



PRINCE'S MEAD

Safeguarding & Child Protection Policy

September 2020

This document is yet to be ratified by the Board of Governors but reflects the latest version of Keeping Children Safe in Education came into force on 1 September 2020.

CONTENTS

1. Annual review	4
2. Definitions	4
3. Aims	5
4. Principles and Values.....	5
5. Legislation and further guidance.....	7
6. ROLES AND RESPONSIBILITIES	8
7. Local Safeguarding Children Board.....	8
8. Governing Board.....	8
9. DSL.....	8
10. Senior Leadership Team	9
11. Staff.....	9
12. CHILD PROTECTION PROCEDURES	11
13. Suspected abuse or receiving a disclosure.....	11
14. DSL Actions	11
15. Referral	12
16. Confidentiality	12
17. Allegations against staff.....	12
18. Whistle blowing	13
19. Allegations against children.....	13
20. Preventing Radicalisation and Extremism	14
21. Gender Based Violence / Violence against women and girls.....	14
22. Female Genital Mutilation (FGM)	14
23. Honour Based Violence	15
24. Sexual Violence/Harassment.....	15
25. Upskirting	15
26. Sexting.....	16
27. The Toxic Trio	16
28. Domestic Abuse	16
29. Parental Mental Health.....	17
30. Parental Substance Misuse	18
31. Missing, Exploited and Trafficked Children (MET)	19
32. Children Missing from Education	19
33. Children Missing from Home or Care	21
34. Child Sexual Exploitation (CSE), Child Criminal Exploitation (CCE) and County Lines	21
35. TECHNOLOGIES.....	24
36. On-line Safety	24
37. Cyberbullying	25
38. Gaming.....	25
39. Online reputation.....	26
40. Grooming	26
41. PART 2 – SAFEGUARDING ISSUES RELATING TO INDIVIDUAL PUPIL NEEDS	27

42. Pupils with medical conditions in school	27
43. Pupils with medical conditions out of school	27
44. Intimate care.....	27
45. Fabricated or induced illness.....	27
46. Mental Health	27
47. PART 3 – OTHER SAFEGUARDING ISSUES IMPACTING PUPILS.....	29
48. Peer on Peer/Child on Abuse.....	29
49. Bullying.....	29
50. Prejudice based abuse.....	29
51. Faith Abuse	30
52. Gangs and Youth Violence	30
53. Private fostering.....	31
54. Parenting.....	31
55. Use of Mobile Phones	32
56. Contextual Safeguarding.....	32
57. SEND – Pupils with Special Educational Needs and Disabilities	32
58. Safer Recruitment.....	34
59. Staff Induction	34
60. Health and Safety.....	34
61. Site Security	34
62. Off site visits.....	35
63. First Aid	35
64. Physical Intervention (use of reasonable force)	35
65. Taking and the use and storage of images.....	35
66. Transporting pupils	35
67. Disqualification under the Child Care Act.....	36
68. ANNEXES	37
69. Annex 1: Flowchart for Child Protection procedures	37
70. Annex 2: Recording form.....	38
71. Annex 3: Dealing with disclosures.....	39
72. Annex 4: Allegations against staff.....	42
73. Annex 5: Peer-on-Peer/Child on child Abuse.....	43
74. Annex 6: Briefing Sheet for supply staff and those on short contracts	45
75. Annex 7: What is child abuse?	47
76. Annex 8: Brook sexual behaviours traffic light tool	55
77. Annex 9: Useful contacts	58
78. Annex 10: Transporting of pupils by parents	59
79. Annex 11- Prince's Mead response to Covid –19	62
80. Annex 12- Online protection.....	64
81. Annex 13- Mental health.....	66
82. Annex 14 - Safer Recruitment.....	67

Annual review

1. This policy is reviewed at least annually in consultation with a governor and reported to the Full Board in line relevant statutory guidance.
2. This policy was approved by the Governing Board on September **2020**.
3. Next review by Governing Board: **September 2021**.

Policy Statement

4. Safeguarding determines the actions that we take to keep children safe and protect them from harm in all aspects of their school life. As a school, we are committed to safeguarding and promoting the welfare of all of our pupils. The school is committed to acting in the best interests of the child.
5. We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. As part of this responsibility we undertake Safer Recruitment.
6. We make every effort to provide a safe and welcoming environment underpinned by a culture of openness where both children and adults feel secure, able to talk and believe that they are being listened to. We are alert to the possibility of a safeguarding issue potentially happening within our school.
7. The purpose of this policy is to provide staff, volunteers and Governors with the framework they need in order to keep children safe and secure at Prince's Mead and to inform parents and guardians how we will safeguard their children whilst they are in our care. The actions that we take to prevent harm; to promote wellbeing; to create safe environments; to educate on rights, respect and responsibilities; to respond to specific issues and vulnerabilities all form part of the safeguarding responsibilities of the school. As such, this overarching policy will link to other policies which will provide more information and greater detail.

Definitions

Within this document:

8. **Safeguarding** and **promoting the welfare of children** refers to the process of protecting children from maltreatment, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.
9. **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.
10. **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 volunteer parents and Governors.
11. **Child** refers to all young people who have not yet reached their 18th birthday. On the whole, this will apply to children of our school; however, the policy will extend to visiting children and students from other establishments.
12. **Parent** refers to birth parents and other adults in a parenting role for example adoptive parents, step parents, guardians and foster carers.
13. **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 of these are given within the procedure document.
14. **Early Help** means 'identifying as early as possible if a child or family need support and helping them to access services, working together to ensure that this has maximum impact. In other words, offering the right help at the right time.'

15. *DSL* is the term used for the Designated Safeguarding Lead.

Aims

16. To provide Staff with the framework to promote and safeguard the wellbeing of children and in so doing ensure they meet their statutory responsibilities
17. To ensure consistent good practice across the school
18. To demonstrate our commitment to protecting children

Principles and Values

1. Safeguarding is everyone's responsibility.
2. 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, either in the school or in the community taking into account contextual safeguarding, in accordance with the guidance.
3. Children have a right to feel secure and cannot learn effectively unless they do so. All children regardless of age, gender, race, ability, sexuality, religion, culture or language have a right to be protected from harm.
4. 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.
5. Whilst the school will work openly with parents as far as possible, the school reserves the right to contact children's social care or the police, without notifying parents if this is in the child's best interests.
6. Some areas, such as Health and Safety, are a specialist area of safeguarding and this is the responsibility of the School Bursar.
7. 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.
8. 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.

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.

Training

19. All staff, the Headmaster and relevant Governors will receive training that is regularly updated in line with HSCB advice to include Prevent and on-line safety, plus informal updates. During the Covid-19 Pandemic staff have been regularly briefed to ensure key safeguarding protocols and procedures remain. DSL has reiterated the need for key safeguarding principles to be met, namely:
20. The best interests of children must always continue to come first
 - If anyone in school has a safeguarding concern about any child they should continue to act and act immediately
 - A DSL should be available on site or remotely
 - It is essential that unsuitable people are not allowed to enter the children's workforce and/or gain access to children
 - Children should continue to be protected when they are online
21. Prince's Mead, as far as reasonably possible, will adopt a whole institution approach to safeguarding to ensure all protocols and policies in place at school are not weakened or undermine the protection of children in its care. Annex 11-14 details the school's response to Covid-19. The DSL will continue to review this policy as Government guidance and advice changes. The most up to date Government advice has been:
22. <https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers>
23. New staff and Governors will receive a briefing during their induction, which includes this policy and the staff behaviour policy, reporting and recording arrangements, and details for the DSL.
24. The DSL and Deputy DSLs receive biennial training at Level 3 for Multi-agency Working plus informal updates. A training log is kept to monitor this.
25. All staff will also receive safeguarding and child protection updates via email and staff meetings throughout the year. There is a specific focus on Safeguarding for each termly Study Day (INSET) where updates and further training are given.
26. 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.
27. All staff should be trained to manage a report on Child on Child Sexual Violence and Sexual Harassment, details of which are contained in Annex 5.

Legislation and further guidance

28. This policy is based upon DfE guidance to which Prince's Mead has regard to:

1. Keeping Children Safe in Education¹ (September 20) (KCSIE)
2. Working Together to Safeguard Children² (September 2018) (WT)
3. Sexual violence and sexual harassment between children in schools and colleges (May 2018)
4. *Prevent Duty Guidance: for England and Wales* (July 2015). Prevent is supplemented by non-statutory advice and a briefing note:
5. The use of social media for on-line radicalisation (July 2015)
6. *The Prevent duty: Departmental advice for schools and childminders* (June 2015)
7. Teachers' Standards 2012
8. The Safeguarding Vulnerable Groups Act 2006
9. Children Act 2004 & 1989
10. The Education (Independent Schools Standards) (England) Regulations 2003
11. *Section 157 of the Education Act 2002*
12. Hampshire Safeguarding Children Board protocols and guidance and their procedures
13. Prince's Mead Staff Code of conduct/ Behaviour Policy
14. Prince's Mead Whistleblowing procedure
15. Prince's Mead Recruitment Policy

1. _____
- 2.
- 3.

