



Child Protection and Safeguarding Policy and Procedure

Fairisle Junior School

This policy was adopted in Autumn 2019

This policy is due for review by Autumn 2020

Key contacts

Role	Name	Contact details
Designated safeguarding lead	Peter Howard	023 8073 3415
Deputy designated safeguarding lead	Beverley Bessey	023 8073 3415
Deputy designated safeguarding lead	Robin Hayes	023 8073 3415
Deputy designated safeguarding lead	Tracey Rankin	023 8073 3415
Nominated governor for safeguarding and child protection	Nikki Webb	023 8073 3415
Chair of governors	Stephanie Thurston	023 8073 3415
Vice-Chair of governors	Nikki Webb	023 8073 3415
Local Authority Designated Officer (LADO)	Sue Sevier	023 8083 2557
Children's Social Care – for reporting concerns	Multi Agency Safeguarding Hub	023 8083 2300 (Professionals Line)
		023 8083 3336 (Public Line)
	Emergency Duty Service – after hours, weekends and public holidays	023 8023 3344

Child Protection and Safeguarding Policy

1 INTRODUCTION

- 1.1. Safeguarding children at Fairisle Junior School is everyone's responsibility. Everyone who comes into contact with children and families has a role to play.
- 1.2. Our pupils' welfare is our paramount concern. The governing body ensures that our school safeguards and promotes the welfare of pupils, and works together with other agencies to ensure that our school has adequate arrangements to identify, assess and support those children who are suffering or likely to suffer harm.
- 1.3. Our school is a community and all those directly connected, staff members, governors, parents, families and pupils, have an essential role to play in making it safe and secure.
- 1.4. Our site, the equipment and the activities carried out as part of the curriculum are all required to comply with the Health and Safety at Work Act 1974 and regulations made under the act.
- 1.5. All risks are required to be assessed and recorded plans of how to manage the risk are in place. The plans should always take a common sense approach to allow activities to be safe rather than preventing them from taking place. The school has a Health and Safety Policy which details the actions that we take in more detail.
- 1.6. The governing body has an overarching role in ensuring that this policy, procedures and relevant training is effective and complies with the law at all times.

2 OUR ETHOS

- 2.1 We believe that our school provides a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of each individual child.
- 2.2 We recognise the importance of providing an environment within our school that helps children feel safe and respected. We recognise the importance of enabling children to talk openly within school and to feel confident that they will be listened to.
- 2.3 We recognise that all adults within the school, including permanent and temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm.
- 2.4 We work with parents to build an understanding of the school's responsibilities to ensure the welfare of all children, including the need for us to make a referral to other agencies in some situations.
- 2.5 Fairisle Junior School fully complies with and embraces our duties under the Equality Act 2010. Namely that treating a person less favourably because they have one or more of nine protected characteristics would be unlawful. The protected characteristics are:
 - Age.
 - Disability.
 - Gender reassignment.

- Marriage and civil partnership.
- Pregnancy and maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

3 SCOPE

- 3.1 In line with the law, this policy defines a child as anyone under the age of 18 years.
- 3.2 This policy applies to all members of staff in our school, including all permanent, temporary and support staff, governors, volunteers, contractors and external service or activity providers.

4 THE LEGAL FRAMEWORK

- 4.1 Section 175 of the Education Act 2002 places a duty on governing bodies of maintained schools and further education institutions (including sixth-form colleges) to make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school. Section 157 of the same Act places a similar duty on non-maintained and independent schools, including free schools and academies.
- 4.2 Under section 10 of the Children Act 2004, all maintained schools, further education colleges and independent schools, including free schools and academies, are required to cooperate with the local authority to improve the well-being of children in the local authority area.
- 4.3 Under section 14B of the Children Act 2004, the Local Safeguarding Children Board can require a school or further education institution to supply information in order to perform its functions. This must be complied with.
- 4.4 This policy and the accompanying procedure have been developed in accordance with the following statutory guidance and local safeguarding procedures:
- [*Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children, July 2018*](#)
 - [*Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2018*](#)
 - [*Southampton Child and Family Early Intervention Model and Threshold Document*](#)

5 ROLES AND RESPONSIBILITIES

- 5.1 The school's lead person with overall responsibility for child protection and safeguarding is the Designated Safeguarding Lead (DSL). We have three Deputy DSL to ensure there is appropriate cover for this role at all times. The DSL's responsibilities are described in Appendix A.

The DSL is a member of our school's leadership team and their role of DSL is explicit in their job description. This person has the appropriate authority and is given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions

and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.

- 5.2 The school has a nominated governor responsible for safeguarding to champion good practice, to liaise with the Headteacher and to provide information and reports to the governing body. The nominated governor at Fairisle Junior School is the Vice-Chair of Governors.
- 5.3 The case manager for dealing with allegations of abuse made against school staff members is the Headteacher. The case manager for dealing with allegations against the Headteacher is the Chair of Governors. The procedure for managing allegations is detailed in Appendix B.
- 5.4 The Headteacher ensures that the policies and procedures adopted by the governing body are fully implemented and sufficient resources and time are allocated to enable staff members to discharge their safeguarding responsibilities.
- 5.5 The governing body is collectively responsible for ensuring that safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day-to-day practice.
- 5.6 All staff members, governors, volunteers and external providers know how to recognise signs and symptoms of abuse, how to respond to pupils who disclose abuse and what to do if they are concerned about a child.
- 5.7 Parents can seek support and advice from any of the Designated Safeguarding Leads. The DSLs are fully trained in supporting parents and signposting them in respect of any safeguarding issue. There is also information on the school website. The DSLs have an everyday visible presence, are identified on the website and posters around the school.

6 SUPPORTING CHILDREN

- 6.1 We recognise that children who are abused or witness violence may have low self-esteem and may find it difficult to develop a sense of self-worth. They may feel helpless, humiliated and some sense of blame. Our school may be the only stable, secure and predictable element in their lives.
- 6.2 We accept that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- 6.3 Our school will support all pupils by:
 - **ensuring the content of the curriculum includes social and emotional aspects of learning;**
 - ensuring a comprehensive curriculum response to e-safety, enabling children and parents to learn about the risks of new technologies and social media and to use these responsibly;
 - ensuring that safeguarding is included in the curriculum to help children stay safe, recognise when they do not feel safe and identify who they might or can talk to;
 - providing pupils with a number of appropriate adults to approach if they are in difficulties;
 - **supporting the child's development in ways that will foster security, confidence and independence;**
 - encouraging development of self-esteem and self-assertiveness while not condoning aggression or bullying;

- ensuring repeated hate incidents, e.g. racist, homophobic or gender- or disability-based bullying, are considered under child protection procedures;
- **liaising and working together with other support services and those agencies involved in safeguarding children; and**
- **monitoring children who have been identified as having welfare or protection concerns and providing appropriate support.**

7 FIRST AID

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

There are clear first aid procedures in place which form part of the Health and Safety Policy.

8 TAKING AND THE USE AND STORAGE OF IMAGES

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

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

9 TRANSPORTING PUPILS

- 9.1 On occasions parents and volunteers support with the task of transporting children to off-site activities arranged by the school. (This is in addition to any informal arrangements made directly between parents for after school clubs etc.)
- 9.2 In managing these arrangements, the school will put in place measures to ensure the safety and welfare of young people carried in parents' and volunteers' cars. This is based on guidance from the local authority and follows similar procedures for school staff using their cars on school business.
- 9.3 Where parents'/volunteers'/staff cars are used on school activities the school will notify parents/volunteers/ staff of their responsibilities for the safety of pupils, to maintain suitable insurance cover and to ensure their vehicle is roadworthy.
- 9.4 Where arrangements are made to transport pupils by taxi, the school will adhere to the policies of Southampton City Council regarding school transport and the use of escorts.

