



Hardenhuish School

"A High Performing Specialist Academy"

Safeguarding and Child Protection Handbook 2020/21

INDEX

Safeguarding and Child Protection Policy	3
Introduction	4
Scope	4
Expectations	5
Governors	5
Mandatory Procedures	6
Training	10
Monitoring and Review	11
Contextual Safeguarding	12
Recognising the Signs of Child Abuse	13
Recognising Physical Abuse	15
Recognising Emotional Abuse	17
Recognising Signs of Sexual Abuse (including sexual abuse by young people)	17
Recognising Neglect	19
Abuse of Children with SEND	19
Peer on Peer Abuse	20
Bullying	20
Sexting	21
Upskirting	23
Mental Health and Self-harm	24
Missing Children and Children Missing Education	26
Preventing Extremism and Radicalisation	27
Honour Based Violence	28
Female Genital Mutilation (FGM)	28
Forced Marriage	29
Child Sexual Exploitation	31
Child Criminal Exploitation	32
County Lines	32
Responding to Concerns/Allegations of Abuse	35
Early Help	38
Roles and Responsibilities	39
Role and Responsibilities of Designated Safeguarding Lead and Deputy DSL	39
Role and responsibilities of Governors	40

APPENDICES

A. NSPCC Whistleblowing Advice Line
B. Wiltshire SVPP (WSCB) – WHAT TO DO
C. Code of Conduct for Safe Practice
D. Procedures for managing allegations/concerns against education staff
E. Recording Child Protection Concerns using CPOMS
F. Child Protection Forms and guidance (for adults without CPOMS access)
G. Keeping Children Safe in Education (Part 1 and Annex A)

Safeguarding and Child Protection Policy

Hardenhuish School fully recognises its responsibilities for safeguarding and child protection.

Policy agreed (date):	October 2020
Policy published (including on website) (date):	October 2020
Next review (date):	July 2021

Key Safeguarding Personnel

Role	Name	Tel.	Email
Headteacher	Mrs Lisa Percy	01249.650693	ljp@hardenhuish.wilts.sch.uk
Designated Safeguarding Lead (DSL)	Mrs Jo Glossop	01249 650693	jeg@hardenhuish.wilts.sch.uk
Deputy DSL(s) (DDSL)	Mr James Woollin	01249 650693	jmw@hardenhuish.wilts.sch.uk
Nominated Governor	Ms Sophia Swatton	01249 650693	govswatton@hardenhuish.wilts.sch.uk
Chair of Governors	Ms Kirsty Martin	01249 650693	govmartin@hardenhuish.wilts.sch.uk
Designated Teacher for Looked After Children	Ms Sara Miles	01249 650693	sxm@hardenhuish.wilts.sch.uk

The key safeguarding responsibilities within each of the roles above are set out in Keeping Children Safe in Education (2020)

Wiltshire Children's Services:	
Early Help Team and Multi-Agency Safeguarding Hub (MASH):	0300 456 0108
Out of hours number:	0300 456 0100

If you believe a child is **at immediate risk** of significant harm or injury, you **must** call the police on 999.

Introduction

Hardenhuish School is committed to safeguarding and promoting the welfare of children. We will fulfil our local and national responsibilities as laid out in the following key documents:

- Working Together to Safeguard Children (2018)
- Keeping Children Safe in Education (2020)
- The Procedures of Wiltshire Safeguarding Vulnerable Peoples Partnership (SVPP), *formerly the Wiltshire Safeguarding Children Board*

The aim of this policy is to ensure:

- all our pupils are safe and protected from harm.
- safeguarding procedures are in place to help pupils to feel safe and learn to stay safe.
- all adults in the school community are aware of their expected behaviours and the school's legal responsibilities in relation to safeguarding and child protection.

Scope

Safeguarding is defined as:

- ensuring that children grow up with the provision of safe and effective care
- taking action to enable all children to have the best life chances
- preventing impairment of children's health or development and
- protecting children from maltreatment.

The term 'safeguarding children' covers a range of measures including child protection procedures. It encompasses a preventative approach to keeping children safe that incorporates pupil physical and mental health and safety; school behaviour and preventing bullying; supporting pupils with medical conditions; personal, health, social economic education; providing first aid and site security.

Consequently, this policy is consistent with all other policies adopted by the governors and should be read in alongside the following policies relevant to the safety and welfare of our pupils:

- Positive Behaviour Policy
- Code of Conduct for Safe Practice
- Teaching and Learning Policy
- E-Safety Policy
- Equality Statement
- Whistleblowing Policy
- SEN Policy
- Relationships and Sex Education Policy
- Health and Safety
- Drugs Policy
- Anti-bullying Policy

This policy applies to all staff, volunteers and governors in our school.

For the purposes of this policy:

- **Staff** refers to all those working for or on behalf of the school, full time or part time, in a paid or regular voluntary capacity.
- **A volunteer** is a person who performs an activity that involves spending time, unpaid in school (except for approved expenses).
- **Governors** refers to unpaid people who are appointed or elected by parents to provide strategic oversight, and to act as a "critical friend", supporting the work of the headteacher and other staff
- **Members** refers to unpaid people who provide an essential oversight role in the governance of Hardenhuish School.
- **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.
- **Child** refers to all children on our school roll and any child under the age of 18 who comes into contact with our school. This includes unborn babies.

Any safeguarding concerns or disclosures of abuse relating to a child at school or outside of school hours are within the scope of this policy.

Expectations of all Adults working with children in the school

All staff, volunteers and governors are:

- familiar with this safeguarding policy and have an opportunity to contribute to its review.
- alert to signs and indicators of possible abuse.
- able to record and report concerns as set out in this policy.
- able to deal with a disclosure of abuse from a pupil.
- involved in the implementation of individual education programmes, integrated support plans, child in need plans and interagency child protection plans as required.

In addition, all staff have read and understood Part 1 and Annexe A of the latest version of Keeping Children Safe in Education (KCSiE 2020).

Role of Governors

As key strategic decision makers and vision setters for the school, the governors will make sure that our policies and procedures are in line with national and local safeguarding requirements. Governors have a nominated safeguarding lead as part of the board and they will work with the senior leaders to make sure the following safeguarding essentials are in place:

Training/Teaching	Policy/Procedures	Staffing
Children taught about staying safe (including online Safety) Staff, volunteers and governors are provided with Staff Code of Conduct (for safer working practice) All staff, volunteers and governors receive training on: <ul style="list-style-type: none"> • Online safety • Preventing Radicalisation • Whistleblowing • KCSiE Part 1 and Annexe A DSL/DDSL have received appropriate training	Child voice Children Missing Education (CME) Concerns about staff conduct Dealing with a child at immediate risk Early help Female Genital Mutilation (FGM) Honour based violence (HBV) Peer on Peer abuse Reporting abuse/SVPP procedures SEND and safeguarding Identifying possible mental health problems, including clear	Designated Safeguarding Lead (DSL) Deputy Designated Safeguarding lead (DDSL) Designated LAC teacher (even if there are no LAC on roll)

<p>Looked After Children (LAC) designated teacher has received appropriate training</p>	<p>referral and accountability systems. Staff contribution to policy Safeguarding policy review</p>	
-----------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------	--

Allegations management

Our chair of governors is responsible for liaising with the local authority Designated Officer for Allegations (DOFA) and other partner agencies in the event of an allegation of abuse being made against the Headteacher.

Audit

The nominated governor (NG) for safeguarding liaises with the Headteacher and the DSL/DDSL to complete an annual safeguarding audit return to the local authority.

Safer Recruitment

Our governors monitor the school's safer recruitment practice.

Mandatory Procedures

Safer Recruitment

All staff are subject to safer recruitment processes and checks and we follow the guidance set out in Part 3 of KCSiE.

