked to it |
| | No pupils selected |
| Concern Summary | e.g. Andrew came into school this morning with a bruise on his arm. |
| Concern Date/Time | |
| Details of Concern | There is no need to repeat the Concern Summary. |
| Is this urgent? | <input type="checkbox"/> If YES, please check this box. |
| Action taken | |
| Attachments | <input type="button" value="Browse..."/> |

Appendix Seven

Annex A: Further information (KCSIE 2019)

Annex A contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should read this annex.

As per Part 1 of Keeping Children Safe in Education, if staff have any concerns about a child's welfare, they should act on them immediately. They should follow their own organisation's child protection policy and speak to the designated safeguarding lead (or deputy).

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately.

Annex A Index

Children and the court system

Children missing from education

Children with family members in prison

Child sexual exploitation

Child criminal exploitation: county lines

Domestic abuse

Homelessness

So-called 'honour-based' violence

Preventing radicalisation

Peer on peer abuse

Sexual violence and sexual harassment between children in schools and colleges

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 and 12-17 year olds.

They 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.

Children missing from education

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school or college's unauthorised absence and children missing from education procedures.

Children with family members in prison

Approximately 200,000 children in England and Wales 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.

Child sexual exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased

status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact: it can also occur through the use of technology. Like all forms of child sex abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and noncontact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Some of the following signs may be indicators of child sexual exploitation:

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

Child criminal exploitation: county lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban 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.

Domestic abuse

The cross-government definition of domestic violence and abuse is:

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

- psychological;
- physical;
- sexual;
- financial; and
- emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

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

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances.

So-called 'honour-based' violence (including Female Genital Mutilation and Forced Marriage)

So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Actions If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers⁹⁹ that requires a different approach (see following section).

FGM

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to

the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. FGM mandatory reporting duty for teachers Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: Mandatory reporting of female genital mutilation procedural information.

Under Section 5B(11)(a) of the Female Genital Mutilation Act 2003, “teacher” means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out.¹⁰⁰ Unless the teacher has good reason not to, they should still consider and discuss any such case with the school or college’s designated safeguarding lead (or deputy) and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

Preventing radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools’ or colleges’ safeguarding approach.

Extremism¹⁰¹ is the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child’s vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children’s behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a referral to the Channel programme.

The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counterterrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard¹⁰³ to the need to prevent people from being drawn into terrorism”.¹⁰⁴ This duty is known as the Prevent duty. The Prevent duty should be seen as part of schools’ and colleges’ wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the Revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76 which are specifically concerned with schools (and also covers childcare). The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies.

As defined in the Revised Prevent Duty Guidance for England and Wales 103 According to the Prevent duty guidance 'having due regard' means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions. 104 "Terrorism" for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act).

There is additional guidance: Prevent duty guidance: for further education institutions in England and Wales that applies to colleges.

Educate Against Hate, a website launched by the Her Majesty's Government has been developed to support and equip school and college leaders, teachers, and parents with information, tools and resources (including on the promotion of fundamental British values) to help recognise and address extremism and radicalisation in young people. The platform provides information on and access to training resources for teachers, staff and school and college leaders, some of which are free such as Prevent e-learning, via the Prevent Training catalogue.

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at: Channel guidance, and a Channel awareness e-learning programme is available for staff at: Channel General Awareness. The school or college's Designated Safeguarding Lead (and any deputies) should be aware of local procedures for making a Channel referral. As a Channel partner, the school or college may be asked to attend a Channel panel to discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

Peer on peer abuse

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

Sexual violence and sexual harassment between children in schools and colleges

Context Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk. Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

What is Sexual violence and sexual harassment?

Sexual violence It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003¹⁰⁵ as described below: Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents. Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents. Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does

not reasonably believe that B consents.

What is consent?

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.¹⁰⁷ Sexual harassment When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

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

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment.