10 OFF-SITE VISITS

www.hampshireoutdoors.com

- 10.1 A particular strand of health and safety is looking at risks when undertaking off site visits. Some activities, especially those happening away from the school and residential visits, can involve higher levels of risk. If these are annual or infrequent activities, a review of an existing assessment may be all that is needed. If it is a new

activity, a visit involving adventure activities, residential, overseas or an 'Open Country' visit, a specific assessment of significant risks must be carried out. The school has an Educational Visits Coordinator (EVC), who is the Headteacher, who liaises with Hampshire County Council's outdoor education adviser and helps colleagues in schools to manage risks and support with off site visits and provides training in the management of groups during off site visits, as well as First Aid in an outdoor context. The EVC needs to complete training or refresher training every five years. The EVC will also provide in house training within school for those who run regular off site visits as well as staff new to off site visits.

- 10.2 All parents accompanying trips from school are at least checked against the Children's Barred List.

11 BEHAVIOUR AND SAFETY

- 11.1 The school has the following arrangements in place to safeguard children who participate in, are affected by, extended services or activities taking place outside of the normal school day.
- 11.2 There are arrangements in place for those pupils on work based learning and any alternative provision.
- 11.3 We have sought assurances in writing from users of the premises that they have appropriate policies and procedures in place related to safeguarding of children.
- 11.4 In school, systems for monitoring systems and volunteers can be found in our school procedures. These also will include lockdown procedures that can be implemented in an emergency.
- 11.5 Procedures for pupils to know how and where to seek support in school are known to all children.
- 11.6 As a school we encourage staff to act upon patterns of absence for pupils, especially the most vulnerable, by discussing their observations with senior leaders.

12 CURRICULUM

- 12.1 Details of our school curriculum can be found on our school website. This includes details of learning planned to support children in age appropriate safeguarding issues, including e-safety.

13 CHILD PROTECTION AND SAFEGUARDING PROCEDURE

- 13.1 We have developed a structured procedure in line with *Southampton 4LSCB Policy Framework, Principles and Values*, which are followed by all members of the school community in cases of suspected abuse. This is detailed in Appendix B.
- 13.2 In line with the procedures, the Southampton Children's Services Multi Agency Safeguarding Hub (MASH) Team are notified as soon as there is a significant concern.**
- 13.3 The names and photographs of the DSL/Deputy DSLs are clearly advertised in the school. A statement explaining the school's role in safeguarding and promoting the welfare of children and young people is on display in the front entrance.**
- 13.4 We ensure all parents and carers are aware of the responsibilities of staff members to safeguard and promote the welfare of children by publishing the policy**

and procedures on our website and by referring to them in our introductory school materials.

14 RECORD KEEPING

14.1 All safeguarding, child protection and welfare concerns are recorded and stored in line with the Southampton City Council Retention Schedule 2017.

14.2 We will continue to support any pupil leaving the school about whom there have been concerns by ensuring that all appropriate information, including child protection and welfare concerns, is forwarded under confidential cover to the pupil's new school as a matter of priority and a signed receipt is retained by our school.

15 SAFER WORKFORCE AND MANAGING ALLEGATIONS AGAINST STAFF AND VOLUNTEERS

15.1 We prevent people who pose risks to children from working in our school by ensuring that all individuals working in any capacity at our school have been subjected to safeguarding checks in line with the statutory guidance *Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2016*.

15.2 We ensure that agencies and third parties supplying staff provide us evidence that they have made the appropriate level of safeguarding checks on individuals working in our school.

15.3 Every job description and person specification has a clear statement about the safeguarding responsibilities of the post holder.

15.4 We ensure that at least one member of every interview panel has completed safer recruitment training.

15.5 We have a procedure in place to handle allegations against members of staff and volunteers in line with *Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2018*. This procedure is detailed in Appendix B.

16 STAFF INDUCTION, TRAINING AND DEVELOPMENT

16.1 All new members of staff, including newly-qualified teachers and support staff, are given induction that includes basic safeguarding training on how to recognise signs of abuse, how to respond to any concerns, e-safety (where staff are supervising children using ICT) and familiarisation with the safeguarding and child protection policy, staff code of conduct, and other related policies.

16.2 The DSLs undergo updated training every year and also attend monthly networking meetings organised by Southampton City Council.

16.3 All staff members of the school undergo face to face safeguarding and child protection training (whole-school training) which is updated every year.

16.4 Staff members who miss the whole-school training will be required to undertake other relevant training to make up for it.

16.5 The nominated governor for safeguarding and child protection is the Vice-Chair. She will undergo training on or soon after appointment to the role; this training will be updated every three years.

- 16.6 We ensure that staff members provided by other agencies and third parties, e.g. supply teachers and contracted staff, have received appropriate child protection training commensurate with their roles before starting work. All regular contracted staff undertake safeguarding training prior to working at Fairisle Junior School.
- 16.8 As part of safeguarding training, the school provides an annual briefing on any changes to relevant legislation and procedures and relevant learning from local and national serious case reviews.
- 16.9 The school maintains accurate records of staff induction and training.**

17 CONFIDENTIALITY, CONSENT AND INFORMATION SHARING

- 17.1 We recognise that all matters relating to child protection are confidential.
- 17.2 The DSLs will disclose any information about a pupil to other members of staff on a need-to-know basis only.
- 17.3 All staff members are aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being.
- 17.4 All staff members have a professional responsibility to share information with other agencies in order to safeguard children.
- 17.5 All our staff members who come into contact with children will be given appropriate training to understand the purpose of information sharing in order to safeguard and promote children's welfare.
- 17.6 We ensure that staff members are confident about what they can and should do under the law, including how to obtain consent to share information and when information can be shared without consent. This is covered in greater detail in Appendix B.

18 INTER-AGENCY WORKING

- 18.1 We aim to develop and promote effective working relationships with other agencies, including agencies providing early help services to children, the police and Children's Services.
- 18.2 Relevant staff members participate in multi-agency meetings and forums, including child protection conferences and core groups, to consider individual children.
- 18.3 We participate in serious case reviews, other reviews and file audits as and when required to do so by the Southampton Local Safeguarding Children Board. We ensure that we have a clear process for gathering the evidence required for reviews and audits, embedding recommendations into practice and completing required actions within agreed timescales.

19 CONTRACTORS, SERVICE AND ACTIVITY PROVIDERS AND WORK PLACEMENT PROVIDERS

- 19.1 We ensure that contractors and providers are aware of our school's safeguarding and child protection policy and procedures. We require that employees and volunteers provided by these organisations use our procedure to report concerns.
- 19.2 We seek assurance that employees and volunteers provided by these organisations and working with our children have been subjected to the appropriate

level of safeguarding check in line with *Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2018*. If assurance is not obtained, permission to work with our children or use our school premises may be refused.

- 19.3 When we commission services from other organisations, we will ensure that compliance with our policy and procedures is a contractual requirement.

20 WHISTLEBLOWING AND COMPLAINTS

- 20.1 We recognise that children cannot be expected to raise concerns in an environment where staff members fail to do so.
- 20.2 We ensure that all staff members are aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If necessary, they will speak with the Headteacher, the chair of the governing body or with the Local Authority Designated Officer.
- 20.3 We have a clear reporting procedure for children, parents and other people to report concerns or complaints, including abusive or poor practice.
- 20.4 We actively seek the views of children, parents and carers and staff members on our child protection arrangements through surveys, questionnaires and other means.