¹ KCSIE incorporates the additional statutory guidance, *Disqualification under the Childcare Act 2006* (September 2020). KCSIE also refers to the non-statutory advice for practitioners: *What to do if you're worried a child is being abused* (March 2015)

² WT refers to the non-statutory but important advice: *Information sharing* (2018)

ROLES AND RESPONSIBILITIES

Local Safeguarding Children Board

1. The local Safeguarding Children Board (SCB) for Prince's Mead is Hampshire Safeguarding Children's Partnership. Its core objectives are to coordinate local work to safeguard and promote the welfare of children. The school will operate safeguarding procedures in line with locally-agreed inter-agency procedures.
2. In line with the new focus of working with our Safeguarding partners, (the local authority, a clinical commissioning group, the chief officer of police), the DSL will work with these partners and the local MASH, Multi Agency Safeguarding Hub to ensure free flow of information about any safeguarding concerns to support the welfare of the children in our care.
3. MASH contacts are 03005551386 Office Hours and 03005551373 out of hours.

Governing Board

4. In accordance with Part 2 of KCSIE (September 2020), the Governing Board:
 - Have a nominated Safeguarding Governor, Mrs Sarah Tice, to oversee the safeguarding policy and procedures at Prince's Mead;
 - Mrs Tice meets with the key members of the Safeguarding team (at the very least the DSL) termly to discuss safeguarding matters (procedural and policy related);
 - Are presented with an annual audit of safeguarding at Prince's Mead, delivered by the DSL at a full governing body meeting (which is included in the minutes) and the safeguarding governor signs this off;
 - Review any policy changes and sign off the safeguarding policy annually;
 - A termly Health and Safety meeting is held where the Bursar will report any Safeguarding matters back to the Safeguarding Governor.

DSL

1. Alex Greenaway (the Deputy Headmaster who sits on the Senior Leadership Team (SLT)) is the DSL that includes the EYFS.
2. The Deputy DSLs are Peter Thacker (Headmaster), Mandy Oakley (Matron), Gillian Jones (Head of Pastoral Care) and Abbey Fecher (Head of Pre-prep).

The DSL will:

29. Refer cases to social care, and the police where appropriate in a timely manner avoiding any delay that could place the child at more risk.
3. Assist the governing board in fulfilling their safeguarding responsibilities set out in legislation and statutory guidance.
4. Attend initial training for the role and refresh every two years.
5. Ensure that whole school refresher training occurs at least annually and complete re-training every three years, so that staff and volunteers can fulfill their responsibilities
6. Ensure any members of staff joining the school outside of this training schedule receive induction prior to commencement of their duties
7. Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the DSL
8. Keep written records of child protection concerns securely and separately from the main child file and use these records to assess the likelihood of risk
9. Ensure that copies of safeguarding records are transferred accordingly (separate from child files) when a child transfers to and from another school

10. Ensure that where a child transfers school and is on a child protection plan or is a child looked after, the information is passed to the new school immediately and that the child's social worker is informed
11. Link with the HSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding
12. Develop, implement and review procedures in our school that enable the identification and reporting of all cases, or suspected cases, of abuse
13. Act as the Online-Safety Officer, taking responsibility for policies surrounding Online-Safety (e-safety).
14. Meet any other expectations set out for DSL in KCSiE 2020.

Senior Leadership Team

30. The SLT will:

- Contribute to inter-agency working in line with guidance (Working Together 2018)
- Provide a coordinated offer of early help when additional needs of children are identified
- Ensure staff are alert to the various factors that can increase the need for early help (para 18 KCSiE 2020)
- Working with children's social care, support their assessment and planning processes including the school's attendance at conference and core group meetings
- Carry out tasks delegated by the governing board 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 children with respect and follow procedures
- Ensure that allegations or concerns against staff are dealt with in accordance with guidance from Department for Education (DfE), Hampshire Safeguarding Children's Board (HSCB) and Hampshire County Council (HCC)

Staff

31. All staff have a key role to play in identifying concerns early and in providing help for children. To achieve this they will:
 - a. Read and understand at least Part 1 of Keeping Children Safe in Education (2020) and this Safeguarding and Child Protection Policy. Those working directly with children must also read and understand Annex A. All staff must sign to confirm that it has been completed
 - b. Encourage a culture of listening to children and taking account of their wishes and feelings. Ensure children know that there are adults in the school whom they can approach if they are worried about any problems
 - c. Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe
 - d. Attend training in order to be aware of and alert to the signs of abuse and be able to respond appropriately
 - e. Maintain an attitude of "it could happen here" with regards to safeguarding
 - f. 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
 - g. Be prepared to refer directly to social care and the police if appropriate if there is a risk of significant harm and the DSL is not available

- h. If the disclosure is an allegation against a member of staff they will follow the allegations' procedures (Annex 4)
- i. Follow the procedures set out by the HSCB and take account of guidance issued by the DfE
- j. Support children in line with their child protection plan
- k. Treat information with confidentiality but never promising to "keep a secret"
- l. Notify DSL of any child on a child protection plan who has unexplained absence
- m. Have an understanding of early help and be prepared to identify and support children who may benefit from early help
- n. 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
- o. Liaise with other agencies that support children and provide early help
- p. Ensure they know who the DSL and Deputy DSL are and know how to contact them
- q. Have an awareness of the Behaviour policy, the Staff Behaviour policy (code of conduct), safeguarding response to children who go missing from education and the role of the DSL.
- r. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

CHILD PROTECTION PROCEDURES

Suspected abuse or receiving a disclosure

32. If a member of staff suspects abuse or they have a disclosure of abuse made to them they must:
 - a. Make an initial record of the information
 - b. Report it to the DSL immediately, using the Annex 2 Form
 - c. The DSL will consider if there is a requirement for immediate medical intervention, however urgent medical attention should not be delayed if the DSL is not immediately available (see point 7 below)
 - d. 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:
 - e. Dates and times of their observations
 - f. Dates and times of any discussions they were involved in
 - g. Any injuries
 - h. Explanations given by the child / adult
 - i. What action was taken
 - j. Any actual words or phrases used by the child
 - k. The prime concern at all stages must be the interests and safety of the child. Where there is a conflict of interest between the child and an adult, the interests of the child must be paramount.
 - l. The records must be signed and dated by the author or /equivalent on electronic based records.
 - m. In the absence of the DSL, be prepared to refer directly to children's social care (and the police if appropriate) if there is the potential for immediate significant harm.

DSL Actions

33. Following a report of concerns from a member of staff, the DSL must:
 - n. 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 and the police if appropriate.
 - o. 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.
34. If there are grounds to suspect a child is suffering, or is likely to suffer, significant harm they must contact children's social care via the children's reception team (CRT) on 01329 225379 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
35. If the DSL feels unsure about whether a referral is necessary they can phone children's reception team (CRT) to discuss concerns.
36. If there is not a risk of significant harm, then the DSL will either actively monitor the situation or consider the early help process
37. The DSL will confirm any referrals in writing to children's social care, within 24 hours, including the actions that have been taken. The written referral should be made using the inter-agency referral form (IRAF) which will provide children's social care with the supplementary information required about the child and family's circumstances. (IRAF

can be accessed at the following page

<https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/contacts>)

38. 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
39. 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.
40. When a child is in need of urgent medical attention and there is suspicion of abuse the DSL or Headmaster and another adult 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.

Referral

41. Following any concerns raised by staff, the DSL will assess the information and consider if significant harm has happened or 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 can make a direct referral to Children's Social Care and the police if appropriate.
42. Generally the DSL will inform the parents prior to making a referral however there are situations where this may not be possible or appropriate. However, parental consent is not required for referrals to statutory agencies.
43. N.B. The exception to this process will be in those cases of known FGM (Female Genital Mutilation) where there is a mandatory requirement for the teacher to report directly to the police.

Confidentiality

44. All matters relating to child protection are to be treated as confidential and only shared as per the 'working together' guidance.
45. There is a lawful basis for child protection concerns to be shared with agencies who have a statutory duty for child protection.
46. Information will only be shared with agencies who we have a statutory duty to share with or individuals within the school who 'need to know'.
47. All staff are aware that they cannot promise a child to keep a disclosure confidential.
48. As a school we will educate and encourage children to keep safe through:
 - a. Creating and using curriculum opportunities to encourage children to communicate about issues that concern them
 - b. A school ethos which helps children to feel safe, respected and able to talk freely about their concerns, believing that they will be listened to and valued and their concerns taken seriously

Allegations against staff

49. If a concern is raised about the practice or behaviour of a member of staff, volunteer or DSL this information must be recorded and passed to the Headmaster. The local authority designated officer (LADO) will be contacted and the relevant guidance will be followed.

50. If a concern is raised about the Headmaster, this must be communicated to the Chairman of Governors who will contact the LADO.
51. If an accused person resigns, or ceases to provide their services, this should not prevent an allegation being followed up. A referral to the DBS must be made, if the criteria are met (KCSIE paras.157-158).
52. Ofsted must be informed as soon as practicable and within 14 days at the latest, of allegations of serious harm or abuse by any person living, working, or looking after children at the premises and the action taken in respect of such allegations.