At Hardenhuish School, we scrutinise all applications for paid or voluntary posts. We undertake interviews and make appropriate checks through the Disclosure and Barring Service (DBS). We maintain a single central record (SCR) of the essential checks as set out in KCSiE Part 3, that have been carried out and certificates obtained. The SCR applies to:

- all staff (including supply staff, and teacher trainees on salaried routes) who work at the school.
- all governors/members of the proprietor body

Staff Code of Conduct (for safer working practice)

Hardenhuish School is committed to positive academic, social and emotional outcomes for our pupils underpinned by a strong safeguarding ethos. We are equally committed to the protection and welfare of our staff, who are expected to adhere to the highest standards of professional behaviour.

The Staff Code of Conduct (Appendix C) sets out staff behaviours that should be avoided as well as those that constitute safe practice and supports our commitment to safeguarding children.

Teaching staff are additionally expected to act within the guidance of the 'personal and professional conduct' section of the Teachers' Standards.

Visitors

All visitors to school must first report to reception, where they will be asked to sign in and be provided with a visitor's badge – this should be worn visibly throughout their visit and returned when signing out at the end of their visit.

Visitors to school with the exception of parents will be asked to provide photo identification, such as passport or driving licence, and their DBS credentials if relevant.

A copy of our safeguarding leaflet is given on the first visit to school, along with a letter to sign acknowledging that the leaflet has been received and read. The letter is then filed as a record, and the details including DBS details and the type of identification seen entered onto a database, so that on subsequent visits identification will not be required again.

The visitor(s) must be met by a member of staff – pupils are not permitted to escort visitors around the site, nor are visitors permitted to walk around the site unaccompanied unless they are recognised personnel with DBS clearance, e.g. EWO, Counsellor, regular contractors.

A member of staff should stay with any visitors who are delivering sessions in lessons.

Staff should inform Reception of any visitors that they are expecting, prior to the event. They must also ensure that when arranging appointments, they ask visitors to bring in identification and DBS details and arrange for their visitor(s) to be met in Reception. If the visit is unscheduled and the visitor is unknown to the school, we will contact the relevant organisation to verify the individual's identity, if necessary.

Staff are encouraged to challenge any person(s) on the site that are not wearing a visitor's badge and are unaccompanied. If possible they should accompany the visitor to Reception or alternatively they should alert Reception.

Curriculum – teaching about safeguarding

Our pupils access a broad and balanced curriculum that promotes their spiritual, moral, cultural, mental and physical development, and prepares them for the opportunities, responsibilities and experiences of life.

We provide opportunities for pupils to develop skills, concepts, attitudes and knowledge that promote their safety and well-being. The Personal Social Health Education (PSHE) and citizenship curriculum specifically includes the following objectives:

- Developing pupil self-esteem and communication skills
- Developing strategies for self-protection including online safety
- Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults and within peer relationships (positive relationships and consent) in line with the new compulsory requirements of Sex and Relationships Education requirements to be implemented from September 2020

Record keeping and information sharing

It is recognised that a child who has worked with or is working with a social worker may have increased vulnerabilities to harm. Therefore, records indicating this are vital to recognising if a child is at risk of suffering significant harm.

The school:

- Keeps clear written records of all pupil safeguarding and child protection concerns using the Child Protection Online Management System (CPOMS) (see Appendix E). These records include actions

taken and outcomes as appropriate. Written records from before September 2019 (or that have been transferred from previous schools) are securely stored in the Headteacher's Office.

- Ensures all pupil safeguarding and child protection records are kept securely. CPOMS records access is limited to key individuals who require 2 step identification to access the system. All paper files are kept in a locked location.
- Ensures the records incorporate the wishes and views of the pupil.

The DSL/DDSL acts in accordance with Information Sharing – Department for Education (DfE) (2015) and in line with the Wiltshire Council Record Keeping Guidance which includes details about file retention. The DSL will have due regard to the Data Protection Act 2018 and the General Data Protection Regulations, including the ability to share 'special category personal data' with outside agencies without consent if it supports the safeguarding of those individuals and the right to without personal information, if sharing it may increase the risk of harm to that child.

Information about pupils at risk of harm is shared with members of staff on a "need to know" basis. The DSL/DDSL makes a judgement in each case.

We are committed to work in partnership with parents and carers. In most situations, we will discuss initial concerns with them. However, the DSL/DDSL will not share information where there are concerns that if so doing would:

- Place a child at increased risk of significant harm.
- Place an adult at increased risk of serious harm.
- Prejudice the prevention, detection or prosecution of a serious crime.
- Lead to unjustified delay in making enquiries about allegations of significant harm to a child, or serious harm to an adult.

When we become aware that a pupil is being privately fostered, we remind the carer/parent of their legal duty to notify Wiltshire Children's Social Care. We follow this up by contacting Children's Social Care directly.

Private fostering

Under certain conditions, a child might be cared for, as part of a private arrangement, by someone who is not their parent or a 'close relative'. This constitutes private fostering when the following conditions are met:

- A child is under 16 years of age – 18 if they have a disability.
- The arrangement is for 28 days or longer.
- The child's new carer does not have parental responsibility for the child and is not a close relative.

Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity).

By law parents and carers must notify the local authority of private fostering arrangements to safeguard and protect the child's welfare as well as ensuring the child, carer and parent are receiving appropriate support and help.

As a school, if we do become aware that a child or young person is being privately fostered, we will inform the carer/parent of their legal duty to notify Wiltshire Children's Social Care; we will follow this up by contacting Children's Social Care directly.

Escalation policy

Effective working together depends on an open approach and honest relationships between colleagues and between agencies.

Staff must be confident and able to professionally disagree and challenge decision-making as an entirely legitimate activity; a part of our professional responsibility to promote the best safeguarding practice. Staff are encouraged to press for re-consideration if they believe a decision to act/not act in response to a concern raised about a child is wrong. In such cases the SVPP Case Resolution Protocol and escalation policy is used if necessary.

If we are on the receiving end of a professional challenge, we see this as an opportunity to reflect on our decision making.

Whistleblowing

Staff and volunteers should feel able to raise concerns about poor and unsafe practice and potential failures in the school's safeguarding regime. Appropriate whistleblowing procedures are in place for such concerns to be raised with the Headteacher or DSL.

If a staff member feels unable to raise an issue with the Headteacher or DSL or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them (See Appendix A):

- The NSPCC whistleblowing helpline - staff can call: 0800 028 0285 from 08:00 to 20:00, Monday to Friday, or email help@nspcc.org.uk.

- A member of the governing body

Managing allegations against adults

Hardenhuish School follows the procedure set out by the SVPP (WSCB) 'Allegations against adults' flowchart (Appendix B):

Where anyone in the school has a concern about the behaviour of an adult who is present at the school (working, volunteering or visiting) they must immediately consult the Headteacher who will refer to the Designated Officer for Allegations (DOFA).

Any concern or allegation against the Headteacher will be reported to the Chair of Governors without informing the Headteacher.

All staff must remember that the welfare of a child is paramount and must not delay raising concerns because a report could jeopardise their colleague's career.

Any allegation of abuse will be dealt with in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

Off site visits and exchange visits

We carry out a risk assessment prior to any off-site visit and designate the specific roles and responsibilities of each adult, whether employed or volunteers.

Where there are safeguarding concerns or allegations that happen offsite, staff will follow the procedures described in this policy.

Any adult over 18 in a host family will be subject to DBS checks. We work with partner schools abroad to ensure that similar assurances are undertaken prior to any overseas visit by our pupils.

Training

All members of staff and volunteers have read, signed and understood the school's Code of Conduct (for safer working practice).

We ensure training attended meets the minimum standards set out by SVPP in the document 'WSCB recommended minimum standards for child protection training'.

Induction

The welfare of all our pupils is of paramount importance. All staff including volunteers are informed of our safeguarding procedures including online safety, at induction. Our induction also includes:

- Plan of support for individuals appropriate to the role for which they have been hired.
- Confirmation of the conduct expected of staff within the school – our Staff Code of Conduct.
- Opportunities for a new member of staff to discuss any issues or concerns about their role or responsibilities.
- Confirmation of the line management/mentor process whereby any general concerns or issues about the person's ability or suitability will be addressed.

Safeguarding training

This training is for all staff and is updated every 3 years as a minimum to ensure staff understand their role in safeguarding. Any member of staff not present at this whole school session will receive this statutory training requirement on their return.