21 SITE SECURITY

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

We aim to provide a secure site, but recognise that the site is only as secure as the people who use it. Therefore, all people on the site have to adhere to the rules which govern it. These are:

- All gates are locked except at the start and end of the school day
 - Doors are kept closed to prevent intrusion
 - Visitors and volunteers enter at the reception and must sign in.
 - Visitors and volunteers are identified by showing school staff their identification.
 - Children are only allowed home during the school day with adults/carers with parental responsibility or permission being given.
 - All children leaving or returning during the school day have to sign out and in.
 - Empty classrooms have windows closed
- 21.2 All staff members have a responsibility to ensure our buildings and grounds are secure and for reporting concerns that may come to light.
- 21.3 We check the identity of all visitors and volunteers coming into school. Visitors are expected to sign in and out in the office visitors' log and to display a visitor's badge while on the school site. Any individual who is not known or identifiable will be challenged for clarification and reassurance. The Business Manager will check the 'in-out' and ID records regularly to monitor compliance with these procedures.
- 21.4 The school will not accept the behaviour of any individual, parent or anyone else, that threatens school security or leads others, child or adult, to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse the person access to the school site.

22 QUALITY ASSURANCE

- 22.1 We will ensure that systems are in place to monitor the implementation of and compliance with this policy and accompanying procedures. This will include periodic audits of child protection files and records by the DSL.
- 22.2 Our school uses the Southampton Safeguarding Self-Evaluation Tool. We undertake this audit annually using the audit tool provided by them for this purpose.
- 22.3 The school's senior management and the governing body will ensure that action is taken to remedy without delay any deficiencies and weaknesses identified in safeguarding arrangements.

23 POLICY REVIEW

- 23.1 This policy and the procedures will be reviewed every academic year. All other linked policies will be reviewed in line with the policy review cycle.
- 23.2 The DSL will ensure that staff members are made aware of any amendments to policies and procedures.

24 LINKED POLICES AND PROCEDURES

- 24.1 This policy should be read in conjunction with all other school policies, especially the following:
- Accessibility Plan
 - Administration of Medicines Policy
 - Anti-Bullying Policy
 - Attendance Policy
 - Behaviour Policy
 - Complaints procedure
 - E-safety Policy
 - Equality Statement
 - Health and Safety Policy
 - ICT Acceptable Use Policy
 - Intimate Care Policy
 - Medical and First Aid Policy
 - Offsite Activities and Educational Visits Policy and risk assessments
 - Positive Handling and Physical Intervention Policy and Guidance
 - Pupil Images Procedures
 - SMSC Overview
 - Teachers' Standards, Department for Education guidance available on [GOV.UK website](https://www.gov.uk)
 - Sex and Relationship Education Policy
 - Special Educational Needs and Disabilities Policy
 - Staff Handbook (including Code of Conduct)
 - Whistleblowing Policy
 - Work Experience Policy

APPENDIX A

The role of the Designated Safeguarding Lead

1 MANAGING REFERRALS

- 1.1 Refer all cases of suspected abuse to Southampton Multi Agency Safeguarding Hub and/or to the Police if a crime may have been committed.
- 1.2 Liaise about safeguarding issues relating to individual children, especially ongoing enquiries under section 47 of the Children Act 1989.
- 1.3 Act as a source of support, advice and expertise to staff members on matters of child protection and safeguarding.
- 1.4 Liaise with agencies providing early help services and coordinate referrals from the school to targeted early help services for children in need of support.

2 RECORD KEEPING

- 2.1 Keep written records using a Child Protection Online Management System (CPOMs) of child protection and welfare concerns in line with Southampton Local Safeguarding Board guidance.
- 2.2 Maintain a chronology of significant incidents for each child with safeguarding concerns.
- 2.3 Ensure such records are kept confidentially and securely and separate from the child's educational record.
- 2.4 When a child leaves Fairisle Junior School, the DSL will make contact with the DSL at the new school and will ensure that child protection records and child welfare concerns are forwarded to the receiving school in an appropriately agreed manner. Where a school has an electronic system we will ensure this will be in a timely and secure way. We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving school and/or evidence of recorded delivery. Where a parent elects to remove their child from the school roll to home educate, the school will notify the Local Authority (Eliza Johnson – Child Missing Education Officer).

3 INTER-AGENCY WORKING AND INFORMATION SHARING

- 3.1 Cooperate with Children's Social Care for enquiries under section 47 of the Children Act 1989.
- 3.2 Attend, or ensure other relevant staff members attend, child protection conferences, core group meetings and other multi-agency meetings, as required.
- 3.3 Liaise with other agencies working with the child, share information as appropriate and contribute to assessments.

4 TRAINING

4.1 Undertake appropriate training, updated every year, in order to be able to recognise signs of abuse and how to respond to them, including special circumstances such as child sexual exploitation, female genital mutilation, fabricated or induced illness:

- understand the assessment process for providing early help and intervention, e.g. Southampton Child and Family Early Intervention Model and Threshold Document;
- have a working knowledge of how the local authority conducts initial and review child protection case conferences and contribute effectively to these; and
- be alert to the specific needs of children in need (as specified in section 17 of the Children Act 1989), in particular those with special educational needs and young carers.

4.2 Ensure each member of staff has access to and understands the school's safeguarding and child protection policy and procedures, including providing induction on these matters to new staff members.

4.3 Organise whole-school child protection training for all staff members at least every year. Ensure staff members who miss the training receive other suitable training.

4.4 Link with Southampton Local Safeguarding Children Board to identify appropriate training opportunities for relevant staff members.

4.5 Ensure the school allocates time and resources every year for relevant staff members to attend training.

4.6 Encourage a culture of listening to children and taking account of their wishes and feelings in any action the school takes to protect them.

4.7 Maintain accurate records of staff induction and training.

4.8 Ensures all staff have access to and have read Chapter 1 of the statutory guidance 'Keeping Children Safe In Education' (September 2018). Staff are asked to sign to say they have read these sections.

5 AWARENESS RAISING

5.1 Review the safeguarding and child protection policy and procedures annually and liaise with the school's governing body to update and implement them

5.2 Make the safeguarding and child protection policy and procedures available publicly and raise awareness of parents that referrals about suspected abuse may be made and the role of the school in any investigations that ensue.

5.3 Ensure all staff receive an annual briefing on any changes to child protection legislation and procedures and relevant learning from local and national serious case reviews.

6 QUALITY ASSURANCE

6.1 Monitor the implementation of and compliance with policy and procedures, including annual audits of child protection and welfare concerns files using the Southampton Safeguarding Self-Evaluation Tool.

6.2 Provide regular reports to the governing body detailing changes and reviews to policy, training undertaken by staff members and the number of children with child protection plans, the number of referrals and escalations to MASH and other relevant data.

6.3 Take lead responsibility for remedying any deficiencies and weaknesses identified in the school's child protection arrangements.

APPENDIX B

Child Protection and Safeguarding Procedure

1 DEFINITIONS

1.1 **Abuse**, including neglect, is a form of maltreatment. A person may abuse a child by inflicting harm or by failing to prevent harm. Children may be abused within their family, in an institutional or community setting, by those known to them, or, more rarely, by a stranger.

1.2 **Children** are any people who have not yet reached their 18th birthday; a 16-year-old, whether living independently, in further education, in the armed forces or in hospital, is a child and is entitled to the same protection and services as anyone younger.

1.3 **Child protection** is part of safeguarding and promoting the welfare of children and refers to activity undertaken to protect specific children who are suffering, or likely to suffer, significant harm.

1.4 **Early help** means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years to teenage years.

1.5 **Harm** is ill treatment or impairment of health and development, including impairment suffered from seeing or hearing the ill treatment of another.