Whistle blowing

53. All staff must remember that the welfare of the child is paramount.
54. Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career.
55. The school's Whistleblowing Policy enables staff to raise concerns or allegations, initially in confidence and for a sensitive enquiry to take place. All concerns of poor practice or possible child abuse by colleagues should be reported to the Headmaster. Complaints about the Headmaster should be reported to the Chairman of Governors. Staff may also report their concerns directly to children's social care or the police if they believe direct reporting is necessary to secure action.
56. If staff need support they can contact the NSPCC new helpline on 0800 028 0285 or email help@nspcc.org.uk

Allegations against children

57. If a concern is raised that there is an allegation of a child abusing another child within the school, the 'dealing with allegations against children' guidance will be followed. (Annex 5)

PART 1 – HIGH RISK AND EMERGING SAFEGUARDING ISSUES

Preventing Radicalisation and Extremism

<https://www.gov.uk/government/publications/prevent-duty-guidance>

58. The prevent duty requires that all staff are aware of the signs that a child may be vulnerable to radicalisation.
59. 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 completed Prevent on-line training and received awareness training in order that they can identify the signs of children being radicalised.
60. As part of the preventative process resilience to radicalisation will be built through the promotion of fundamental British values through the curriculum.
61. 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.

Gender Based Violence / Violence against women and girls

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

1. 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.

Female Genital Mutilation (FGM)

62. www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information
 63. <https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>
2. 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.
 3. On the 31st October 2015, it became mandatory for teachers to report known cases of FGM to the police. In these situations, the DSL 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 this.
 4. 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.

Honour Based Violence

64. <https://www.cps.gov.uk/legal-guidance/so-called-honour-based-abuse-and-forced-marriage-guidance-identifying-and-flagging>
1. 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.
 2. It is often linked to family or community members who believe someone has brought shame to their family or community by doing something that is not in keeping with their unwritten rule of conduct. For example, honour based violence might be committed against people who:
 - a. become involved with a boyfriend or girlfriend from a different culture or religion
 - b. want to get out of an arranged marriage
 - c. want to get out of a forced marriage
 - d. wear clothes or take part in activities that might not be considered traditional within a particular culture
 - e. convert to a different faith from the family
 3. Women and girls are the most common targets 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:
 - a. domestic abuse
 - b. threats of violence
 - c. sexual or psychological abuse
 - d. forced marriage
 - e. being held against your will or taken somewhere you don't want to go
 - f. assault
 4. 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.

Sexual Violence/Harassment

5. Sexual violence and sexual harassment can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.
6. 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.
7. It is more likely that girls will be the victims of sexual violence and more likely that sexual harassment will be perpetrated by boys.
8. Children with Special Educational Needs and Disabilities (SEND) can be especially vulnerable.
9. More information and guidance on sexual harassment and sexual violence can be found in Part 5 of KCSIE.

65.

Upskirting

66. All staff should be aware of the need to be vigilant of 'Upskirting'.
67. '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 and may constitute sexual harassment.
68. If you suspect any child of doing this inform the DSL immediately.

Sexting

69. <https://www.thinkuknow.co.uk/Teachers/Resource>
70. <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>
10. Sexting can be viewed as a form of sexual harassment and is defined as the production and/or sharing of sexual photos and videos of and by young people who are under the age of 18. It includes nude or nearly nude images and/or sexual acts. It is also referred to as 'youth produced sexual imagery'.
11. 'Sexting' does not include the sharing of sexual photos and videos of under-18 year olds with or by adults. This is a form of child sexual abuse and must be referred to the police.
12. What to do if an incident involving 'sexting' comes to your attention
 - a. Report it to the Designated Safeguarding Lead (DSL) immediately.
 - b. Never view, download or share the imagery yourself, or ask a child to share or download – this is illegal.
 - c. If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL.
 - d. Do not delete the imagery or ask the young person to delete it.
 - e. Do not ask the young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL.
 - f. Do not share information about the incident to other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
 - g. Do not say or do anything to blame or shame any young people involved.
 - h. Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL.

The Toxic Trio

1. The term 'Toxic 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.
2. 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.

Domestic Abuse

71. <https://www.gov.uk/guidance/domestic-abuse-how-to-get-help>
1. 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. This can encompass, but is not limited to, the following types of abuse:

- a. Psychological
 - b. Physical
 - c. Sexual
 - d. Financial
 - e. Emotional
2. 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.
 3. 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.
 4. 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.
 5. 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.
 6. Indicators that a child is living within a relationship with domestic abuse include:
 - a. withdrawn
 - b. suddenly behaves differently
 - c. anxious
 - d. clingy
 - e. depressed
 - f. aggressive
 - g. problems sleeping
 - h. eating disorders
 - i. wets the bed
 - j. soils clothes
 - k. takes risks
 - l. misses school
 - m. changes in eating habits
 - n. obsessive behaviour
 - o. nightmares
 - p. drugs
 - q. alcohol
 - r. self-harm
 - s. thoughts about suicide
 7. 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.
 8. If staff believe that a child is living with domestic abuse, this will be reported to the DSL for referral to be considered to children’s social care.
 9. Serious violence.
 72. All staff should be aware of the indicators, which may signal that children are at risk from, or are involved with serious crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or 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.

Parental Mental Health

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

1. 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.
2. For children the impact of parental mental health can include:
 - a. The parent/ carer's needs or illnesses taking precedence over the child's needs
 - b. Child's physical and emotional needs neglected
 - c. A child acting as a young carer for a parent or a sibling
 - d. Child having restricted social and recreational activities
 - e. Child finds it difficult to concentrate- impacting on educational achievement
 - f. A child missing school regularly as (s)he is being kept home as a companion for a parent / carer
 - g. Adopt paranoid or suspicious behaviour as they believe their parent's delusions
 - h. Witnessing self-harming behaviour and suicide attempts (including attempts that involve the child)
 - i. Obsessional compulsive behaviours involving the child
3. 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.

Parental Substance Misuse

<https://learning.nspcc.org.uk/children-and-families-at-risk/parental-substance-misuse>

1. 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.
2. 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.
3. For children the impact of parental substance misuse can include:
 - a. Inadequate food, heat and clothing for children (family finances used to fund adult's dependency)
 - b. Lack of engagement or interest from parents in their development, education or wellbeing
 - c. Behavioural difficulties - inappropriate display of sexual and/or aggressive behaviour
 - d. Bullying (including due to poor physical appearance)
 - e. Isolation – finding it hard to socialise, make friends or invite them home
 - f. Tiredness or lack of concentration
 - g. Child talking of or bringing into school drugs or related paraphernalia
 - h. Injuries /accidents (due to inadequate adult supervision)
 - i. Taking on a caring role
 - j. Continued poor academic performance including difficulties completing homework on time

- k. Poor attendance or late arrival
4. 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.
5. If staff believe that a child is living with parental substance misuse, this will be reported to the DSL for referral to be considered for children's social care.

Missing, Exploited and Trafficked Children (MET)

<https://www.portsmouthsab.uk/abuse/missing-exploited-trafficked>

1. Within Hampshire, 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.

Children Missing from Education

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

<https://www.gov.uk/government/publications/children-missing-education>

1. 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.
2. The DSL 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.
3. Staff must be alert to signs of children at risk of travelling to conflict zones, [female genital mutilation](#) and forced marriage. The school will also hold at least one emergency contact number for each child on register.
4. 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.
5. DSLs and staff should consider:
 - a. 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?
 - b. Is the child being sexually exploited during this time?
 - c. Are they late because of a caring responsibility?
 - d. Have they been directly or indirectly affected by substance misuse?
 - e. Are other pupils routinely missing the same lessons, and does this raise other risks or concerns?
 - f. Is the lesson being missed one that would cause bruising or injuries to become visible?
 - g. 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?
 - h. Is the child being sexually exploited during this day?
 - i. Do the parents appear to be aware?
 - j. Are the pupil's peers making comments or suggestions as to where the pupil is at?

- k. 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)?
 - l. Did we have any concerns about radicalisation, FGM, forced marriage, honour based violence, sexual exploitation?
 - m. Have we had any concerns about physical or sexual abuse?
6. 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.

Children 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.
3. “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.’
4. An absent person is: ‘A person not at a place where they are expected or required to be.’
5. 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.
6. 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’.
7. Within any case of children who are missing both push and pull factors will need to be considered.
8. Push factors include:
 - a. Conflict with parents/carers
 - b. Feeling powerless
 - c. Being bullied/abused
 - d. Being unhappy/not being listened to
 - e. The Toxic Trio
73. Pull factors include:
 - a. Wanting to be with family/friends
 - b. Drugs, money and any exchangeable item
 - c. Peer pressure
9. 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.
10. As a school we will inform all parents of children who are absent (unless the parent has informed us).
11. 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.