In addition, all staff members receive safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as necessary and at least annually. All staff also receive training in online safety and this is updated as necessary.

Advanced training

The DSL/DDSL has additional multi agency training which is updated every two years as a minimum. The DSL/DDSL also attend multi-agency courses relevant to school needs. Their knowledge and skills are refreshed at least annually e.g. via e-bulletins or safeguarding networking events with other DSL/DDSLs.

Safer Recruitment

At least one person on any appointment panel has undertaken Safer Recruitment Training. This training is updated every five years as a minimum.

Preventing Radicalisation

All staff undertake Prevent training. This is covered in the Safeguarding and Child Protection Handbook and all staff review and refresh their knowledge on the topic at least annually, with additional training provided as necessary.

Staff support

Due to the demanding, often distressing nature of child protection work, we support staff by providing an opportunity to talk through the challenges of this aspect of their role with a senior leader and to seek further support as appropriate.

DSLs will also have access to support from a peer or higher qualified safeguarding professional to ensure advice about best practice is available and that their wellbeing is also sustained.

Governors

The governors' duty to the schools is to: ensure they undergo safeguarding and e safety training. This training will be provided by the school as part as the ongoing safeguarding training for all staff and volunteers, but they may also choose to complete face to face training for governors provided by Wiltshire Council.

This is to ensure that governors have a clear understanding of how to make a referral, know the conduct of staff policy and maintain those standards while on school property.

Monitoring and review

Governors ensure that safeguarding is an agenda item for every Community Committee Meeting.

This policy is reviewed annually or earlier as required by changes to legislation or statutory guidance.

The nominated governor meets the DSL throughout the year to monitor the effectiveness of this policy.

SAFEGUARDING AND CHILD PROTECTION – KEY INFORMATION

The following key messages are important for all staff, volunteers and visitors to remember:

- Everyone is responsible for safeguarding
- Maintain an attitude of ‘it could happen here’
- Look and listen for signs of abuse
- Report any concerns, no matter how small
- Your job is to refer concerns, not investigate
- Work closely with your DSL
- Seek action where there is a lack of change

CONTEXTUAL SAFEGUARDING

Contextual safeguarding simply means that assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. This approach recognises that, as young people grow and develop, they are influenced by a whole range of environments and people outside of their family. For example, in school or college, in the local community, in their peer groups or online. Children and young people may encounter risk in any of these environments and sometimes the different contexts are inter-related and can mean that children and young people may encounter multiple risks. Children and young people are affected by, and may be exposed to harm in, different environments and their experiences may also influence the way they behave and live their lives in other situations. We ensure context is considered in all safeguarding cases and work in partnership with all local agencies to identify and monitor risk factors affecting safeguarding issues.

RECOGNISING THE SIGNS OF CHILD ABUSE

“Child” refers to a child or young person under the age of 18 years.

Categories of Abuse:

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse
- Neglect

Signs of Abuse in Children:

All staff need to know how to recognise and be alert to the signs of abuse (including neglect).

Definitions of abuse are set out in 'What to do if you're worried a child is being abused - Advice for practitioners' (2015) and 'Keeping Children Safe in Education' (2020).

The following non-specific signs may indicate something is wrong:

- Increased absence
- Change in friendship groups/making relationships with older individuals
- Significant change in behaviour (including a decline in academic performance)
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Unexplained gifts
- Lack of self-esteem
- Self-harm
- Depression or other mental health problems such as anxiety or post-traumatic stress disorder
- Age inappropriate sexual behaviour
- Children missing from education

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

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

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

In an abusive relationship the child may:

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

The parent or carer may:

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

Staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside school and/or can occur between children outside of this environment.

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

Staff should consider whether children are at risk of abuse or exploitation in situations outside their families (e.g. child sexual exploitation or child criminal exploitation or serious youth violence).

Where a child has communication impairments or learning disabilities, special attention should be paid to communication needs, and to ascertain the child's perception of events, and his or her wishes and feelings. In every area, Children's Social Care and the police should be aware of non-verbal communication systems, when they might be useful and how to access them.

Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a “cry for help” and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

Bruising

Children can have accidental bruising, but the following must be considered as non accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

Bite Marks

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

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

Burns and Scalds

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

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

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

Fractures

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

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

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

Scars

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

Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scape-goated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self esteem and lack of confidence
- Self-harm
- Withdrawn or seen as a “loner” – difficulty relating to others

Recognising Signs of Sexual Abuse

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

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

Some behavioural indicators associated with this form of abuse are:

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

Some physical indicators associated with this form of abuse are:

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

Sexual Abuse by Young People (see also Peer on Peer Abuse section)

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

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

Inappropriate Sexual Behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry,

physical damage, etc. it may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child or young person has been exposed.

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

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

What might be Normal Expectation of Sexual Behaviour for 12 to 16s?

Michele Elliott (Kidscape)

Self

Comparison important
Am I ‘normal’
Masturbation in private
Looks at nude photos

Others

Petting, kissing
Intercourse
Voyeurism - ‘peeping’
Hetero-and homosexual feelings

This is the age of strong feelings and sexual activity ‘for real’. As there is more understanding of sex, the game becomes more serious. It is not unusual for adolescents to fall in love and an older role model, who may be opposite or same sex. It does not necessarily mean that the adolescent is homo-or heterosexual, just that the “hormones rule ok”.

Peer attraction is the norm and Michele Elliott says she would be concerned about a teenager who seemed interested in only younger children. From research done by experts who work with sexual offenders, it would seem that many offenders started fantasising when they were in their early teens about abusing children. Some actually began abusing as young as eleven with children under five. So be aware if the teenagers you deal with seem not to have any peer relationships and are seeking out much younger children.

In brief summary, children and young people:

- are sexual with themselves and others
- are curious about bodies, their own and other peoples’
- do experiment and masturbate from an early age
- do make sexual jokes
- do play games involving their bodies
- have sexual attachments to peers
- as teenagers may become secretive about a peer relationship

As a rule Michele Elliott would be concerned if:

- there was force involved in any sexual act
- there was abusive, sadistic or ritualistic sexual behaviour
- a child exhibited inappropriate sexual behaviour for his/her age
- an older child became sexual with a child much younger (four years difference or more)
- there was an element of secrecy which was not appropriate
- there was compulsive public masturbation

These statements may not be valid for some children with special needs. However, this vulnerable population is subject to sexual abuse and many of the concerns are similar if maturity levels are matched.

Although there is room for discussion about what does and does not constitute normal behaviour, the most important thing is that you know what to do if a child displayed any behaviour that worried you.

Recognising Neglect

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

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and irresponsive with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

Abuse of children with special educational needs and disabilities

Pupils with additional needs face an increased risk of abuse and neglect. Staff should take extra care to interpret correctly apparent signs of abuse or neglect. We never assume that behaviour, mood or injury relates to the pupil's additional needs without further exploration. Staff understand that additional challenges can exist when recognising abuse and neglect in pupils with SEND, including communication barriers. Staff recognise that children with SEND are also at a higher risk of peer group isolation and can be disproportionately affected by bullying.

To address those additional challenges, extra pastoral support is considered for children with SEND and they are also encouraged to discuss their concerns. The DSL/DDSL works with the Special Educational Needs Co-ordinator (SENCo) to identify pupils with additional communication needs and whenever possible, these pupils are given the chance to express themselves to a member of staff with appropriate communication skills.

Children with special educational needs (SEN) and disabilities may be especially vulnerable to abuse for a number of reasons:

- many children have an increased likelihood of being socially isolated with fewer outside contacts;
- their dependency on parents and carers for practical assistance in daily living, including intimate personal care, increases their risk of exposure to abusive behaviour
- they may have an impaired capacity to resist or avoid abuse
- they may have speech, language and communication needs which may make it difficult to tell others what is happening
- they often do not have access to someone they can trust to disclose that they have been abused
- they can be especially vulnerable to bullying and intimidation

Safeguards for all children, including those with disabilities should promote a high level of awareness of the risks of harm and high standards of practice, and strengthening the capacity of children and families to help themselves. Measures should include:

- making it common practice to help children make their wishes and feelings known in respect of their care and support
- ensuring that children receive appropriate personal, health and social education (including sex education)
- making sure that all children know how to raise concerns, and giving them access to a range of adults with whom they can communicate (for example: Tutor, Pastoral Manager, Medical Officer, Counsellor, Teachers)
- close contact with families, and a culture of openness on the part of services
- guidelines and training for staff on good practice in working with and supporting children

Peer on Peer Abuse

At Hardenhuish we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by other pupils/students.