1.6 **Safeguarding children** is the action we take to promote the welfare of children and protect them from harm. **Safeguarding and promoting the welfare of children** is defined in *Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children (July 2018)* as:

- protecting children from maltreatment;
- preventing impairment of children's health and development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

1.7 **Significant harm** is the threshold that justifies compulsory intervention in the family in the best interests of the child. Section 31 of the Children Act 1989 states 'where the question of whether harm suffered by a child is significant turns on the child's health or development, his health or development shall be compared with that which could reasonably be expected of a similar child.'

1.8 For further information including indicators of abuse, see *Southampton Child and Family Early Intervention Model and Threshold Document*.

2 CATEGORIES OF ABUSE

2.1 **Emotional abuse** is the persistent emotional maltreatment of a child such that it causes severe and persistent adverse effects on the child's emotional development. It may involve:

- making a child feel worthless, unloved or inadequate
- only there to meet another's needs
- inappropriate age or developmental expectations
- overprotection and limitation of exploration, learning and social interaction
- seeing or hearing the ill treatment of another, e.g. domestic abuse
- making the child feel worthless and unloved - high criticism and low warmth
- serious bullying
- exploitation or corruption

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

2.2 **Neglect** is the persistent failure to meet a child's basic physical or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance misuse. Once a child is born, it may involve a parent failing to:

- provide adequate food, clothing and shelter, including exclusion from home or abandonment
- protect a child from physical and emotional harm or danger
- ensure adequate supervision, including the use of inadequate care givers
- ensure access to appropriate medical care or treatment

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

For further information on neglect and what it constitutes staff should make reference to the Southampton LSCB procedures:

http://4lscb.proceduresonline.com/southampton/p_neglect.html

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

2.4 **Sexual abuse** involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. Activities may involve physical contact, including penetration of any part of the body, or non-penetrative acts. They may include non-contact activities, such as involving children looking at or in the production of sexual images, including on the internet, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Child sexual exploitation is also sexual abuse; it involves children and young people receiving something, for example accommodation, drugs, gifts or affection, as a result of them performing sexual activities, or having others perform sexual activities on them. It could take the form of grooming of children, e.g. to take part in sexual activities or to post sexual images of themselves on the internet.

3 SPECIFIC SAFEGUARDING ISSUES

3.1 School staff members need to be aware of specific safeguarding issues and be alert to any risks. The local procedure to respond to risks including specific issues such

as child sexual exploitation, fabricated or induced illness, female genital mutilation, private fostering etc. is detailed in *Southampton Child and Family Early Intervention Model and Threshold Document*.

3.2 The government website, [GOV.UK](https://www.gov.uk), has broad government guidance on a variety of issues. The following is not a comprehensive list and staff members should search the GOV.UK website and the *Southampton Child and Family Early Intervention Model and Threshold Document* for advice on other issues.

- child sexual exploitation (CSE)
- bullying including cyberbullying
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- neglect (see *Southampton LSCB Guide to recognising and responding to neglect in children and young people*)
- private fostering
- preventing radicalisation and the Prevent duty
- sexting
- teenage relationship abuse
- trafficking

3.3 Further information on Child Sexual Exploitation

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

Teachers and school staff are more likely to see victims on a regular basis than almost any other professional. They will notice recurrent or prolonged absences and significant changes in behaviour. The use of a chronology enables these patterns to be identified. They are key to identifying children at risk and raise concerns at an early stage, to potentially halt the grooming process before sexual exploitation has begun. Teachers will highlight concerns about missing children as they may be at risk of child sexual exploitation.

Due to the nature of the grooming methods used by their abusers, it is very common for children and young people who are sexually exploited not to recognise that they are being abused.

As much as possible it is important that the young person is involved in decisions that are made about them.

Link to LSCB Child Sexual Exploitation procedures:

http://4lscb.proceduresonline.com/southampton/p_ch_sexual_exploit.html

Link to DfE 'What to do if you suspect a child is being sexually abused': This should be read in conjunction with statutory guidance

<https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited>

Link to DfE Statutory Guidance outlining how organisations and individuals should work together to protect young people from sexual exploitation.

<https://www.gov.uk/government/publications/safeguarding-children-and-young-people-from-sexual-exploitation-supplementary-guidance>

3.4 Gender Based Violence / Violence against Women and Girls (VAWG)

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

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

3.5 Further information on Female Genital Mutilation

Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Warning signs that FGM may be about to take place, or may have already taken place, can be found by staff completing the [Home Office Virtual College training \(Female Genital Mutilation: Recognising and Preventing FGM\)](#). The DSL and Headship team have completed this training.

Guidelines for school, colleges and universities sets out how staff can make a difference; 'Girls who are threatened with, or who have undergone FGM may withdraw from education, restricting their educational and personal development. They may feel unable to go against the wishes of their parents and consequently may suffer emotionally. Staff may become aware of a child because she appears anxious, depressed and emotionally withdrawn. They may be presented with a sudden decline in her performance, aspirations or motivation. There may be occasions when a child comes to school but then absents herself from lessons, possibly spending prolonged periods in the toilet.

Children who fear they may be at risk of FGM can often come to the attention of, or turn to, a teacher, lecturer or other member of staff before seeking help from the police or social services. Sometimes the child's friends report it to staff. Teachers and other members of staff are in an ideal position to identify and respond to a victim's needs at an early stage.'

All teachers, school administrative staff, DSLs and the Headship Team have completed FGM training.

If a teacher or persons employed or engaged to carry out teaching work at schools and other institutions in England), in the course of their work in the profession, discovers that an act of Female Genital Mutilation (FGM) appears to have been carried out on a girl under the age of

18 the teacher must report this to the police. This is a mandatory reporting duty. See *Keeping Children Safe in Education (September 2018): Annex A* for further details.

At no time will staff examine pupils to confirm FGM concerns.

Link to DFE multi agency practice guidelines for female-genital-mutilation (June 2014)
<https://www.gov.uk/government/publications/female-genital-mutilation-guidelines>

Link to Southampton LSCB FGM guidance:
http://4lscb.proceduresonline.com/southampton/p_fem_gen_mutil.html

3.6 Forced Marriage

www.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf

In the case of children: *'a forced marriage is a marriage in which one or both spouses cannot consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure.'*

The school acknowledges that forced marriage is different to arranged marriage. In developing countries 11% of girls are married before the age of 15. One in 3 victims of forced marriage in the U.K. are under 18.

It is important that all members of staff recognise the presenting symptoms, how to respond if there are concerns and where to turn for advice. Advice and help can be obtained nationally through the Forced Marriage Unit and locally through the local police safeguarding team or children's social care.

Policies and practices in this school reflect the fact that while all members of staff, including teachers, have important responsibilities with regard to pupils who may be at risk of forced marriage, teachers and school leaders should not undertake roles in this regard that are most appropriately discharged by other children's services professionals such as police officers or social workers.

Characteristics that may indicate forced marriage

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

- an extended absence from school/college, including truancy;
- a drop in performance or sudden signs of low motivation;
- excessive parental restriction and control of movements;
- a history of siblings leaving education to marry early;
- poor performance, parental control of income and students being allowed only limited career choices;
- evidence of self-harm, treatment for depression, attempted suicide, social isolation, eating disorders or substance abuse; and/or
- evidence of family disputes/conflict, domestic violence/abuse or running away from home.

On their own, these characteristics may not indicate forced marriage. However, it is important to be satisfied that where these behaviours occur, they are not linked to forced marriage. It is also important to avoid making assumptions about an individual pupil's circumstances or act on the basis of stereotyping. For example, an extended holiday may be taken for entirely legitimate reasons and may not necessarily represent a pretext for forced marriage.