Child Sexual Exploitation (CSE), Child Criminal Exploitation (CCE) and County Lines

<http://paceuk.info/>

1. Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. 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. In some cases, the abuse will be

in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, male 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. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. 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:
 - a. going missing for periods of time or regularly coming home late;
 - b. regularly missing school or education or not taking part in education;
 - c. appearing with unexplained gifts or new possessions;
 - d. associating with other young people involved in exploitation;
 - e. having older boyfriends or girlfriends;
 - f. suffering from sexually transmitted infections;
 - g. mood swings or changes in emotional wellbeing;
 - h. drug and alcohol misuse; and
 - i. 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. As part of the PSHEE curriculum children are taught about relationships education, relationships and sex education and health education
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
8. CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or © through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people

Trafficked Children

<https://www.childrenssociety.org.uk/youngcarer/refugee-toolkit/trafficked-children>

1. Human trafficking is defined by the UNHCR in respect of children as a process that is a combination of:
 - a. Movement (including within the UK)
 - b. For the purpose of exploitation
2. Any child transported for exploitative reasons is considered to be a trafficking victim.
3. 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.
4. 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:
 - a. Shows signs of physical or sexual abuse, and/or has contracted a sexually transmitted infection or has an unwanted pregnancy
 - b. Has a history with missing links and unexplained moves
 - c. Is required to earn a minimum amount of money every day
 - d. Works in various locations
 - e. Has limited freedom of movement
 - f. Appears to be missing for periods
 - g. Is known to beg for money
 - h. 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
 - i. Is one among a number of unrelated children found at one address
 - j. Has not been registered with or attended a GP practice
 - k. Is excessively afraid of being deported
5. For those children who are internally trafficked within the UK indicators include:
 - a. Physical symptoms (bruising indicating either physical or sexual assault)
 - b. Prevalence of a sexually transmitted infection or unwanted pregnancy
 - c. sexual exploitation / the child has been seen in places known to be used for sexual exploitation
 - d. Evidence of drug, alcohol or substance misuse
 - e. Being in the community in clothing unusual for a child i.e. inappropriate for age, or borrowing clothing from older people
 - f. Relationship with a significantly older partner;
 - g. Accounts of social activities, expensive clothes, mobile phones or other possessions with no plausible explanation of the source of necessary funding;
 - h. Persistently missing, staying out overnight or returning late with no plausible explanation;
 - i. Returning after having been missing, looking well cared for despite having not been at home;
 - j. Having keys to premises other than those known about;
 - k. Low self-image, low self-esteem, self-harming behaviour including cutting, overdosing, eating disorder, promiscuity
 - l. Truancy/disengagement with education
 - m. Entering or leaving vehicles driven by unknown adults
 - n. Going missing and being found in areas where the child or young person has no known links; and/or
 - o. Possible inappropriate use of the internet and forming on-line relationships, particularly with adults

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

TECHNOLOGIES

74. <https://www.gov.uk/government/publications/teaching-online-safety-in-schools>

1. Technological hardware and software is developing continuously with an increase in functionality of devices that people use. The majority of children use online tools to communicate with others locally, nationally and internationally. Access to the internet and other tools that technology provides is an invaluable way of finding, sharing and communicating information.
2. While technology itself is not harmful, it can be used by others to make children vulnerable and to abuse them. Abuse can take place wholly online or technically may be used to facilitate offline abuse.
3. All staff should report any concerns of Cyber bullying, misuse of school ipads, laptops and computers to the DSL. All Smoothwall alerts will be investigated by the DSL to ensure all children are safeguarded whilst online. The DfEE have published Teaching Online Safety in Schools to support staff in the safe delivery of the curriculum.

On-line Safety

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

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

4. 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. Staff should recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and should be confident that they have the capability to support SEND children to stay safe online. Some of the risks could be:
 - a. unwanted contact
 - b. grooming
 - c. online bullying including sexting
 - d. digital footprint
5. The school will therefore seek to make provision for teaching children to keep themselves safe, including on-line through:
 - a. Acceptable use agreements for children, teachers, parents/carers and Governors
 - b. Curriculum activities involving raising awareness around staying safe online
 - c. Information included in letters, newsletters, web site, VLE
 - d. Parents evenings/sessions
 - e. High profile events/campaigns e.g. Safer Internet Day
 - f. Building awareness around information that is held on relevant web sites and or publications

Social media

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

<https://www.childnet.com/>

1. 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:
 - a. unwanted contact
 - b. grooming
 - c. online bullying including sexting
 - d. digital footprint
2. The school will therefore seek to provide information and awareness to both pupils and their parents through:
 - a. Acceptable use agreements for children, teachers, parents/carers and Governors
 - b. Curriculum activities involving raising awareness around staying safe online
 - c. Information included in letters, newsletters, web site, VLE
 - d. Parents evenings/sessions
 - e. High profile events/campaigns e.g. Safer Internet Day
 - f. Building awareness around information that is held on relevant web sites and or publications
 - g. Social media policy

Cyberbullying

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

1. 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'.
2. 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 cyberbullying we become aware of carried out by pupils when they are away from the site.
3. Cyberbullying 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."
4. By cyberbullying, we mean bullying by electronic media:
 - a. Bullying by texts or messages or calls on mobile phones
 - b. The use of mobile phone cameras to cause distress, fear or humiliation
 - c. Posting threatening, abusive, defamatory or humiliating material on websites, to include blogs, personal websites, social networking sites
 - d. Using e-mail to message others
 - e. Hijacking/cloning e-mail accounts
 - f. Making threatening, abusive, defamatory or humiliating remarks in on-line forums
5. Cyberbullying may be at a level where it is criminal in character.
6. It is unlawful to disseminate defamatory information in any media including internet sites.
7. 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.
8. The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.
9. 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.

Gaming

<https://www.thinkuknow.co.uk/Teachers/>
<http://www.saferinternet.org.uk/>

1. Online gaming is an activity that the majority of children and many adults get involved in. The school will raise awareness:
 - a. By talking to parents and carers about the games their children play and help them identify whether they are appropriate
 - b. By supporting parents in identifying the most effective way of safeguarding their children by using parental controls and child safety mode
 - c. By talking to parents about setting boundaries and time limits when games are played
 - d. By highlighting relevant resources.

Online reputation

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

1. 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 organisations and work establishments now check digital footprint before considering applications for positions or places on courses.

Grooming

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

1. 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.
2. The school will build awareness amongst children and parents about ensuring that the child:
 - a. Only has friends online that they know in real life
 - b. Is aware that if they communicate with somebody that they have met online, that relationship should stay online
3. That parents should:
 - a. Recognise the signs of grooming
 - b. Have regular conversations with their children about online activity and how to stay safe online
4. The school will raise awareness by:
 - a. Including awareness around grooming as part of their curriculum
 - b. Identifying with both parents and children how they can be safeguarded against grooming

PART 2 – SAFEGUARDING ISSUES RELATING TO INDIVIDUAL PUPIL NEEDS

Pupils with medical conditions in school

www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3

1. As a school we will make sure that sufficient staff are trained to support any pupil with a medical condition.
2. 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.
3. An individual healthcare plan may be put in place to support the child and their medical needs.

Pupils with medical conditions out of school

www3.hants.gov.uk/education/parents-info/inclusion-service.htm

4. 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:
 - a. children and young people suffering from long-term illnesses
 - b. children and young people with long-term post-operative or post-injury recovery periods
 - c. children and young people with long-term mental health problems (emotionally vulnerable)
5. Where it is clear that an absence will be for more than 15 continuous school days the Education and Inclusion Service will be contacted to support with the pupil's education.

Intimate care

<https://www.health-ni.gov.uk/publications/intimate-care-policy-and-guidelines-regrading-children>

6. See Guidelines for good practice above (adapted from the Chailey Heritage Centre)

Fabricated or induced illness

<https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced>

7. There are three main ways that a carer could fabricate or induce illness in a child. These are not mutually exclusive and include:
 - a. fabrication of signs and symptoms. This may include fabrication of past medical history;
 - b. 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;
 - c. induction of illness by a variety of means.
8. 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.

Mental Health

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

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

9. Form tutors and 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.
10. The balance between the risk and protective factors are most likely to be disrupted when difficult events happen in pupils' lives. These include:
 - a. 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;
 - b. life changes – such as the birth of a sibling, death of a relative, moving house or changing schools or during transition from primary to secondary school, or secondary school to sixth form; and
 - c. traumatic events such as abuse, domestic violence, bullying, violence, accidents, injuries or natural disaster.
11. 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.
12. 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). All staff should recognise that the mental health and wellbeing of pupils and their parents will have a direct consequence on pupil behaviour and may highlight or cause a safeguarding concern of an individual pupil.
13. The government have published advice and guidance on Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools. In addition, Public Health England has produced a range of resources to support teachers to promote positive health, wellbeing and resilience among young people including its guidance Promoting children and young people's emotional health and wellbeing.
14. Annex 13 details the protocols and advice staff should seek to support mental health

PART 3 – OTHER SAFEGUARDING ISSUES IMPACTING PUPILS

Peer on Peer/Child on Abuse

<https://educationinspection.blog.gov.uk/2019/10/04/what-is-peer-on-peer-abuse/>

1. All children are capable of abusing their peers. This can manifest itself in a whole spectrum of behaviours including:
 - d. Bullying including cyberbullying
 - e. Sexual violence and harassment
 - f. Physical abuse
 - g. Sexting
 - h. Upskirting
 - i. Initiation/hazing type violence and rituals
75. Children will be given plenty of guidance on how to report concerns and know they will be listened to and supported. Allegations will be recorded on the individual pupil behaviour record on Engage. The DSL and SLT review all behaviour records weekly to track trends and inform duty staff to carefully monitor.

Bullying

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

76. The school works to a separate bullying policy that can be found on the website and in the Central Resource Library for all staff.