This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:

- non-consensual sharing of sexual images and videos;
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media; and
- sexual exploitation; coercion and threats

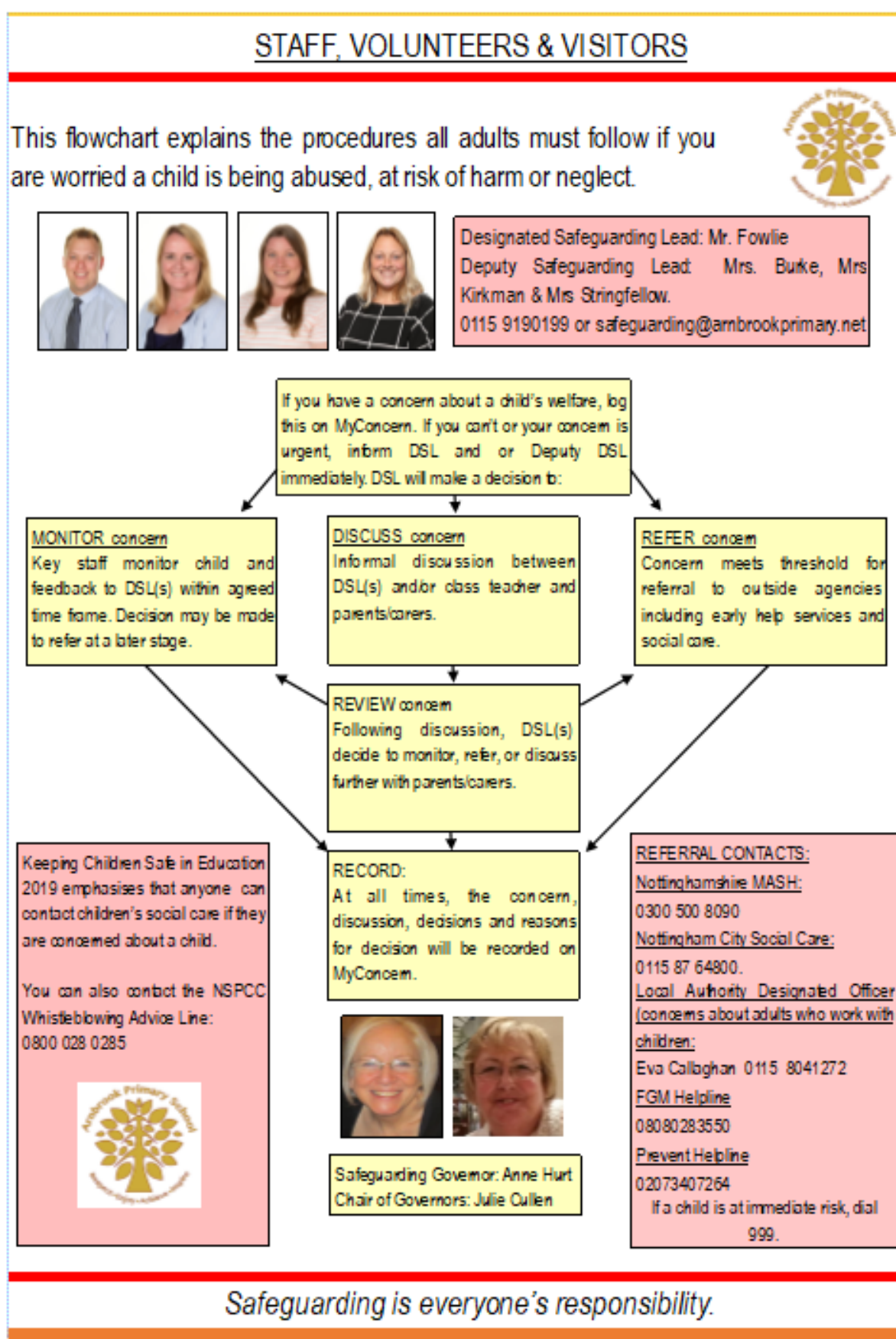
Upskirting

'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem. It is important school and college staff (and especially designated safeguarding leads and their deputies) understand consent. This will be especially important if a child is reporting they have been raped.

Appendix Eight



Appendix Nine

Body Map Guidance

Body Maps should be used to document and illustrate visible signs of harm and physical injuries.

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 DSL who will then report to MASH.

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.