3.7 Honour Based Violence

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

http://4lscb.proceduresonline.com/southampton/p_honor_based_viol.html

So called Honour based violence is a violent crime or incident which may have been committed to protect or defend the honour of the family or community, and it can include FGM, forced marriage and practices such as breast ironing. It is often linked to family or community members who believe someone has brought shame to their family or community by doing something that is not in keeping with their unwritten rule of conduct and it can also include multiple perpetrators. Honour based violence might be committed against people who:

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

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

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

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

3.8 Further information on Preventing Radicalisation

The Counter-Terrorism and Security Act, which received Royal Assent on 12 February 2015, places a duty on specified authorities, including our school, in the exercise of our functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). This guidance will be updated further to reflect the implications of the Prevent duty, which is expected to come into force later in 2015.

The Counter-Terrorism and Security Act 2015 also places a duty on local authorities to ensure Channel panels are in place. The panel includes the local authority and local police. Panels assess the extent to which identified individuals are vulnerable to being drawn into terrorism, following a referral from the police and where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. The Act requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in undertaking the initial assessment as to whether a referral is appropriate.

Fairisle Junior School is required to have regard to Keeping Children Safe in Education and is listed in the Act as a partner of the panel.

A Hampshire Police Channel Panel has been set up.

Channel Training

'Channel' is the name for the process of referring a person for early intervention and support, including:

- identifying people at risk of being drawn into terrorism
- assessing the nature and extent of that risk, and
- developing the most appropriate support plan for the people concerned.

The Channel process is about safeguarding children, young people and adults from being drawn into committing terrorist-related activity. It is about early intervention to protect and divert people away from risk before a crime occurs.

All teachers and the Headship team have completed the Channel General Awareness Training provided by the College of Policing & Metropolitan Police Service.

http://course.ncalt.com/Channel_General_Awareness/01/index.html

The Department for education has published The Prevent duty Departmental advice for schools and childcare providers at:

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

3.9 Missing, Exploited and Trafficked Children (MET)

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

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

3.10 Trafficked Children

https://www.barnardos.org.uk/what_we_do/our_work/trafficked_children.htm

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

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

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

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

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

- Is one among a number of unrelated children found at one address;
- Has not been registered with or attended a GP practice;
- Is excessively afraid of being deported.

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

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

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

3.11 Children Missing from Education

http://4lscb.proceduresonline.com/southampton/p_ch_missing_educ.html

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

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/395138/Children_missing_education_Statutory_guidance_for_local_authorities.pdf

Patterns of children missing education can be an indicator of either abuse or safeguarding risks. A relatively short length of time a child is missing does not reduce risk of harm to that child, and all absence or non-attendance should be considered with other known factors or concerns.

DSLs and staff should consider:

- Missing lessons:
 - Are there patterns in the lessons that are being missed? Is this more than avoidance of a subject or a teacher? Does the child remain on the school site or are they absent from the site?
 - Is the child being sexually exploited during this time?
 - Are they late because of a caring responsibility?
 - Have they been directly or indirectly affected by substance misuse?

- Are other pupils routinely missing the same lessons, and does this raise other risks or concerns?
- Is the lesson being missed one that would cause bruising or injuries to become visible?
- Single missing days:
 - Is there a pattern in the day missed? Is it before or after the weekend suggesting the child is away from the area? Are there specific lessons or members of staff on these days?
 - Is the parent informing the school of the absence on the day?
 - Are missing days reported back to parents to confirm their awareness?
 - Is the child being sexually exploited during this day?
 - Do the parents appear to be aware?
 - Are the pupil's peers making comments or suggestions as to where the pupil is at?
- Continuous missing days:
 - Has the school been able to make contact with the parent? Is medical evidence being provided? Are siblings attending school (either our or local schools)?
 - Did we have any concerns about radicalisation, FGM, forced marriage, honour based violence, sexual exploitation?
 - Have we had any concerns about physical or sexual abuse?

The school will view absence as both a safeguarding issue and an educational outcomes issue. The school may take steps that could result in legal action for attendance, or a referral to children's social care, or both.

In any cases where the school considers removing a child from roll, we will follow the flowchart on pages 11 and 12 of the Southampton City Council Children Missing Education Procedure for Schools (September 2017) and take advice from the council's CME Officer.

3.12 Self-harm and suicidal behaviour

Definition - Self harm, self-mutilation, eating disorders, suicide threats and gestures by a child must always be taken seriously and may be indicative of a serious mental or emotional disturbance.

Refer to the *Southampton Child and Family Early Intervention Model and Threshold Document* for guidance on recognition, reporting and a child presenting at school.

3.13 Vulnerable Children

Staff and volunteers should be alert to the potential need for early help for children also who are more vulnerable. For example:

- **Children with a disability and/or specific additional needs.**
- **Children with special educational needs.**
- **Children who are acting as a young carer.**
- **Children who are showing signs of engaging in anti-social or criminal behaviour.**
- **Children whose family circumstances present challenges, such as substance abuse, adult/child mental health or learning disability, domestic violence (trigger trio), homelessness.**

Additional barriers can exist when recognising abuse and neglect in this group of children.

This can include:

- **Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration;**
- **Assumptions that children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs;**
- **Communication barriers and difficulties**
- **Reluctance to challenge carers, (professionals may over empathise with carers because of the perceived stress of caring for a disabled child)**
- **Disabled children often rely on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased.**
- **A disabled child's understanding of abuse.**
- **Lack of choice/participation**
- **Isolation**

3.14 Domestic Abuse

http://southamptonlscb.co.uk/wp-content/uploads/2012/10/Pippa-pack_tcm59-3268751.pdf

<https://www.gov.uk/guidance/domestic-violence-and-abuse#domestic-abuse-and-young-people>

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

- Psychological
- Physical
- Sexual
- Financial
- Emotional

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

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

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

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

- withdrawn
- suddenly behaves differently
- anxious
- clingy
- depressed
- aggressive
- problems sleeping
- eating disorders
- wets the bed
- soils clothes
- takes risks

- misses school
- changes in eating habits
- obsessive behaviour
- nightmares
- drugs
- alcohol
- self-harm
- thoughts about suicide

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

3.15 Gangs and Youth Violence (County Lines)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf

http://4lscb.proceduresonline.com/southampton/p_ch_affected_gang_act.html

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

A gang is usually considered to be a group of people who spend time in public places that see themselves (and are seen by others) as a noticeable group, and engage in a range of criminal activity and violence.

They may also have any or all of the following features identify with or lay a claim over territory, are in conflict with other, similar gangs.

Why do young people want to belong to a gang?

Here are some of the reasons young people might give for being in a gang:

- identity
- a sense of belonging
- they think it will make them safer
- they think they will make money

Bonding and group identity are an important part of social life and growing up. But when a bond is based around crime, violence is usually not far away.

Children and young people involved with, or on the edges of, gangs might be victims of violence or they might be pressured into doing things like robbery or carrying drugs or weapons. They might be abused, exploited or put into dangerous situations.

What is 'County lines'?

'County lines' is the term used to describe the approach taken by gangs originating from large urban areas, who travel to locations elsewhere such as county or coastal towns to sell class A drugs. 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 cuts across a number of issues including: drug dealing, violence, gangs, exploitation, safeguarding, modern slavery and missing persons. At Fairisle Junior School

staff know how to identify those at risk or involved in county lines exploitation and what action to take.

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

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

As a school we will:

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

3.16 Bullying

http://4lscb.proceduresonline.com/southampton/p_bullying.html

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

The school works to a separate bullying policy.