Prejudice based abuse

77. <https://www.cps.gov.uk/crime-info/hate-crime>

78. 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:
 - a. Disability
 - b. Race
 - c. Religion
 - d. Gender identity
 - e. Sexual orientation
79. 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'.
80. This can be evidenced by:
 - a. threatened or actual physical assault
 - b. derogatory name calling, insults, for example racist jokes or homophobic language
 - c. hate graffiti (e.g. on school furniture, walls or books)
 - d. provocative behaviour e.g. wearing of badges or symbols belonging to known right wing, or extremist organisations
 - e. distributing literature that may be offensive in relation to a protected characteristic
 - f. verbal abuse
 - g. inciting hatred or bullying against pupils who share a protected characteristic
 - h. prejudiced or hostile comments in the course of discussions within lessons

- i. teasing in relation to any protected characteristic e.g. sexuality, language, religion or cultural background
- j. refusal to co-operate with others because of their protected characteristic, whether real or perceived
- k. expressions of prejudice calculated to offend or influence the behaviour of others
- l. attempts to recruit other pupils to organisations and groups that sanction violence, terrorism or hatred.

81. As a school we will respond by:

- a. clearly identifying prejudice based incidents and hate crimes and monitor the frequency and nature of them within the school
- b. taking preventative action to reduce the likelihood of such incidents occurring
- c. recognising the wider implications of such incidents for the school and local community
- d. providing regular reports of these incidents to the Governing Body
- e. ensuring that staff are familiar with formal procedures for recording and dealing with prejudice based incidents and hate crimes
- f. dealing with perpetrators of prejudice based abuse effectively
- g. supporting victims of prejudice based incidents and hate crimes
- h. ensuring that staff are familiar with a range of restorative practices to address bullying and prevent it happening again

Faith Abuse

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

- 82. 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.
- 83. 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.
- 84. 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.
- 85. 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.
- 86. 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.
- 87. 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.

Gangs and Youth Violence

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

88. 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.
89. 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.
90. 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.
91. As a school we will:
 - a. develop skills and knowledge to resolve conflict as part of the curriculum;
 - b. challenge aggressive behaviour in ways that prevent the recurrence of such behaviour;
 - c. understand risks for specific groups, including those that are gender-based, and target interventions;
 - d. safeguard, and specifically organise child protection, when needed;
 - e. make referrals to appropriate external agencies;
 - f. carefully manage individual transitions between educational establishments and work with local partners to prevent anti-social behaviour or crime.

Private fostering

<https://www.gov.uk/government/publications/children-act-1989-private-fostering>

92. Private fostering is an arrangement by a child's parents for their child (under 16 or 18 if disabled) to be cared for by another adult who is not closely related and is not a legal guardian with parental responsibility for 28 days or more.
93. It is not private fostering if the carer is a close relative to the child such as grandparent, brother, sister, uncle or aunt.
94. The Law requires that the carers and parents must notify the children's services department of any private fostering arrangement.
95. If the school becomes aware that a pupil is being privately fostered we will inform the children's services department and inform both the parents and carers that we have done so.

Parenting

96. 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).
97. 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. This does not highlight poor parenting either.
98. Parenting becomes a safeguarding concern when the repeated lack of supervision, boundaries, basic care or medical treatment places the child(ren) in situations of risk or harm.
99. 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.

100. As a school we will support parents in understanding the parenting role and provide them with strategies to make a difference by discussing the issue with the parent and supporting them in making their own plans of how to respond differently (using evidence based parenting programmes).

Use of Mobile Phones

101. Prince's Mead recognises that mobile phones have the potential to be misused in certain contexts. (Misuse includes the taking and distribution of indecent images, exploitation and bullying.) The ICT Acceptable Use Policy sets out guidelines for use of mobile devices by teachers in the school. Prince's Mead School operates a "No use of personal devices policy" for teachers during the school day, where a teacher is in direct contact with a child.
102. In the School (including EYFS), no personal devices should be used when a child/children are present during lesson times. All mobile phones, personal iPads or other personal devices must be securely put away and may only be used on the top floor of Worthy Park House.
103. School devices may be used by teachers where there are children present, but any images captured must be erased from the device if a teacher leaves the school site with this device, unless this is for the purposes of an educational school trip.

Contextual Safeguarding

<https://www.safeguardingschools.co.uk/contextual-safeguarding/>

104. All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside school and can occur between children outside of these environments. All staff, but especially the DSL (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families.
105. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation and serious youth violence.

SEND – Pupils with Special Educational Needs and Disabilities

<https://www.gov.uk/topic/schools-colleges-childrens-services/special-educational-needs-disabilities>

106. Children with specific educational needs and disabilities can face additional safeguarding challenges. All staff must be aware that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:
 - g. assumption that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
 - h. being more prone to peer group isolation, child on child abuse, than other children;
 - i. the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying without outwardly showing any signs; and
 - j. communication barriers and difficulties in overcoming these barriers

To address barriers and difficulties additional pastoral support may be required for children with SEN and disabilities.

PART 4 –SAFEGUARDING PROCESSES

Safer Recruitment

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

107. The school operates a separate safer recruitment process as part of the school's Recruitment Policy. On all recruitment panels there is at least one member who has undertaken safer recruitment training.
108. The process checks the identity, criminal record (enhanced DBS), mental and physical capacity, right to work in the U.K., professional qualification and seeks confirmation of the applicant's experience and history through references.
109. The recruitment of Governors requires s128 checks (not required for associate members on committees).

Staff Induction

110. The DSL or his deputies will provide all new staff with training to enable them to both fulfil their role and also to understand the child protection policy, the safeguarding policy, the staff behaviour policy/code of conduct, and part one of Keeping Children Safe in Education.
111. This induction may be covered within the annual training if this falls at the same time; otherwise it will be carried out separately during the initial starting period.
112. All staff should be aware of the systems which support safeguarding and these will be explained to them as part of staff induction. This will include:
 - a. the child protection policy;
 - b. the behaviour policy;
 - c. the staff behaviour policy (sometimes called a code of conduct);
 - d. the safeguarding response to children who go missing from education (CME);
 - e. Online safety
 - f. Whistleblowing
 - g. Acceptable use of IT and communications including use of social media
 - h. the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).
 - i. Copies of policies and a copy of Part one of KCSIE should be provided to staff at induction.

Health and Safety

www.gov.uk/government/publications/health-and-safety-advice-for-schools
<http://www.hse.gov.uk/services/education/>

113. 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.
114. 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.

Site Security

www.gov.uk/government/publications/school-security

115. 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:

- a. The car park gates are locked except at the start and end of the school day
- b. Visitors and volunteers enter at the reception and must sign in.
- c. Children are only allowed home during the school day with adults/carers with parental responsibility or permission being given.
- d. All children leaving or returning during the school day have to sign out and in.
- e. A school 'lock-down' protocol has been shared with all staff in the event of an intruder or emergency situation taking place

Off site visits

www.hampshireoutdoors.com

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

116. A particular strand of health and safety is looking at risks when undertaking off site visits. Some activities, especially those happening away from the school and residential visits, can involve higher levels of risk. If these are annual or infrequent activities, a review of an existing assessment may be all that is needed. If it is a new activity, a visit involving adventure activities, residential, overseas or an 'Open Country' visit, a specific assessment of significant risks must be carried out. Prince's Mead has a thorough 'Educational Trips' Policy which guides staff in managing risks and offers support with off site visits. Matron plays a key role in this area.

First Aid

www.gov.uk/government/publications/first-aid-in-schools

117. There is a separate First Aid policy.

Physical Intervention (use of reasonable force)

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

118. As a school we have a separate policy outlining how we will use physical intervention.

Taking and the use and storage of images

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

119. 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.
120. We will not seek consent for photos where you would not be able to identify the individual.
121. We will seek consent for the period when the pupil is admitted into the school and beyond should some images be used in our prospectus and on the website.
122. 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.

Transporting pupils

<https://www.gov.uk/government/publications/home-to-school-travel-and-transport-guidance>

123. 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.)
124. 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.
125. Where parents'/volunteers' cars are used on school activities the school will notify parents/volunteers of their responsibilities for the safety of pupils, to maintain suitable insurance cover and to ensure their vehicle is roadworthy.
126. Please see **Annex 10**.