Occasionally, safeguarding allegations may be made against children by others in the school. This is most likely to include, but not limited to:

- bullying (including cyber bullying),
- gender based violence/sexual assaults
- sexting
- initiation/hazing type violence and rituals.

Staff should recognise that children are capable of abusing their peers. Abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”.

We minimise the risk of peer on peer abuse by providing:

- A relevant curriculum, that helps children to develop their understanding of acceptable behaviours, healthy relationships and keeping themselves safe.
- Established/publicised systems for children to raise concerns with staff, knowing they will be listened to, supported and valued, and that the issues they raise will be taken seriously.

When an allegation is made by a pupil/student against another pupil/student, members of staff should consider whether the complaint raises a safeguarding concern. Consequently, peer on peer abuse is dealt with as a safeguarding concern, recorded as such and not managed through the systems set out in the school behaviour policy. If there is a safeguarding concern the DSL should be informed and they will decide on any appropriate action.

A factual record should always be made of the allegation and filed according to the school’s policy. Parents, of both the pupil/student/s being complained about and the alleged victim/s, should be informed and kept updated on the progress of the concern. Victims, perpetrators and any other child affected by peer on peer abuse will be supported appropriately.

If the allegation highlights a potential risk to the school and the pupil, the school will liaise with other professionals to develop robust risk assessments and appropriate specialist targeted work for children that are identified as posing a potential risk to other children. The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

Bullying

Bullying is an abuse of children. It can take many forms; it can be physical assault, verbal abuse, through text messages (cyberbullying), through gestures, intimidation and extortion. Racial harassment and abuse is a particularly distressing form of bullying for children of ethnic minority groups, who may be victimised because of their colour, culture or racial origins. Homophobic bullying is also unacceptable, it can take the form of rumour mongering, social isolation, text messaging and frightening looks, as well as more obvious forms of bullying.

We must all take seriously what children say about being bullied; the effects of bullying are undermining and debilitating. Bullying is not tolerated at Hardenhuish.

Sexting

If sexting has occurred, the DSL/DDSL will take the following steps.

An initial review meeting should consider the initial evidence and aim to establish:

- Whether there is an immediate risk to a young person or young people
- If a referral should be made to the police and/or children's social care
- If it is necessary to view the imagery in order to safeguard the young person – in most cases, imagery should not be viewed
- What further information is required to decide on the best response
- Whether the imagery has been shared widely and via what services and/or platforms. This may be unknown.
- Whether immediate action should be taken to delete or remove images from devices or online services
Any relevant facts about the young people involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved - in most cases parents should be involved

In line with NSPCC guidance 'When to call the Police', an immediate referral to police and/or children's social care should be made if at this initial stage:

1. The incident involves an adult
2. There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to special educational needs)
3. What you know about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
4. The imagery involves sexual acts and any pupil in the imagery is under 13
5. You have reason to believe a young person is at immediate risk of harm owing to the sharing of the imagery, for example, the young person is presenting as suicidal or self-harming

If none of the above apply then a school may decide to respond to the incident without involving the police or children's social care. For example, if a young person has shared imagery consensually, such as when in a romantic relationship and there is no intended malice, it is usually appropriate for the school to manage the incident directly. In contrast any incidents with aggravating factors, for example, a young person sharing someone else's imagery without consent and with malicious intent, should generally be referred to police and/or children's social care. A school can choose to escalate the incident at any time if further information/concerns come to light. The decision to respond to the incident without involving the police or children's social care would be made in cases when the DSL is confident that they have enough information to assess the risks to pupils involved and the risks can be managed within the school's pastoral support and disciplinary framework and, if appropriate, their local network of support. The decision should be made by the DSL with input from the Headteacher and input from other members of staff if appropriate. The decision should be recorded and be based on consideration of the best interests of the young people involved. This should consider proportionality as well as the welfare and protection of the young people.

Parents (or carers) should be informed and involved in the process at an early stage unless informing the parent will put the young person at risk of harm. Any decision not to inform the parents would generally be made in conjunction with other services such as children's social care and/or the police, who would take the lead in deciding when the parents should be informed. DSLs may work with the young people involved to decide on the best approach for informing parents. In some cases DSLs may work to support the young people to inform their parents themselves.

If any devices need to be seized and passed onto the police then the device(s) should be confiscated and the police should be called. The device should be turned off and placed under lock and key until the police are able to come and retrieve it.

If the DSL is aware that children's social care are currently involved with a young person involved in an incident of youth produced sexual imagery then they should contact children's social care. They should also

contact children's social care if they believe they may be involved with, or have been involved with, a young person in the past.

Adults should not view youth produced sexual imagery unless there is good and clear reason to do so. Wherever possible responses to incidents should be based on what DSLs have been told about the content of the imagery. The decision to view imagery should be based on the professional judgement of the DSL. Imagery should never be viewed if the act of viewing will cause significant distress or harm to the pupil. If a decision is made to view imagery, the DSL would need to be satisfied that viewing:

- is the only way to make a decision about whether to involve other agencies (i.e. it is not possible to establish the facts from the young people involved)
- is necessary to report the image to a website, app or suitable reporting agency to have it taken down, or to support the young person or parent in making a report
- is unavoidable because a young person has presented an image directly to a staff member or the imagery has been found on a school device or network

If it is necessary to view the imagery then the DSL should:

- Never copy, print or share the imagery; this is illegal
- Discuss the decision with the headteacher
- Ensure viewing is undertaken by the DSL or another member of the safeguarding team with delegated authority from the headteacher
- Ensure viewing takes place with another member of staff present in the room, ideally the Headteacher or a member of the senior leadership team. This staff member does not need to view the images.
- Wherever possible ensure viewing takes place on school or college premises, ideally in the Headteacher or a member of the senior leadership team's office.
- Ensure wherever possible that images are viewed by a staff member of the same sex as the young person in the imagery
- Record the viewing of the imagery in the school's safeguarding records including who was present, why the image was viewed and any subsequent actions.

If youth produced sexual imagery has been unavoidably viewed by a member of staff either following a disclosure from a young person or as a result of a member of staff undertaking their daily role (such as IT staff monitoring school systems) then DSLs should ensure that the staff member is provided with appropriate support. Viewing youth produced sexual imagery can be distressing for both young people and adults and appropriate emotional support may be required.

If the school has decided that other agencies do not need to be involved, then consideration should be given to deleting imagery from devices and online services to limit any further sharing of the imagery. It is recommended that, in most cases, young people are asked to delete imagery and to confirm that they have deleted the imagery. Young people should be given a deadline for deletion across all devices, online storage or social media sites. Young people should be reminded that possession of youth produced sexual imagery is illegal. They should be informed that if they refuse or it is later discovered they did not delete the image they are committing a criminal offence and the police may become involved. All of these decisions need to be recorded, including times, dates and reasons for decisions made and logged in the safeguarding records. Parents and carers should also be informed unless this presents a further risk to the young person.

If the DSL decides to deal with the situation without involving the police, an appropriate sanction may be applied. If the matter is passed on to the police, they will decide on the appropriate consequence for the perpetrator.

Upskirting

Upskirting is a term used to describe the act of taking a sexually intrusive photograph up someone's skirt without their permission. It is usually performed in a public place, such as on public transport or in a nightclub, among crowds of people, making it harder to spot people taking the photos.

"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 concern" (KCSIE 2020)

Figures released in February 2018 revealed that girls as young as 10 have been victims of upskirting.

The Voyeurism (Offences) Act 2019 came into force on the 12 April. The Act adds two new offences to the Sexual Offences Act 2003 to cover the practice of upskirting. Upskirting is now a criminal offence punishable by up to two years in prison.