3.17 Prejudice based Abuse

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

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

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

- threatened or actual physical assault
- derogatory name calling, insults, for example racist jokes or homophobic language
- hate graffiti (e.g. on school furniture, walls or books)
- provocative behaviour e.g. wearing of badges or symbols belonging to known right wing, or extremist organisations
- distributing literature that may be offensive in relation to a protected characteristic
- verbal abuse
- inciting hatred or bullying against pupils who share a protected characteristic
- prejudiced or hostile comments in the course of discussions within lessons
- teasing in relation to any protected characteristic e.g. sexuality, language, religion or cultural background

- refusal to co-operate with others because of their protected characteristic, whether real or perceived
- expressions of prejudice calculated to offend or influence the behaviour of others
- attempts to recruit other pupils to organisations and groups that sanction violence, terrorism or hatred.

As a school we will respond by:

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

3.18 Faith Abuse

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

http://www.proceduresonline.com/4lscb/southampton/p_faith_belief.html?zoom_highlight=fai+th+abuse

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

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

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

3.19 Hate Crime

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

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

3.20 Mate Crime and Peer on Peer Abuse

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

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

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

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

3.21 Internet / E-Safety / Online Safety

<http://www.saferinternet.org.uk/professionals-online-safety-helpline>

Technological hardware and software is developing continuously with an increase in functionality of devices that people use. The majority of children use online tools to communicate with others locally, nationally and internationally. Access to the Internet and other tools that technology provides is an invaluable way of finding, sharing and communicating information. While technology itself is not harmful, it can be used by others to make children vulnerable and to abuse them.

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

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

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

- unwanted contact
- grooming
- online bullying including sexting
- digital footprint

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

- Acceptable use agreements for children, teachers, parents/carers and governors
- Curriculum activities involving raising awareness around staying safe online
- Information included in letters, newsletters, web site, VLE
- Parents evenings / sessions
- High profile events / campaigns e.g. Safer Internet Day
- Building awareness around information that is held on relevant web sites and or publications

Social media

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

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

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

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

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

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- Parents evenings / sessions
- High profile events / campaigns e.g. Safer Internet Day
- Building awareness around information that is held on relevant web sites and or publications
- Social media policy

Cyberbullying

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyber_bullying_Advice_for_Headteachers_and_School_Staff_121114.pdf

Central to the School's anti-bullying policy is the principle that '*bullying is always unacceptable*' and that '*all pupils have a right not to be bullied*'.

The school should also recognise that it must take note of bullying perpetrated outside school which spills over into the school and so we will respond to any cyber-bullying we become aware of carried out by pupils when they are away from the site.

Cyber-bullying is defined as "an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend himself/herself."

By cyber-bullying, we mean bullying by electronic media:

- Bullying by texts or messages or calls on mobile phones
- The use of mobile phone cameras to cause distress, fear or humiliation
- Posting threatening, abusive, defamatory or humiliating material on websites, to include blogs, personal websites, social networking sites
- Using e-mail to message others
- Hijacking/cloning e-mail accounts
- Making threatening, abusive, defamatory or humiliating remarks in on-line forums

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

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

Sexting

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

<https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/sexting/>

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

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

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

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

Gaming

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

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

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

<https://www.o2.co.uk/help/nspcc/gaming>

Online gaming is an activity that the majority of children and many adults get involved in.

The school will raise awareness:

- By talking to parents and carers about the games their children play and help them identify whether they are appropriate.
- By support parents in identifying the most effective way of safeguarding their children by using parental controls and child safety mode.
- By talking to parents about setting boundaries and time limits when games are played.
- By highlighting relevant resources.

Online reputation

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

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

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

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

Grooming

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

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

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

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

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

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

- Only has friends online that they know in real life

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

That parents should:

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

The school will raise awareness by:

- Providing information for parents
- Including awareness around grooming as part of their curriculum
- Identifying with both parents and children how they can be safeguarded against grooming

3.22 Children with Family Members and Prison and involved in the Court System

The school is fully equipped to support children and families with family members in prison. Two Designated Safeguarding Leads have attended 'Hidden Sentence' training run by Spurgeons. We encourage families to share with us if they have a family member in prison and have posters to promote this. Support we offer could include:

- Emotional support.
- Support with letter writing to family members.
- Signposting relevant agencies.
- Authorising absences for prison visits.
- Liaising with prisons as appropriate.

If a child is involved in the court system (or a family member) we will support them in a range of ways:

- Liaising with the court and CAFCASS officers as appropriate.
- Emotional support.
- Contacting relevant external agencies – e.g. Victim Support, police.

4 RECOGNITION – WHAT TO LOOK FOR

4.1 Staff members should refer to the detailed information about the categories of abuse and risk indicators in the *Southampton Child and Family Early Intervention Model and Threshold Document* for further guidance.

4.2 In an abusive relationship, the child may:

- appear frightened of their parent(s)
- act in a way that is inappropriate to their age and development, although full account needs to be taken of different patterns of development and different ethnic groups

4.3 In an abusive relationship, the parent or carer may:

- persistently avoid child health services and treatment of the child's illnesses
- have unrealistic expectations of the child
- frequently complain about or to the child and fail to provide attention or praise
- be absent
- be misusing substances
- persistently refuse to allow access on home visits by professionals
- be involved in domestic violence and abuse
- be socially isolated

4.4 Serious case reviews have found that parental substance misuse, domestic abuse and mental health problems, sometimes referred to as the 'trigger trio', if they coexist

in a family could mean significant risks to children. Problems can be compounded by poverty, frequent house moves or eviction.

5 ALLEGATIONS OF ABUSE MADE AGAINST OTHER CHILDREN

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

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

5.2 Safeguarding allegations

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

The allegation:

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

5.3 Examples of safeguarding issues against a pupil could include:

Physical Abuse

- violence, particularly pre-planned
- forcing others to use drugs or alcohol

Emotional Abuse

- blackmail or extortion
- threats and intimidation
- cyber-bullying

Sexual Abuse

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

Sexual Exploitation

- encouraging other children to attend inappropriate parties
- photographing or videoing other children performing indecent acts

As gangs are prevalent in this area, older pupils may attempt to recruit younger pupils using any or all of the above methods. Young people suffering from sexual exploitation themselves may be forced to recruit other young people under threat of violence.

Education settings are an important part of the inter-agency framework not only in terms of evaluating and referring concerns to Children's Services and the Police, but also in the assessment and management of risk that the child or young person may pose to themselves and others in the education setting.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse. When considering whether behaviour is abusive, it is important to consider:

- **Whether there is a large difference in power (for example age, size, ability, development) between the young people concerned; or**
- **Whether the perpetrator has repeatedly tried to harm one or more other children; or**
- **Whether there are concerns about the intention of the alleged perpetrator.**

Peer on peer abuse can manifest itself in many ways and different gender issues can be prevalent. Severe harm may be caused to children by abusive and bullying behaviour of other children, which may be physical, sexual or emotional and can include gender based violence/ sexual assaults, sexting, teenage relationship abuse, peer-on-peer exploitation, serious youth violence, sexual bullying or harmful sexual behaviour.

Staff should recognise that children are capable of abusing their peers and should not be tolerated or passed off as “banter” or “part of growing up”.

In order to minimise the risk of peer on peer abuse the school:

- **Provides a developmentally appropriate PSHE curriculum which develops students understanding of acceptable behaviour and keeping themselves safe.**
- **Has systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued.**
- **Develop robust risk assessments where appropriate (e.g. Using the Risk Assessment Management Plan and Safety and Support Plan tools).**
- **Has relevant policies in place (e.g. behaviour policy).**

5.4 Minimising the risk of safeguarding concerns towards pupils from other pupils

On occasion, some pupils will present a safeguarding risk to other pupils. The school should be informed that the young person raises safeguarding concerns, for example, they are coming back into school following a period in custody or they have experienced serious abuse themselves.