Disqualification under the Child Care Act

<https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006>

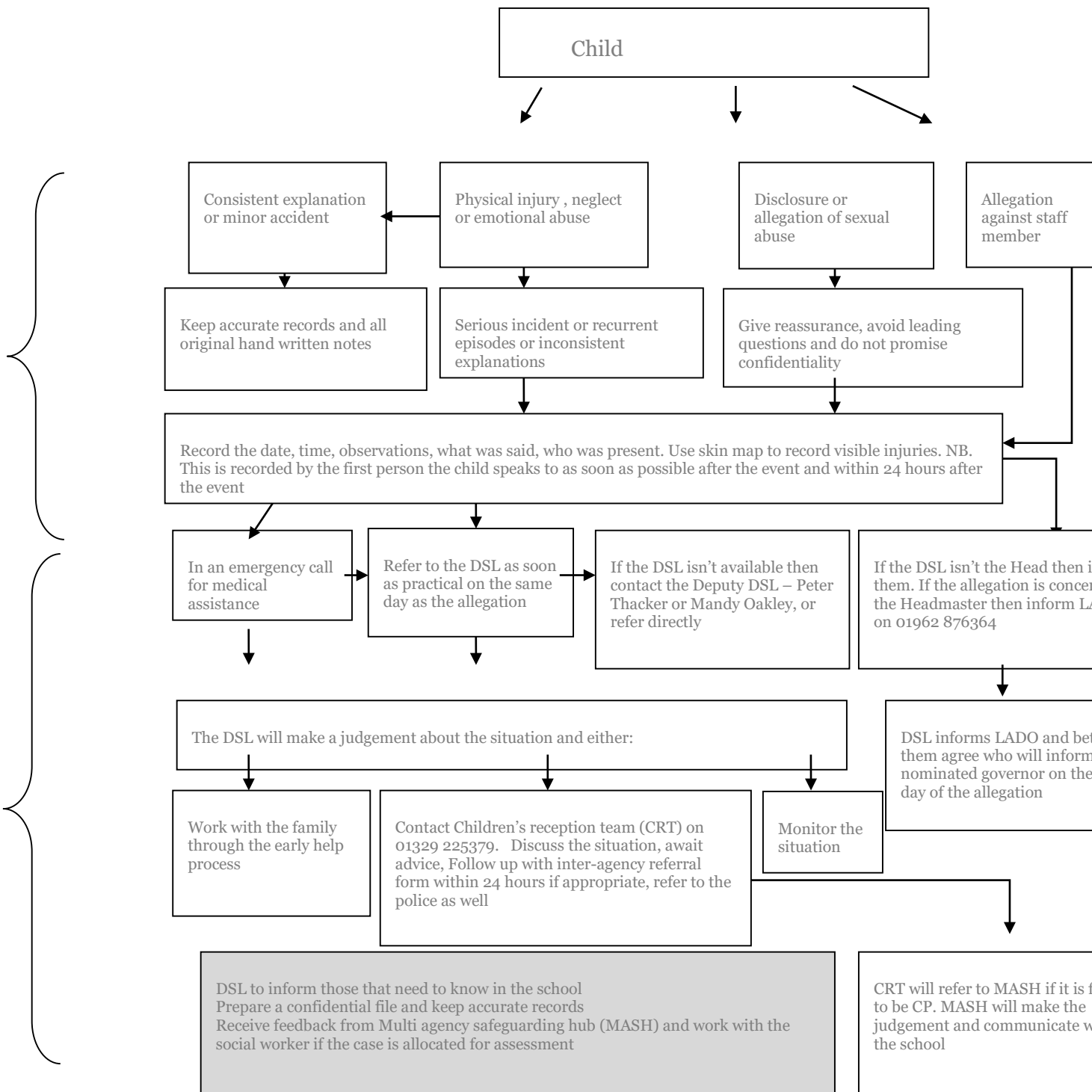
127. The Child Care Act of 2006 was put in place to prevent adults who have been cautioned or convicted of a number of specific offences from working within childcare.
128. Staff (meaning individuals employed by the school or local authority, those undertaking training in schools (both salaried and unsalaried), casual workers and volunteers) are covered by this legislation in the following circumstances:
 - a. they are employed and/or provide early years childcare (this covers the age range from birth until 1 September following a child's fifth birthday, i.e. up to and including reception age). This includes education in nursery and reception classes (e.g. teachers and support staff in a reception class) and/or any supervised activity (such as breakfast clubs, lunchtime supervision and after school care provided by the school) both during and outside of school hours for children in the early years age range; and
 - b. they work in childcare provided by the school outside of school hours for children who are above reception age but who have not attained the age of 8. This includes before school settings, such as breakfast clubs, after school provision and holiday clubs. It does NOT include education or supervised activity for children above reception age during school hours including extended school hours for co-curricular learning activities, such as the school's choir or sports teams.

The legislation also applies to any staff directly concerned in the management of such early or later years' provision.

129. In 2009 additional regulations were made to include those living in the same household as another person who is (or would be) disqualified under the Act.
130. As a school we require all staff to complete a self-declaration form and to inform the Headmaster immediately if they become aware of any changes to their circumstances that would require us to be aware.
131. If a member of staff is impacted by the disqualification by association provisions we will ask them to apply for a waiver from Ofsted and put in place appropriate risk management plans while the waiver is being processed.
132. If a waiver is not granted we will seek advice from our HR provider and/or the LADO as to how risk is most effectively managed.

ANNEXES

Annex 1: Flowchart for Child Protection procedures



Annex 2: Recording form

Child's name:			
Date and time		D.o.B	
Name and role of person raising concern:			

Details of concern (where? when? what? who? behaviours? use child's words)

Actions taken			
Date	Person taking action	Action taken	Outcome of action

Name: _____ Designation: _____

Copied to: _____

Annex 3: Dealing with disclosures

134. A member of staff who is approached by a child should:

- a. 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.
- b. Consider additional 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.
- c. 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.

135. Guiding principles, the Seven R's

Receive

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

Reassure

1. Reassure the child, but only so far as is honest and reliable
2. 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'
3. 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

1. Respond to the child 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
2. 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
3. Do not criticise the alleged perpetrator; the child may care about him/her, and reconciliation may be possible
4. Do not ask the child 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 child that it will be a senior member of staff

Report

1. Share concerns with the DSL as soon as possible
2. If you are not able to contact your DSL, and the child is at risk of immediate harm, contact the children's services department directly
3. If you are dissatisfied with the level of response you receive following your concerns, you should press for re-consideration

Record

1. If possible make some very brief notes at the time, and write them up as soon as possible
2. Keep your original notes on file
3. Record the date, time, place, persons 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
4. Complete a body map to indicate the position of any noticeable bruising
5. Record facts and observable things, rather than your 'interpretations' or 'assumptions'

Remember

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

Review (led by DSL)

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

What happens next?

136. 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.

137. 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.
138. 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.
139. 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.

Annex 4: Allegations against staff

1. This procedure should be used in all cases in which it is alleged a member of staff or volunteer in a school has:
 - a. behaved in a way that has harmed a child, or may have harmed a child;
 - b. possibly committed a criminal offence against or related to a child; or
 - c. behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children
2. In dealing with allegations or concerns against an adult in the school, staff must:
 - a. Report any concerns about the conduct of any member of staff or volunteer to the Headmaster or the DSL as soon as possible
 - b. If an allegation is made against the Headmaster, the concerns need to be raised with the Chair of Governors as soon as possible
 - c. There may be situations when the Headmaster or Chair of Governors will want to involve the police immediately if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence.
3. Once an allegation has been received by the Headmaster or nominated governor they will contact the Local Authority Designated Officer on 01962 876364 as soon as possible and before carrying out any investigation into the allegation other than preliminary enquiries.
4. Inform the parents of the allegation unless there is a good reason not to
5. 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.
6. 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 HSCB procedures.
7. Prince's Mead will give consideration to making a referral to the Teaching Regulation Agency (TRA - formerly NCTL) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate because of "unacceptable professional conduct", "conduct that may bring the profession into disrepute", or a "conviction at any time for a relevant offence."

Annex 5: Peer-on-Peer/Child on child Abuse

1. In most instances, the conduct of students towards each other will be covered by the school's behaviour policy.
2. Some allegations may be of such a serious nature that they may raise safeguarding concerns. These are most likely to include, but may not be limited to:
 - a. bullying (including cyberbullying);
 - b. physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
 - c. sexual violence and sexual harassment;
 - d. sexting (also known as youth produced sexual imagery); and
 - e. initiation/hazing type violence and rituals.
3. It is likely that incidents dealt with under this policy will involve older students and their behaviour towards younger students or those who are vulnerable.
4. Abuse is abuse and should never be tolerated or passed off as 'banter' or 'just having a laugh' or 'part of growing up'.
5. All targets 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.
6. Any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration to impact on that individual child's emotional and mental health and well-being.
7. Targets and perpetrators of peer-on-peer/child on child abuse will be supported through the pastoral care system which includes form teacher support, PSHE lessons, pastoral support from the Safeguarding Team (including Matron and Gillian Jones- Head of Pastoral Care), to name a few.
8. All disclosures or concerns regarding Peer on peer/Child on child abuse should be recorded on Annex 2

Child on Child Sexual Violence and Sexual Harassment

9. Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. Preplanning, effective training and effective policies will provide schools and colleges with the foundation for a calm, considered and appropriate response to any reports.
10. Full details can be found in Part 5 of KCSIE.

Safeguarding implications of sexual activity between young people

11. The intervention of child protection agencies in situations involving sexual activity between children can require difficult professional judgements. 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.
12. 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.
13. 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:

- a. The age, maturity and understanding of the children;
- b. Any disability or special needs of the children;
- c. Their social and family circumstance;
- d. Any evidence in the behaviour or presentation of the children that might suggest they have been harmed;
- e. Any evidence of pressure to engage in sexual activity;
- f. Any indication of sexual exploitation;
- g. 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.

Prevention

14. As a school we will minimise the risk of allegations against other children by:

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

Allegations against children who are safeguarding issues

15. 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 child, some of the following features will be found.

16. If the allegation:

- a. Is made against an older child and refers to their behaviour towards a younger child or a more vulnerable child
- b. Is of a serious nature, possibly including a criminal offence
- c. Raises risk factors for other children in the school
- d. Indicates that other children may have been affected by this student
- e. Indicates that young people outside the school may be affected by this student

17. Examples of safeguarding issues against a student could include:

Physical Abuse

- a. Violence, particularly pre-planned
- b. Forcing others to use drugs or alcohol
- c. Initiation/hazing type violence and rituals.