The law creates two new offences under the Sexual Offences Act 2003 to capture this behaviour.

The new offences apply when:

- Without consent, an individual operates equipment or records an image beneath a person's clothing
- The offender has a motive of either obtaining sexual gratification or causing humiliation, distress or alarm to the victim.

Adults in the school could be perpetrators of upskirting or it could occur as a form of peer on peer abuse or from pupils/students to adults in the school.

To reduce the risk of upskirting at Hardenhuish School, our mobile phone expectations (as set down in the Positive Behaviour Policy) are that Mobile technology must be switched off from 8:30 am, which is the start of Morning Tutor Period, until 3:00 pm, when lesson 6 ends, and kept in their school bags unless in a lesson with the expressed permission of a teacher". Nonetheless, staff, volunteers and governors should be vigilant to the possibility of upskirting and must report this as a safeguarding concern should they suspect this has occurred.

Mental Health

Mental health, in some cases, can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are well placed to observe and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Children who have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, have a lasting impact throughout childhood, adolescence and into adulthood. Staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

The teaching of mental health awareness is a key element of the PSHRE and successful lives programmes in all year groups including sixth form. Hardenhuish has adopted the NHS *5-a-day for your Mental Health* principles (Be Active, Connect, Notice, Learn, Give) and uses these to encourage pupils and students to take care of their mental health and make health choices for positive wellbeing.

What should staff do?

Staff should respond as they do for all child protection matters and discuss concerns with the Pastoral Managers or Designated Safeguarding Leads. All pastoral teams are Mental Health First Aid trained and are the first line of support for mental health and wellbeing of pupils and students. In addition, pupils and students have access to school counsellors via pre-arranged appointment and via drop in sessions. Furthermore, pupils and students are signposted to external agencies for further support and frequently reminded of all support options through successful lives, assemblies and specific external agency sessions.

Self-Harm

If someone is self-harming it is a sign of distress. During acts of self-harm, it is common for people to feel separate or disconnected from their feelings and their pain.

Suicide is now the third leading cause of death in 10-19 year olds. However, acts of self-harm are not always connected to attempted suicide. For some people, self-harm may actually be a way of preventing suicide.

Kinds of self-harm frequently witnessed

The direct infliction of pain and/or injury to one's own body, such as:

- Scratching, scraping or picking skin
- Taking an overdose
- Cutting arms or other parts of the body
- Burning or scalding
- Banging or hitting the head or other parts of the body
- Pulling out hair or any other form of self-mutilation.

Kinds of risk factors that may be associated with someone wishing to self-harm or end his/her life

(This list is not exhaustive, but the higher the number of risk factors someone is exposed to, the higher the risk of self-harm.)

- Psychiatric disorders, e.g. severe depression
- Feelings of hopelessness about the future
- Drug/alcohol abuse
- History of verbal/sexual/physical abuse
- Family history of suicide/violence
- Recent loss of significant other in person's life through absence or death
- Separation/divorce of parents
- Ending of a relationship
- Exam stress / poor academic performance
- Being bullied

- Looked after child
- Socially isolated and living in rural area
- Belonging to an ethnic minority group

Warning signs to look out for

In addition to being aware of the risk factors above, the following warning signs should be taken seriously and further advice sought from Pastoral Managers or the Designated Safeguarding Lead

- Talking/joking about suicide
- Being preoccupied with death
- Becoming suddenly calmer/happier for no apparent reason
- Giving away possessions
- Engaging in risk-taking or self-destructive behaviour (e.g. driving a car recklessly)
- Expressing negative views, e.g. "I can't go on"
- Withdrawing from normal activities
- Showing fatigue and being unwilling to join in lessons
- Having unexplained marks on arms/body

What should staff do?

Staff should respond as they do for all child protection matters and discuss concerns with the Pastoral Managers or Designated Safeguarding Leads. Staff will be kept informed of developments and given any further advice necessary in supporting the pupil or student.

Should a pupil or student self-harm in school then matron should be contacted. If the matter is immediately serious, then an ambulance should be called.

Missing Children and Children Missing Education

Staff report immediately to the DSL/DDSL, if they know of any child who may be:

- Missing – whereabouts unknown or
- Missing education – (compulsory school age (5-16) with no school place and not electively home educated).

Children who do not attend school regularly can be at increased risk of abuse and neglect.

Children missing education procedures will be followed where a pupil or student has 10 days or more continuous absence from school without an explanation and/or has left school suddenly and the destination is unknown and/or has not taken up an allocated school place as expected. Any such concern will be reported to the Local Authority through the Education Welfare Service.

The designated teacher for LAC and care leavers discusses any unauthorised/unexplained absence of Looked After Children with Virtual School when required.

Where there is unauthorised/unexplained absence, and after reasonable attempts have been made to contact the family, the DSL follows the SVPP procedure and refers to the MASH team as appropriate.

If a Looked After Child or a child subjected to a CP plan goes missing, we will refer them to the MASH team within 48 hours.

The school will also refer to the MASH any child being withdrawn from school with the intent to be electively home educated where there are safeguarding concerns.

Preventing Extremism and Radicalisation

Hardenhuish School is committed to providing a secure environment for all of our pupils, students, staff and stakeholders. Protecting children from the risk of radicalisation is seen as part of schools' wider safeguarding duties, and is similar in nature to protecting pupils from other forms of harm and abuse. Staff use their judgement in identifying pupils who might be at risk of radicalisation and speak to the DSL/DDSL if they are concerned about a pupil. The DSL/DDSL will always act proportionately and this may include making a referral to the police, the Channel programme or to the MASH.

The current threat from terrorism extremism in the United Kingdom can involve the exploitation of vulnerable people, including children, young people and vulnerable adults to involve them in terrorism or activity in support of terrorism.

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Hardenhuish School values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Pupils, students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of extremism and terrorism. The normalisation of extreme views may also make pupils and students vulnerable to future manipulation and exploitation. Hardenhuish School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection (Notice, Check, Share). Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme following discussion with LJP, JMW or JEG.

LJP, JMW and JEG have undertaken Prevent awareness training and as such are able to provide advice and support to staff in protecting children from the risk of radicalisation.

Our school's approach draws upon the guidance contained in the government publications, *Prevent Duty, 2015*, *Tackling Extremism in the UK, 2013*, and Peter Clarke's Report of July 2014.

'Honour Based' Violence

'Honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such, if in any doubt staff should speak to JEG or JMW. All staff need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV. Local safeguarding procedures would be activated using national and local protocols for multiagency liaison with the police and children's social care.

Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM. FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Staff will inform the DSL/DDSL immediately if they suspect a girl is at risk of FGM. We will report to the police any 'known' cases of FGM to the police as required by law.

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

4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

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

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

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

It is carried out in the belief that:

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

FGM is illegal in the UK

FGM is internationally recognised as a violation of human rights of girls and women. It is **illegal** in most countries including the UK under the Female Genital Mutilation Act 2003. FGM is not a religious requirement or obligation.

Circumstances and occurrences that may point to FGM happening

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

Signs that may indicate a pupil or student has undergone FGM:

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

Forced Marriage

Forced marriage is where someone is forced to marry against their will. They can happen in secret and can also be planned by parents, family or religious leaders. Victims of forced marriage may be subjected to threats, physical violence or sexual violence, or psychological or emotional pressure, including being made to feel like they're bringing shame on their family if they do not proceed.

Most forced marriages involving British girls and women take place overseas, with the victim taken abroad for the ceremony.

Forced marriages happen in many religions and nationalities, and can affect both boys and girls. It doesn't only happen to young people, it can happen to adults too. There are some people and communities that think forced marriage is okay but it's important to remember that all major religions (Muslim, Hindu, Sikh, Christian and Jewish) are against forced marriage.

Some families force their children to marry because they:

- think it's an important part of religion or culture
- are worried about the family's reputation and honour (in some cultures also known as 'izzat')
- want all of the family's money to stay together
- want to marry their children off in exchange for money
- don't approve of their child being gay, lesbian, bisexual or transgender
- don't want their children to have relationships or sex
- feel pressured by the community or other family members to follow traditions
- want to keep family values and honour.