These pupils will need an individual risk assessment to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations. There is a need to balance the tension between privacy and safeguarding.

5.5 What to do

When an allegation is made by a pupil against another pupil, members of staff must consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the DSL must be informed.

A factual record will be made of the allegation, but no attempt at this stage will be made to investigate the circumstances.

The DSL will contact MASH to discuss the case. It is possible that Children’s Social Care are already aware of safeguarding concerns around this young person. The DSL will follow through the outcomes of the discussion and make a statement of referral where appropriate.

The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils’ files.

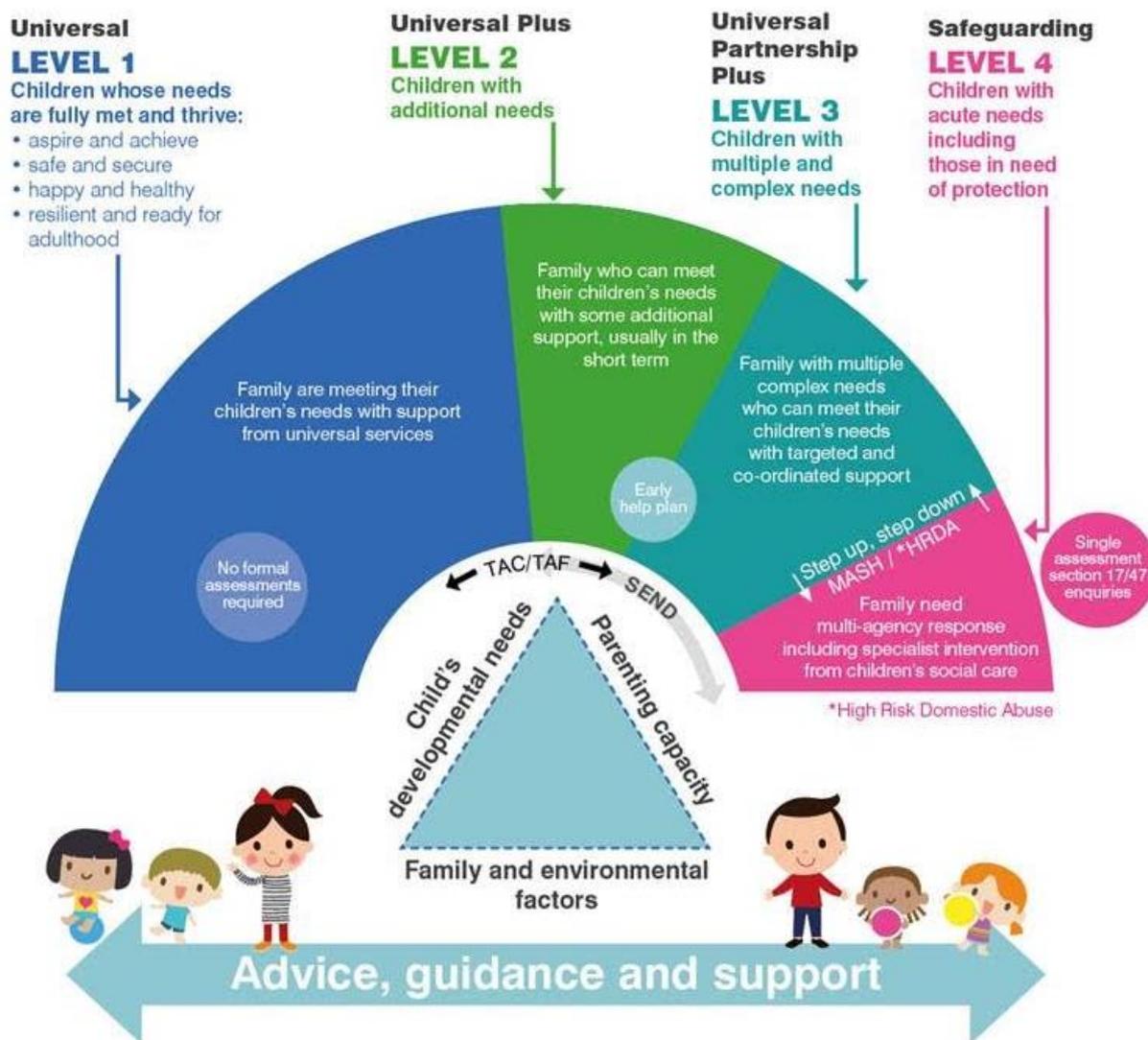
If the allegation indicates a potential criminal offence has taken place, the police may be contacted at the earliest opportunity and parents informed (of both the pupil being complained about and the alleged victim).

Where neither Children’s Services nor the police take any further action, a thorough school investigation may take place into the matter using the school’s usual disciplinary procedures.

In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared.

The assessment will be monitored and a date set for a follow-up evaluation with everyone concerned.

6 SAFEGUARDING CHILDREN CONTINUUM OF NEED



6.1 The Safeguarding Children Continuum of Need (*Southampton Child and Family Early Intervention Model and Threshold Document*) has been developed so that everyone working with children in Southampton has a common language for understanding the needs and risks surrounding children and their families.

6.2 For example, if the school has concerns about a child and needs advice or support from the MASH team, they will use the Continuum of Need as a guide to understand the school’s concerns and provide advice about what to do or to decide whether the child and family need social care involvement. The Continuum of Need does not replace professional judgement, but it is intended to support decision-making and discussions between services and practitioners.

- 6.3 It is important that staff members are familiar with the Continuum of Need tool. It comes in two parts – a windscreen tool showing levels of need and an indicator tool describing a range of conditions about the child and family that the school (and other practitioners the school has discussions with) can use to identify their level of need.
- 6.4 The Continuum of Need shows that a child’s or family’s additional needs can be on a range from Universal and Universal Plus (Levels 1 and 2), Universal Partnership Plus (Level 3) and Safeguarding (Level 4). Needs can shift from early help to child protection and back to preventative early help. It covers children whose needs are increasing as well as children whose needs are decreasing after Children’s Social Care involvement. The Continuum of Need will help practitioners to identify the right level of support for the child in the least intrusive way while keeping the child safe.
- 6.5 By referring to the Continuum of Need and risk indicators, the school can identify when assessment and support for a child and family need 'stepping up' to a referral to Social Care and when the needs of a child and their family have been reduced enough for them to be 'stepped down' to early help services.