Emotional Abuse

- a. Blackmail or extortion
- b. Threats and intimidation

Sexual Abuse

- a. Indecent exposure, indecent touching or serious sexual assaults
- b. Forcing others to watch pornography or take part in sexting
- c. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education

Sexual Exploitation

- a. 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)
- b. Photographing or videoing other children performing indecent acts
- c. Sexting.

Procedure

18. When an allegation is made by a child against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the DSL should be informed
19. A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances
20. The DSL should contact the children's reception team (CRT) to discuss the case
21. The DSL will follow through the outcomes of the discussion and make a referral where appropriate
22. If the allegation indicates that a potential criminal offence has taken place, CRT will refer the case to the multi-agency agency safeguarding hub where the police will become involved
23. Parents, of both the student being complained about and the alleged victim, should be informed and kept updated on the progress of the referral
24. The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both children's files
25. It may be appropriate to exclude the child being complained about for a period of time according to the school's behaviour policy and procedures
26. 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
27. In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan
28. The plan should be monitored and a date set for a follow-up evaluation with everyone concerned

Annex 6: Briefing Sheet for supply staff and those on short contracts

29. While working in Prince's Mead School, you have a duty of care towards the children here. This means that at all times you should act in a way that is consistent with their safety and welfare.
30. 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 DSL.
31. This is not an exhaustive list but you may have become concerned as a result of:
 - a. observing a physical injury, which you think may have been non-accidental
 - b. observing something in the appearance of a child or young person which suggests they are not being sufficiently well cared for
 - c. observing behavior that leads you to be concerned about a child or young person
 - d. a child or young person telling you that they have been subjected to some form of abuse

32. 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.
33. If a child talks to you about abuse, you should follow these guidelines:
- a. Rather than directly questioning the child, just listen and be supportive
 - b. Never stop a child who is freely recalling significant events, but don't push the child to tell you more than they wish
 - c. 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
 - d. 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
34. 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 the CRL – Policies – Safeguarding.
35. Remember, if you have a concern, discuss it with the DSL.

Annex 7: What is child abuse?

1. The following definitions are taken from working together to safeguard children HM Government (2018). 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. To support the local context, all staff have access to the [Hampshire Safeguarding children board \(HSCB\) threshold chart](#).

TYPES OF ABUSE

2. Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.

Physical abuse

- a. 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

- b. 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 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, though it may occur alone.

Sexual abuse

- c. 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Child sexual exploitation

- d. 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.

Neglect

- e. 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:
 - f. provide adequate food, clothing and shelter (including exclusion from home or abandonment)
 - g. protect a child from physical and emotional harm or danger
 - h. ensure adequate supervision (including the use of inadequate caregivers)
 - i. ensure access to appropriate medical care or treatment It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
- j. The HSCB neglect strategy is used to provide a more detailed summary of neglect and the local thresholds for referrals.

INDICATORS OF ABUSE

Physical abuse

The nature of physical abuse

1. 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.
- 2.
3. Indicators of physical abuse / factors that should increase concern
4.
 - 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
5. 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
6. 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

Emotional abuse

The nature of emotional abuse

1. Most harm is produced in poor nurturing, high criticism homes, not from single incidents
2. Emotional abuse is difficult to define, identify/recognise and/or prove
3. Emotional abuse is chronic and cumulative and has a long-term impact
4. All kinds of abuse and neglect have emotional effects although emotional abuse can occur by itself
5. Children can be harmed by witnessing someone harming another person – as in domestic violence
6. It is sometimes possible to spot emotionally abusive behaviour 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

Sexual Abuse

The nature of sexual abuse

1. Sexual abuse is often perpetrated by people who are known and trusted by the child – e.g., relatives, family friends, neighbours, babysitters, people working with the child in school, faith settings, clubs or activities. Children can also be subject to child sexual exploitation.
2. Sexual exploitation is seen as a separate category of sexual abuse. Indicators of CSE can be found in the schools’ safeguarding policy.

Characteristics of child sexual abuse:

1. 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.
2. 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
- 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

Neglect

The nature of neglect

1. Neglect is a lack of parental care but poverty and lack of information or adequate services can be contributory factors.
2. 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:

1. provide adequate food, clothing and shelter
2. protect a child from physical and emotional harm or danger
3. ensure adequate supervision or stimulation
4. 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
3. 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.
 4. 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.
 5. Neglect is often linked to other forms of abuse, so any concerns school staff have should at least be discussed with the DSL.

7. Indicators of neglect

1. 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. The HSCB neglect strategy provides a more detailed list of indicators of neglect and is available to all staff.

8. 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

9. 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

Annex 8: 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.

What is a green behaviour?	What is an amber behaviour?	What is a red behaviour?
<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>What can you do? Green behaviours provide opportunities to give positive feedback and additional information.</p> <p>Green behaviours</p> <ul style="list-style-type: none"> • holding or playing with own genitals • attempting to touch or curiosity about other children's genitals • attempting to touch or curiosity about breasts, bottoms or genitals of adults • games e.g. mummies and daddies, • doctors and nurses • enjoying nakedness • interest in body parts and what they do • curiosity about the differences between boys and girls. 	<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>What can you do? Amber behaviours signal the need to take notice and gather information to assess the appropriate action.</p> <p>Amber behaviours</p> <ul style="list-style-type: none"> • preoccupation with adult sexual behaviour • pulling other children's pants down/skirts up/trousers down against their will • talking about sex using adult slang • preoccupation with touching the genitals of other people • following others into toilets or changing rooms to look at them or touch them • talking about sexual activities seen on TV/online. 	<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>What can you do? Red behaviours indicate a need for immediate intervention and action.</p> <p>Red behaviours</p> <ul style="list-style-type: none"> • persistently touching the genitals of other children • persistent attempts to touch the genitals of adults • simulation of sexual activity in play • sexual behaviour between young children involving penetration with objects • forcing other children to engage in sexual play.

Please refer to the guidance tool at <https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool> for further information

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.

10.

What is a green behaviour?	What is an amber behaviour?	What is a red behaviour?
<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>What can you do?</p> <p>Green behaviours provide opportunities to give positive feedback and additional information.</p> <p>Green behaviours 5-9</p> <ul style="list-style-type: none"> • feeling and touching own genitals • curiosity about other children's genitals • curiosity about sex and relationships, e.g. differences between boys and girls, how sex happens, where babies come from, same-sex relationships • sense of privacy about bodies • telling stories or asking questions using swear and slang words for parts of the body <p>Green behaviours 9-13</p> <ul style="list-style-type: none"> • solitary masturbation • use of sexual language including swear and slang words • having girl/boyfriends who are of the same, opposite or any gender • interest in popular culture, e.g. fashion, 	<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>What can you do?</p> <p>Amber behaviours signal the need to take notice and gather information to assess the appropriate action.</p> <p>Amber behaviours 5-9</p> <ul style="list-style-type: none"> • questions about sexual activity which persist or are repeated frequently, despite an answer having been given • sexual bullying face to face or through texts or online messaging • engaging in mutual masturbation • persistent sexual images and ideas in talk, play and art • use of adult slang language to discuss sex <p>Amber behaviours 9-13</p> <ul style="list-style-type: none"> • 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 	<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>What can you do?</p> <p>Red behaviours indicate a need for immediate intervention and action.</p> <p>Red behaviours 5-9</p> <ul style="list-style-type: none"> • frequent masturbation in front of others • sexual behaviour engaging significantly younger or less able children • forcing other children to take part in • sexual activities • simulation of oral or penetrative sex • sourcing pornographic material online <p>Red behaviours 9-13</p> <ul style="list-style-type: none"> • exposing genitals or masturbating in public • distributing naked or sexually provocative images of self or others • sexually explicit talk with younger children • sexual harassment

<p>music, media, online games, chatting online</p> <ul style="list-style-type: none"> • need for privacy • consensual kissing, hugging, holding hands with peers 	<ul style="list-style-type: none"> • verbal, physical or cyber/virtual sexual bullying involving sexual aggression • LGBT (lesbian, gay, bisexual, transgender) targeted bullying • exhibitionism, e.g. flashing or mooning • giving out contact details online • viewing pornographic material • worrying about being pregnant or having STIs 	<ul style="list-style-type: none"> • arranging to meet with an online acquaintance in secret • genital injury to self or others • forcing other children of same age, younger or less able to take part in sexual activities • sexual activity e.g. oral sex or intercourse • presence of sexually transmitted infection (STI) • evidence of pregnancy
--	--	--

Annex 9: Useful contacts

Key Personnel	Name (s)	Contact
DSL	Alex Greenaway	01962 888000 07885984605
Deputy DSL(s)	Peter Thacker Mandy Oakley Gillian Jones Abbey Fecher	01962 888000 01962 888007 07584904593 07786108350 07709339745
School's named "Prevent" lead	Alex Greenaway	01962 888000
Nominated Governor	Mrs Sarah Tice	07787513497
Children's referral team		01329 225379
Out of hours social care		0300 555 1373
Police		101 or in emergencies 999
Safeguarding advisors / local authority designated officers (LADOs)	Fiona Armfield Barbara Piddington Mark Blackwell	Landline 01962 832037 Mobile Phone 07540 930 259
School nurse	Mandy Oakley	01962 888000 07584904593
<u>Children's service department district manager</u>		0300 555 1384 childrens.services@hants.gov.uk
<u>Early help hub manager</u>		0300 555 1384 childrens.services@hants.gov.uk
NSPCC – Whistleblowing support	If you need support about whistleblowing.	0800 028 0285 help@nspcc.org.uk

Annex 10: Transporting of pupils by parents

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 Headmaster 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 Headmaster 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

Declaration Form

Safeguarding Statement

1. At Prince's Mead, we recognise the need for strong vigilance 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

11.