None of these reasons are valid and nobody has the right to force another person into marriage. It is illegal.

Forcing someone to marry against their will has been a crime in England and Wales since 16 June 2014. The law also applies to UK nationals overseas who are at risk of becoming the victim of a forced marriage, meaning that law enforcement agencies can arrest perpetrators in other countries where a UK national is involved, and bring charges against them in courts at home.

The offence includes taking someone overseas to force them to marry, whether or not the marriage takes place, and marrying someone who lacks the mental capacity to consent to the marriage (whether they are pressured to or not).

What you need to know about forced marriage:

- It is illegal in the UK
- It is not the same as an arranged marriage (in an arranged marriage, people have a choice of whether they want to marry the other person).
- Everyone has the right to choose if they want to marry when old enough and, if so, who they want to marry.

Common Warning Signs:

- Girls and young women from South Asian backgrounds are most at risk, though it also occurs in Somalian and Middle Eastern families. Boys can be victims too. *In 2017, the four countries with the largest number of cases in which a victim was at risk of being, or had already been, taken to in connection with a forced marriage were Pakistan (439 cases), Bangladesh (129), Somalia (91) and India (82). There were 120 cases in which the forced marriage took place wholly within the UK (10% of the total).*
- The young person suddenly becomes more withdrawn, spends less time with friends than they used to and then doesn't answer calls or texts.
- Often victims of forced marriage are subjected to violence to pressurise them into it, so you may notice bruising, possibly on the upper arms. But in most cases the pressure is emotional and so harder to detect.
- Sudden absences due to a holiday without warning, especially in the summer.
- If someone has a sibling who was forced to marry – or even who married at a very young age.

Child Sexual Exploitation

The sexual exploitation of children is described in the government guidance document as; 'involving exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of their performing, and/or another or others performing on them, sexual activities. It can occur through the use of technology without the child's immediate recognition; e.g. being persuaded to post sexual images on the internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child 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's limited availability of choice resulting from their social/economic and/or emotional vulnerability.' Exploitation can be happening even when the activity appears consensual.

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

Signs include:

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

Any professional or adult who becomes aware that a child is vulnerable to CSE should inform the Designated Safeguarding Lead as soon as possible. Referral to the Wiltshire CSE Handbook and completing the initial CSE Screening tool will then be actioned.

Child Criminal Exploitation

“Criminal exploitation involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive something (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them completing a task on behalf of another individual or group of individuals; this is often of a criminal nature. Child criminal exploitation often occurs without the child’s immediate recognition, with the child believing that they are in control of the situation. In all cases, those exploiting the child or 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.”

Knowsley Safeguarding Children’s Board

Trafficking and criminal exploitation are forms of abuse and therefore should be afforded a safeguarding response. Often the visible symptoms of this abuse are responded to, meaning that many children and young people receive a criminal justice response, while their safeguarding needs are overlooked.

Criminal exploitation interlinks with a number of multiple vulnerabilities and offences, including the child or young person being exposed to, and/or being victim of, physical and emotional violence, neglect, sexual abuse and exploitation, modern day slavery and human trafficking, domestic abuse and missing episodes.

The risk to a child or young person, and their family and friends, as a result of experiencing criminal exploitation can include, but is not limited to:

- Physical injuries, including risk of serious violence and death.
- Emotional and psychological trauma.
- Sexual violence, including sexual assault, rape, internally inserting drugs, indecent images being taken and shared as part of initiation, revenge, or punishment.
- Debt bondage, where a child or young person and their families are ‘in debt’ to the exploiters, which is then used to control the young person.
- Neglect, and the child or young person’s basic needs not being met.
- Living in unclean, dangerous and/or unhygienic environments.
- Tiredness and sleep deprivation, where the child or young person is expected to carry out criminal activities over long periods and through the night.
- Poor attendance and/or attainment at school/college/university.

County Lines

Criminal exploitation often happens within the context of county lines activity. The Home Office defines county lines as: “The police term for urban gangs supplying drugs to suburban areas and market and coastal towns using dedicated mobile phone lines or “deal lines”. It involves child criminal exploitation (CCE) as gangs use children and vulnerable people to move drugs and money. Gangs establish a base in the market location, typically by taking over the homes of local vulnerable adults by force or coercion in a practice referred to as “cuckooing”.

Lambeth Safeguarding Children’s Board’s definition expands on this definition: “Gangs typically recruit and exploit children and vulnerable young people to courier drugs and cash. Typically, users ask for drugs via a mobile phone line used by the gang. Couriers travel between the gang’s urban base and the county or coastal locations on a regular basis to collect cash and deliver drugs. Gangs recruit children and young people through deception, intimidation, violence, debt bondage and/or grooming. Gangs also use local property as a base for their activities, and this often involves taking over the home of a vulnerable adult who is unable to challenge them.”

County lines are illegal business models managed and operated by gangs – ranging from urban street gangs to serious organised crime gangs. These gangs use their power and position to groom, recruit and exploit children and young people for the purpose of criminal gain. This often involves high levels of violence, threat and force – and it is important to understand the grooming process, as this is evident within the recruitment of young people for criminal exploitation. Grooming is when someone builds an emotional connection with a child to

gain their trust for the purposes of exploitation or trafficking. Children and young people can be groomed online or face to face, by a stranger or by someone they know (for example a family member, friend or professional). Groomers may be male or female. They could be any age. Many children and young people don't understand that they have been groomed, or that what has happened is abuse.

Young people are usually sent in twos or threes for intimidation purposes and "backup". A young person will typically spend less than two weeks away from home, keeping in regular contact with their 'elders' via burner phones.'

Children and young people can receive money, mobile phones, credit cards, expensive clothing, jewellery, new haircuts or other items and gifts in exchange for their activities. Children and young people are often given targets to sell drugs to, given modes of transport such as bikes or train tickets, weapons to protect themselves, and a phone with drug users' contacts on it. Children and young people receive a small cut of money/clothes/status or are 'looked after' by 'elders', ie taken to visit barbers and/or given items of clothing/footwear. The phone lines can be worth thousands of pounds.

Organised crimes groups have been known to set up children and young people in robberies, meaning that the child or young person believes they are in debt to the perpetrators. This is known as 'debt bondage', where the child or young person believes they have to work for free to pay off the debt. This can also apply if the child or young person is actually robbed, or if they are arrested and have drugs, money or the phone confiscated by police.

Vulnerabilities

There are some factors that can increase the vulnerability that a child or young person will be exploited by others. The following vulnerabilities do not mean that a child or young person will be exploited, but they are factors that could increase the vulnerability that they could be exploited by someone.:

- **Child/Individual:** If a child or young person is looked after, has learning disabilities, substance misuse issues, or mental health problems.
- **Home/family:** If there is neglect/abuse, exposure to or experience of violence, parental substance misuse, mental health and domestic abuse, poverty, lack of a positive relationship with a protective and nurturing adult, homelessness or insecure accommodation status.
- **Peers:** If the child or young person is exposed to other children and young people who are known to be exploited or exposed to or experiencing peer on peer abuse.
- **Schools:** If the child or young person has been excluded from school and is not in education, training or employment, or is exposed to or has experienced violent crime.
- **Neighbourhoods:** If the child or young person has been exposed to or has experienced violent crime, or lived in a deprived neighbourhood.

Warning Indicators

There are a number of indicators listed below that could alert professionals to a child or young person being criminally exploited:

- Frequent missing episodes and being found out of area.
- Found with large quantities of drugs or weapons.
- Found with drugs inside rectum or vagina.
- Unexplained amounts of money, mobile phones, credit, clothing, jewellery, new haircuts or other items and gifts.
- Been found out of area when missing or being arrested out of area — especially for drug related offences.
- Multiple referrals for incidents in the same location.
- Returned from missing episodes with injuries, or dishevelled appearance.
- Change in behaviour, ie more secretive, withdrawn, or isolated from peers, or not mixing with usual friends.
- Unexplained absences from, or not engaged in school, college, training, or work.
- Increasingly disruptive, hostile or physically aggressive at home or school, including the use of sexualised language and language in relation to drug dealing and/or violence.