- 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: _____

Name (Please print): _____

Date: _____

Annex 11- Prince's Mead response to Covid –19

DSL to communicate the following to all staff and ask them to read:

- Staff and volunteers must be alert to identify new safeguarding concerns about individual children as they see them in person following partial school closures
- Where new staff are recruited, or new volunteers enter the school or college, they should continue to be provided with a safeguarding induction by the DSL. This up to date Safeguarding and Child Protection policy will be sent to all staff and will support this process as will part 1 of [KCSIE](#).
- Staff and volunteers should remember to follow the 7 Rs if they have any concerns about a child, including new concerns where children are returning. Receive, Reassure, Respond, Report, Record, Remember, Review
- Remind staff of the continued importance of all staff and volunteers acting and acting immediately on any safeguarding concerns, including new concerns where children are returning
- DSLs (and deputies) will have more time to support staff and children regarding new concerns (and referrals as appropriate) as more children return
- DSL, Alex Greenaway, ensuring relevant safeguarding and welfare information held on all children (including returning children) remains accurate. Asking parents and carers to advise the school of any changes regarding welfare, health and wellbeing that they should be aware of before a child returns. DSL, asking all staff to flag any concerns immediately. Matron overseeing the medical needs of those pupils and staff that may be at heightened risk.
- Informing all staff of DSL (and Deputy DSL) arrangements whilst school is open with reduced numbers of children. Alex Greenaway mobile 07885984605 if staff want to report anything.
- Reminding staff of vigilance for peer on peer abuse. (The principles as set out in part 5 of [KCSIE](#) should continue to inform any revised approach)
- Reminding staff to be open and share concerns about a staff member or volunteer who may pose a safeguarding risk to children. (The principles in part 4 of [KCSIE](#) will continue to support how a school or college responds to any such concerns, plus the Prince's Mead Whistleblowing Policy)
- Reminding staff of our approach to protecting vulnerable children
- Constant reminder to staff teaching remotely to share concerns to keep children not physically attending the school safe, especially online and how concerns about these children should be progressed
- DSL communicating with parents about constant reviewing of their online behaviour and making sure that they are not at risk. Making sure pupils understand and know the correct avenues to turn to if they needed support. The [UK Safer Internet Centre's professional online safety helpline](#), email helpline@saferinternet.org.uk or telephone 0344 381 4772 provides support for the children's workforce with any online safety issues they face.
- The [NSPCC Learning website](#) also provides useful support and training opportunities for professionals.
- DSL Alex Greenaway sits on Hampshire Safeguarding Partnership and will advise on any new initiatives put in place locally
- DSL informing colleagues of any updated advice received from local authorities regarding children with education, health and care (EHC) plans, the local authority

designated officer and children's social care, reporting mechanisms, referral thresholds and children in need

- Acknowledging the continued importance for Prince's Mead staff to support the DSL if they are required to work with and support children's social workers, the local authority virtual school head for looked-after and previously looked-after children and any other relevant safeguarding and welfare partners

Annex 12- Online protection

12. It is important that all staff who interact with children, including online zoom lessons, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Prince's Mead Safeguarding and Child Protection policy and where appropriate referrals should continue to be made, by the DSL, to children's social care and as required the police.
13. An essential part of the online planning process will be ensuring children who are being asked to work online have very clear reporting routes in place so they can raise any concerns whilst online. As well as reporting routes back to the school or DSL, this should also signpost children to age appropriate practical support from the likes of:
 - [Childline](#) - for support
 - [UK Safer Internet Centre](#) - to report and remove harmful online content
 - [CEOP](#) - for advice on making a report about online abuse
14. DSL, Alex Greenaway, will be in regular contact with parents and carers, via clarion call or a message in The Link. These communications will continue to be used to reinforce the importance of children being safe online. It will be especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the school or college (if anyone) their child is going to be interacting with online.
15. Parents and carers may choose to supplement the school or college online offer with support from online companies and in some cases individual tutors. In their communications with parents and carers, schools and colleges should emphasise the importance of securing online support from a reputable organisation/individual who can provide evidence that they are safe and can be trusted to have access to children.
16. Support for parents and carers to keep their children safe online includes:
 - [Thinkuknow](#) provides advice from the National Crime Agency (NCA) on staying safe online
 - [Parent info](#) is a collaboration between Parentzone and the NCA providing support and guidance for parents from leading experts and organisations
 - [Childnet](#) offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support
 - [Internet Matters](#) provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world
 - [London Grid for Learning](#) has support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online
 - [Net-aware](#) has support for parents and carers from the NSPCC and O2, including a guide to social networks, apps and games
 - [Let's Talk About It](#) has advice for parents and carers to keep children safe from online radicalisation
 - [UK Safer Internet Centre](#) has tips, advice, guides and other resources to help keep children safe online, including parental controls offered by home internet providers and safety tools on social networks and other online services
17. Government has also provided:
 - [support for parents and carers to keep children safe from online harms](#), includes advice about specific harms such as online child sexual abuse, sexting, and cyberbullying

- support to stay safe online includes security and privacy settings, blocking unsuitable content, and parental controls
18. The department encourages schools and colleges to share this support with parents and carers.

Annex 13- Mental health

- Prince's Mead has an important role to play in supporting the mental health and wellbeing of their pupils.
 - Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
 - Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of children and their parents. Where they have children of critical workers and vulnerable children on site, and/or more children returning to school from 1 June onwards, Prince's Mead will ensure appropriate support is in place for them.
 - Prince's Mead understands how mental health issues can bring about changes in a child's behaviour or emotional state which can be displayed in a range of different ways, all of which could be an indication of an underlying problem. This can include for example being fearful or withdrawn; aggressive or oppositional; or excessive clinginess. Support for pupils in the current circumstances has been by offering a 'Virtual Biscuit' daily session with DDSL and Matron, Mandy Oakley. This has given opportunities for pupils to air their worries or concerns.
 - Teachers should be aware of the impact the current circumstances can have on the mental health of those students/pupils (and their parents) who are continuing to work from home, including when setting expectations of childrens' work. Gillian Jones, Head of Pastoral Care, Many Oakley, Matron and Peter Thacker, Headmaster, led a webinar on this to support parents and hear their concerns and worries.
 - DSL/Deputy Headmaster, Alex Greenaway, is also available by phone, 07885984605, to receive staff concerns and worries.
19. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
- Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood.
 - Prince's Mead can access a range of advice from external agencies to help identify children in need of extra mental health support. The DfE Mental health and behaviour in schools guidance below is key.
 - <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

Annex 14 - Safer Recruitment

- It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. Prince's Mead School will use our own judgement on whether recruitment is needed and how this can best be done given the circumstances. In recruiting new staff, we will follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of [KCSIE](#). In response to coronavirus, the Disclosure and Barring Service (DBS) has made changes to its [guidance on standard and enhanced DBS ID checking](#) to minimise the need for face-to-face contact. The Home Office and Immigration Enforcement have also temporarily adjusted the [right to work checks](#) due to the coronavirus outbreak.
- If Prince's Mead School utilises volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of [KCSIE](#). Under no circumstances should a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.
- Regarding members of Prince's Mead school's workforce already engaging in regulated activity and who already have the appropriate DBS check, there is no expectation that a new DBS check should be obtained where that member of the workforce temporarily moves to another school or college to support the response to coronavirus. The type of setting on the DBS check, for example a specific category of school, is not a barrier. The same principle applies if childcare workers move to work temporarily in a school setting. The receiving institution should risk assess as they would for a volunteer (see above). Whilst the onus remains on schools and colleges to satisfy themselves that someone in their setting has had the required checks, including as required those set out in part 3 of [KCSIE](#), in the above scenario this can be achieved, if the receiving institution chooses to, via seeking assurance from the current employer rather than requiring new checks.
- There is no requirement to obtain a new DBS check for returning staff who have continued to be employed but have not been working in regulated activity during partial school closures. If for any reason the school or college have concerns about the individual, they may obtain a new check in the usual way.
- Schools and colleges must continue to follow their legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of [KCSIE](#).
- Schools and colleges should continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of [KCSIE](#) and the TRA's [advice for making a referral](#). During the coronavirus period all referrals should be made by emailing misconduct.teacher@education.gov.uk. All referrals received by the TRA will continue to be considered. Where referrals on serious safeguarding matters are received and it is deemed that there is a public interest in doing so consideration will be given as to whether an interim prohibition order (IPO) should be put in place. The TRA will continue to progress all cases but will not schedule any hearings at the current time.

Whilst acknowledging the challenge of the current environment, it is essential from a safeguarding perspective that Prince's Mead is aware, on any given day, which staff/volunteers will be in the school, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. This will be more important than ever as more children and staff return. As such, Prince's Mead must continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in [KCSIE](#). The SCR can, if Prince's Mead chooses, provide the means to log everyone that will be working or volunteering in a school or college on any given day, including any staff who may be on loan from other institutions. The SCR can also, if Prince's Mead chooses, be used to log details of any risk assessments carried out on volunteers and staff on loan from elsewhere.