- Expressions around invincibility or not caring about what happens to them.
- Increased interest in making money.
- Reports of being taken to parties, people's houses, unknown areas, hotels, nightclubs, takeaways or out of area by unknown adults.
- Increasing use of drugs or alcohol.
- Fear of reprisal from gang members or violence from young people or adults
- Having multiple mobile phones, sim cards or use of a phone that causes concern eg multiple callers or more texts/pings than usual.
- Possession of hotel keys/cards, or keys to unknown premises.
- Disclosure of a sexual or physical assault, followed by withdrawal of the allegation.
- Entering or leaving vehicles/cars with unknown adults.
- Receiving rewards of money or goods for introducing peers.
- Self harm or significant changes in emotional well-being.
- Agencies unable to engage with the child or young person.
- New peer groups and/or relationships.
- Relationships with controlling or older individuals or groups.
- Parental concerns.
- Repeated STIs and/or pregnancy (can indicate CSAE being a feature of the exploitation).
- Increase of referrals to agencies for other known peers.

Where there are reasonable grounds to suspect a child or young person to be a victim of criminal exploitation, the following steps should be taken:

- This should be reported to the police in order for them to investigate the offences committed (ie modern slavery and trafficking offences).
- A referral should be made to Children's Social Care, as trafficking and exploitation means a child could be experiencing, or at risk of, significant harm and Child Protection processes need to be followed.

Contextual safeguarding is a key approach to understanding and responding to young people's experiences of significant harm beyond their families. It is important to consider disruption of the exploitation, and important that practitioners and police work together to identify the perpetrators, locations and networks associated to the exploitation and develop plans to disrupt these.

This process of reporting and referring children and young people is often not followed. It can also be considered contentious to some professionals, who may view the children and young people as willing participants in the exploitation and in need of criminal justice responses. This is a view that was previously held in relation to children and young people who experienced sexual exploitation, and recent Serious Case Reviews have demonstrated the need to intervene and protect children and young people from exploitation.

Source: Children and Young People Trafficked for the Purpose of Criminal Exploitation in Relation to County Lines. A Toolkit for Professionals. The Children's Society

Responding to concerns/disclosures of abuse

How to Respond

Staff adhere to the following Dos and Don'ts when concerned about abuse or when responding to a disclosure of abuse.

Dos:

- create a safe environment by offering the child a private and safe place if possible.
- stay calm and reassure the child and stress that he/she is not to blame. Over-reacting can frighten the child and compound feelings of guilt.
- be prepared to listen and comfort and never stop a pupil or student who is freely recalling significant events.
- use the 'tell me', 'explain', 'describe' and/or mirroring strategy.
- reassure the pupil or student that they were right to tell now even though the abuse may have happened or started a long time ago. Children usually feel guilty for not having told earlier so need to know that people tell when they feel ready and safe. They also feel guilty for just telling.
- tell the child that you know how difficult it must have been to confide in you. Let the pupil or student know at once that it was not his/her fault, and keep restating this.
- reassure the pupil or student that you still care for them, that the disclosures have not made you lose any affection or respect for them.
- follow the guidelines regarding appropriate physical contact with pupils as described in the Use Of Reasonable Force, Authority To Search and Violence and Aggression towards Staff Policy and Code of Conduct for Safer Practice.
- tell the child what you are going to do next.
- tell only the Designated or Deputy Safeguarding Lead (James Woollin or Jo Glossop). They, with you, will decide what needs to be done.
- record in detail using the Child Protection Online Management System (CPOMS) or using a Green Child Protection Concern Form (if the adult does not have access to CPOMS) (see Appendix E) without delay, using the child's own words where possible.

Don'ts:

- promise the child that everything is going to be okay.
- show revulsion or distress however distasteful the events are.
- take photographs of any injuries.
- postpone or delay the opportunity for the pupil to talk.
- ask leading questions
- take notes while the pupil is speaking or ask the pupil to write an account.
- try to investigate the allegation yourself.
- promise confidentiality (e.g. say you will keep 'the secret') as you may have to pass on information to a third-party at a later date.
- approach or inform the alleged abuser.

All staff record any concern about or disclosure by a pupil of abuse or neglect and report this to the DSL/DDSL using the Child Protection Online Management System (CPOMS) or using a Green Child Protection Concern Form (if the adult does not have access to CPOMS) (see Appendix E). It is the responsibility of each adult in school to ensure that the DSL/DDSL receives the communication of concern without delay. In the absence of the DSL/DDSL, staff members know to speak directly to the MASH.

During term time, the DSL and/or a DDSL is always available during school hours for staff to discuss any safeguarding concerns.

The voice of the child is central to our safeguarding practice and pupils are encouraged to express and have their views given due weight in all matters affecting them.

In some circumstances, the DSL/DDSL or member of staff seeks advice by ringing the MASH for advice. (Appendix B)

If a child makes a disclosure to you, your role will be to support the pupil or student as the person to whom the disclosure was made.

A difficult time can be between the initial referral and when social services are able to act. You will need support as well as the pupil or student.

Guidance when making a record of a child protection incident or concern

- It is important to make it clear to pupils that any disclosure they make will be treated with sensitivity, but may need to be shared with other professionals e.g. “I will only tell those people who need to know”
- A record of a concern, suspicion or allegation should be made at the time or as soon as possible after the event. (N.B. it is not advisable to make a written record whilst a child is disclosing abuse as this may deter the child from speaking)
- Be aware that when completing the record that it might be accessed by people months even years after it being written. Therefore bear in mind that someone who is a complete stranger to you and the school may read it at some stage in the future
- All notes and reports must contain the following:
 - Date of the incident
 - Date and time of the record being made (remember to include the year)
 - Name and date of birth of the child(ren) concerned
 - A factual account of what happened and the location of where the incident took place (include the actual words spoken by the child where possible)
 - A note of any other people involved e.g. witnesses
 - Action taken, and any future plans (e.g. monitor and review)
 - Any other agencies informed
 - Name of the person making the record
 - Job title of the person making the record
 - Signature (if on Green Concern Form; print name alongside / underneath)
- You should identify the source of your information e.g. “Ms Terry, teaching assistant, told me that” or “I saw Rachel in the playground at break time”
- Information should be factual or based on fact. Record what you saw, heard, etc. and try to avoid being vague or woolly (e.g. “Jenny was crying and rocking” rather than “Jenny was upset”)
- Distinguish clearly between fact and your professional opinion. When recording your professional opinion, make it clear what your opinion is based on (e.g. “Harry appeared to be frightened. When his mother arrived he ran and hid under the table and clung to me when I tried to get him out”.) Expressing an opinion as to whether the child is telling the truth is not helpful and can prejudice how a case proceeds.
- Make a note of what you have done with the information (e.g. “I consulted the Designated Safeguarding Lead, (Name) and she advised me to complete a Multi-Agency Referral Form.”)
- Try to avoid specialist jargon e.g. “he has a CAF” or “she works in the Key Centre”) which someone from another agency or outside of the school would not necessarily understand.

What happens next?

A referral to the Multi-Agency safeguarding Hub (MASH) may be instigated by James Woollin, Jo Glossop, the Pastoral Manager or yourself. This should include as much detail and context as possible. You do not have to be involved with the referral itself. Once a referral has been made decisions are the Social Care team's responsibility.

Jo Glossop or James Woollin may make the decision that they need to pass the matter on directly to the police; they will follow the NSPCC guidance 'When to Call the Police' before making this decision.

A child who has experienced abuse may experience some of these feelings:

- A feeling of shame or guilt
- "It must be my fault" "I'm bad".
- A feeling that s/he is dirty/spoiled/degraded
- Embarrassment
- "Perhaps there's something wrong with me" "I'm sure everyone knows."
- A desire to talk about it over and over again betraying a need for reassurance and also a desire to get it out of the system.
- Dislike of being touched and also of touching others
- A loss of confidence in most areas.
- Trouble sleeping, nightmares.
- A hatred for his/her own body, sometimes a desire to look as unsexual and unattractive as possible.

Difficulties may go on for a long, long time, a question of years not just months.

David Struggles, Educational Psychologist, Gloucester.

When the child is back in the Classroom

We recognise that pupils and students who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of the pupils and students at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will therefore support the pupil or student by:

- Helping the pupil or student get as much privacy as possible.
- Being especially observant - looking out for the pupil or student being harassed by other pupils or students who know about it.
- Making allowances for the pupil or student - his/her behaviour and school work are unlikely to be at their best.
- Being prepared to intervene in order to protect the pupil or student from unpleasant treatment by others.
- In sessions devoted to personal relationships and social skills, being prepared for the pupil or student to start telling the group what they have gone through.
- For those pupils or students who have a compulsion to keep telling everyone they meet what has happened to them, providing counselling not censure.
- Liaising with other agencies that support the pupil or student such as Social Care, Child & Adolescent Mental Health Service, Education Welfare Service and Educational Psychology Service.
- Ensuring that, where a pupil or student with a Child Protection Plan leaves, their information is transferred to the new school immediately and that the pupil's or student's social worker is informed.

Early help

Providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges. This requires all professionals to understand their role in identifying emerging problems and to share information with other professionals to support early identification and assessment. At Hardenhuish School, all our staff can identify children who may benefit from early help as a problem emerges and discuss this with the DSL/DDSL.

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

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

In the first instance staff should discuss early help requirements with the Designated Safeguarding Lead. Staff may be required to support other agencies and professionals in an early help assessment.

The DSL/DDSL uses:

- the guidance on the Wiltshire Pathways website and the Digital Assessment and Referral Tool as appropriate as part of a holistic assessment of the child's needs.
- the Needs Matrix for Safeguarding Children on the SVPP website about suitable action to take when a pupil has been identified as making inadequate progress or having an unmet need.

The Wiltshire Early Help Team can provide support from the following professionals/agencies:

- CAMHS Children and Adolescent's Mental Health Service
- Splitz Support services to adults and young people experiencing the trauma of domestic abuse and sexual violence.
- SEND Team Special Educational Needs and Disability advice and guidance.
- Family Key Workers Professionals trained to work with families in the home.
- School Nurses Support children's health needs in school.
- Housing Supporting families to live in a safe environment.
- Adult Social Care Supporting parents with their health requirements and learning needs.

Role and Responsibilities

Roles and Responsibilities of the Designated Safeguarding Lead

The school has a Designated Safeguarding Lead (JMW) and a deputy (JEG)

The Designated Safeguarding Leads are expected to:

- Refer cases and support staff who refer cases of suspected abuse to Children's Social Care as required. Referrals should be made in writing, following a telephone call using the Multi Agency Referral Form
- Refer cases and support staff who make referrals to the Channel programme where there is a radicalisation concern as required
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required
- Refer cases where a crime may have been committed to the Police as required; following the NSPCC guidance 'When to call the Police' as a guide.
- Liaise with the Headteacher to inform her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- As required, liaise with the "case manager" and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member)
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.
- Undergo training which is updated at least every two years, this includes Prevent awareness training. Engage in informal training at regular intervals to keep up with new developments.
- Have a working knowledge of child protection case conferences/reviews/multi agency meetings and be able to attend and contribute to these effectively when required to do so or ensuring another appropriate staff member attend. This also includes contributing to written assessments, and providing reports which have been shared with the parents.
- Ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff
- Keep detailed, accurate, secure written records of concerns and referrals. Ensuring that all such records are kept confidentially and securely and are separate from pupil records. Ensuring the indication of the existence of the additional CP file is marked on the pupil or student records.
- Understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- Encourage a culture of listening to children and taking account of their wishes and feelings.
- Ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the governing body regarding this
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this
- Link with the SVPP to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.
- Be available during term time (during school hours) for staff in the school to discuss any safeguarding concerns.
- Ensuring that any pupil or student currently with a child protection plan who is absent in the educational setting without explanation for two days is referred to the Social Care Team.
- Organising child protection induction, and update training for all school staff.
- Providing, with the Headteacher, an annual report for the governing body, detailing any changes to the policy and procedures; training undertaken by the Designated Safeguarding Lead, and by all staff and governors; number and type of incidents/cases, and number of pupils and students on the child protection register (anonymised)

Role and responsibilities of the Governors

All members of the governing body understand and fulfil their responsibilities, namely to ensure that:

- There is a Child Protection policy together with a staff behaviour (code of conduct) policy
- the school operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training.
- The school has procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.
- A senior leader has Designated Safeguarding Lead responsibility.
- On appointment, the Designated Safeguarding Lead undertake interagency training and also undertake Designated Safeguarding Lead 'new to role' and an 'update' course every 2 years.
- Nominate a member of the governing body with specific responsibility for safeguarding.
- All other staff, volunteers and governors have Safeguarding training updated as appropriate.
- Are aware of their responsibilities for keeping children safe (e.g. how to record and report concerns to the Designated Safeguarding Leads)
- Any weaknesses in Child Protection are remedied immediately.
- A member of the Governing Body, usually the Chair of Governors, is nominated to liaise with the LA on Child Protection issues and in the event of an allegation of abuse made against the Headteacher.
- Child Protection policies and procedures are reviewed annually and that the Child Protection policy is available on the school website or by other means.
- The Governing Body considers how children may be taught about safeguarding. This may be part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHE) and/or through sex and relationship education (SRE).
- Enhanced DBS checks are in place for all Governors.
- All governors adhere to the same standards and expectations stated in the Code of Conduct for Safer Practice.

Related legislation and key documents

Children Act 1989 (and 2004 update): The Children Act 1989 gives every child the right to protection from abuse and exploitation and the right to have enquires made to safeguard his or her welfare. The Act place duties on a number of agencies, including schools, to assist Social Services departments acting on behalf of children and young people in need (s17) or enquiring into allegations of child abuse (s47).

Education Act 2002 - This requires schools to make arrangements to safeguard and promote the welfare of children and to have regard to guidance issued by the Secretary of State for Education.

Sexual Offences Act 2003 - This act sets out an offence of 'abuse of trust' - a sexual or otherwise inappropriate relationship between an adult who is responsible for young people and a young person in his/her care.

Information Sharing – Department for Education (DfE) Advice for practitioners providing safeguarding services to children, young people, parents and carers 2018 This advice is for all frontline practitioners and senior managers working with children, young people, parents and carers who have to make decisions about sharing personal information on a case by case basis.

Counter-Terrorism and Security Act 2015 (the CTSA 2015), section 26 requires all schools, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

The Safeguarding Vulnerable Groups Act (2006) Section 53(3) and (4) of this applies to schools if they broker student accommodation with host families for which the host family receives a payment from a third party, such as a language school. At a future date, the regulated activity provider will have a duty to carry out a barred list check on any new carer – section 34ZA Safeguarding Vulnerable Groups Act 2006.

The Teachers’ Standards (2013) set a clear baseline of expectations for the professional practice and conduct of teachers and define the minimum level of practice expected of teachers in England.

Children Missing Education (2016) Statutory guidance for local authorities and advice for other groups on helping children who are missing education get back into it.

Tackling Extremism in the UK (2013) This report by the Extremism Taskforce sets out practical proposals to tackle extremism in the UK.

Keeping Children Safe in Education (2020) Statutory guidance for schools and colleges on safeguarding children and safer recruitment.

- APPENDIX A: [NSPCC Whistleblowing advice](#)
- APPENDIX B: [Wiltshire SVPP 'What to do if you're worried about a child' flowchart](#)
- APPENDIX C: [Code of Conduct for Safer Working Practice](#)
- APPENDIX D: [Wiltshire SVPP 'Allegations against Adults' flowchart](#)
- APPENDIX E: [Child Protection Online Management System \(CPOMS\) User Guide](#)
- APPENDIX F: [Child Protection Forms and guidance \(for adults without CPOMS access\)](#)
- APPENDIX G: [Keeping Children Safe in Education 2020](#)
All adults working in a school must read Part 1 and Annexe A