7 WHAT ACTION TO TAKE IF YOU HAVE CONCERNS ABOUT A CHILD

Staff member	What action to take if you have concerns
Any member of staff, governor, volunteer, contractor or activity provider	<ol style="list-style-type: none"> 1. Discuss your concerns with the DSL (Peter Howard), or in their absence, with the Deputy DSLs (Bev Bessey/Robin Hayes/Tracey Rankin), as soon as possible, before the child leaves for the day. It is important that the child is not sent home at the end of the day without taking the right protective action. 2. Complete the Welfare/Child Protection Concern Form and pass it to the DSL. 3. If the DSL or their deputies are not available, you should contact the Children’s Social Care Duty and Assessment Team yourself for a consultation about the action you need to take. Inform the DSL about your consultation and what actions you have taken.
Designated safeguarding lead	<ol style="list-style-type: none"> 1. You are concerned that the child is at risk of significant harm (Level 4 of the Continuum of need) <ol style="list-style-type: none"> 1.1 Contact the Southampton MASH Team immediately (023 8083 2300). 1.2 If the MASH Team accepts your contact as a referral, send them a completed referral form (available on Common/Southampton MASH) as soon as possible. 1.3 The MASH Team may decide, in discussion with you, that the school is better placed to provide support. See points 2.5 and 2.6 below for further action. 1.4 Record all discussions and decision-making on the Child Protection Incident/Welfare Concern Form sent by the staff member who contacted you originally. Add it and a copy of the statement of referral to the child’s file. If the child does not have a stand-alone child protection file, you will need to create one including a front sheet. Update or start the chronology. Continue to update the child’s file and chronology as the investigation and the resulting work carry on. 2. You believe the child is not at risk of significant harm, but the child or their family may need support (Levels 1, 2 and 3 of the Continuum of Need) <ol style="list-style-type: none"> 2.1 Use the Continuum of Need tool to identify the level of need. 2.2 Discuss concerns with senior colleagues in another agency, if necessary. 2.3 Contact the MASH Team for a consultation, without necessarily identifying the child in question, in order to develop an understanding of the child’s needs and circumstances.

	<p>2.4 If the MASH Team accepts contact as a referral for social care assessment, send them a completed Safeguarding Children referral form as soon as possible.</p> <p>2.5 If the consultation results in the decision that the child and family are in need of help, provide additional support in the school and/or refer the child or their family to other agencies providing early help services.</p> <p>2.6 Record all your consultations and decision-making on the chronology. Update or start the chronology and add referral letters and forms to the child's file; create a stand-alone file including a front sheet, if one does not exist. Continue to update the file, including the chronology, as work progresses.</p>
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8 DEALING WITH AN ALLEGATION MADE BY A CHILD – ADVICE FOR ALL MEMBERS OF STAFF

If a child alleges that he or she has been abused in some way, the member of staff or volunteer should follow this guidance.

- Listen to what is being said without displaying shock or disbelief.
- Only ask questions when necessary to clarify (e.g. what, who, when, where).
- Accept what is being said.
- Allow the child to talk freely – do not put words in the child's mouth.
- Reassure the child that what has happened is not his or her fault.
- Do not make promises that you may not be able to keep.
- Do not promise confidentiality – it may be necessary to refer the child to Southampton MASH.
- Stress that it was the right thing to tell.
- Do not criticise the alleged perpetrator.
- Explain what has to be done next and who has to be told.
- Inform the DSLs without delay.
- Complete the child protection incident/welfare concern form and pass it to the DSLs.
- All records should be entered on CPOMs but do not destroy the original notes in case they are needed by a court
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child
- Draw a diagram to indicate the position of any injuries. These can subsequently be recorded on CPOMs.
- Record statements and observations rather than interpretations or assumptions
- Dealing with an allegation from a child and safeguarding issues can be stressful. Consider seeking supervision for yourself and discuss this with the DSLs.
- The safeguarding lead will usually decide whether to make a referral to children's social care, but staff can make a referral themselves.

9 DISCUSSING CONCERNS WITH THE FAMILY AND THE CHILD – ADVICE FOR THE DESIGNATED SAFEGUARDING LEAD

- 9.1 In general, you should always discuss any concerns the school may have with the child's parents. They need to know that you are worried about their child. However, you should not discuss your concerns if you believe that this would place the child at greater risk or lead to loss of evidence for a police investigation. Southampton MASH can advise on this.

- 9.2 If you make a decision not to discuss your concerns with the child's parents or carers this must be recorded in the child's child protection file with a full explanation for your decision.
- 9.3 When talking to children, you should take account of their age, understanding and preferred language, which may not be English. It is also important to consider how a disabled child may need support in communicating.
- 9.4 How you talk to a child will also depend on the substance and seriousness of the concerns. You may need to seek advice from Southampton MASH to ensure that neither the safety of the child nor any subsequent investigation is jeopardised.
- 9.5 If concerns have arisen as a result of information given by a child, it is important to reassure the child but not to promise confidentiality.
- 9.6 It is expected that you discuss your concerns with the parents and seek their agreement to making a referral to Southampton MASH, unless you consider that this would place the child at increased risk of significant harm.
- 9.7 You do not need the parents' consent to make a referral if you consider the child is in need of protection, although parents will ultimately be made aware of which organisation made the referral.
- 9.8 If parents refuse to give consent to a referral but you decide to continue, you need to make this clear to Southampton MASH.
- 9.9 If you decide to refer the child without the parents' consent, make sure to record this with a full explanation of your decision.
- 9.10 When you make your referral, you should agree with Southampton MASH what the child and parents will be told, by whom and when.
- 9.11 See section 11 below for guidance on information sharing and consent.

10 EARLY HELP FOR CHILDREN AND FAMILIES

- 10.1 Most parents can look after their children without the need of help other than from their family or friends. However, some parents may need additional help from our school or other services such as the NHS. Providing help early is more effective in promoting the welfare of children than reacting later.
- 10.2 Our school will work together with other agencies to provide a coordinated offer of early help, in line with *Working Together to Safeguard Children 2018* and local guidance, to any child who needs it.
- 10.3 We will pool our knowledge within the school and with other agencies about which families or children need additional support in a range of ways so that we can work out how best to help them. We will use the *Southampton Child and Family Early Intervention Model and Threshold Document* to identify what level of need the child or their family has.
- 10.4 We will work closely with targeted early help services and Children's Social Care if we feel families need more support and input, or children are at risk of harm, and we will continue to provide support if other services are also needed.
- 10.5 Targeted early help services are aimed specifically at helping families with children and young people whose needs are at Universal Level 1 and Targeted Level 2.

- 10.6 Targeted support is also provided by family keyworkers in specialist services, for example Family Engagement Workers, Jigsaw, School Nurses and Family Support Health Practitioners. These services may lead a plan of support in a similar way to targeted early help services.
- 10.7 Our school will refer any child with Universal Level 1 and Targeted Level 2 needs to a targeted early help service and work with the service in any early help planning they may undertake to support the child.
- 10.8 We will talk to the family about referral to a targeted early help service and explain that there may be a need to involve other professionals, including talking to a social worker about our concerns. We will seek the family's consent for the referral.
- 10.9 If the family does not consent to an early help service, we will make a judgement about whether the needs of the child will escalate or the child will become unsafe without help. If our judgement is that the needs or concerns will escalate, then we will contact Southampton MASH for advice in order to make a shared decision about whether the level of concerns calls for a referral to Children's Social Care.

11 CHILDREN'S-SOCIAL-CARE-LED RESPONSES TO CONCERNS ABOUT A CHILD

- 11.1 We will cooperate with Children's Social Care and the police in any emergency action they take using their legal powers for immediate protection of the child. This may involve removing the child from their home.
- 11.2 We will participate in any multi-agency discussions if invited to do so, and share information about the child and their family to plan the response to concerns.
- 11.3 We will share information about the child and their family for section 47 enquiries and family assessments undertaken by Children's Services.
- 11.4 We will ensure that a relevant staff member participates in all initial and review child protection conferences that we are invited to attend. The staff member will work together with other agencies to discuss the need for and agree to an outcome-focused child protection plan and will ensure that the child's wishes and views are considered in their own right in planning wherever practicable.
- 11.5 If we are members of the core group to implement a child protection plan, we will ensure a relevant staff member participates in all core group meetings.
- 11.6 We will ensure that we complete all actions allocated to us as part of the outcome-focused plan, whether a child protection plan or a child in need plan, in a timely way.
- 11.7 We will continue to monitor children once their plans are ended to ensure that they are supported and kept safe.

12 INFORMATION SHARING AND CONSENT

- 12.1 It is essential that people working with children can confidently share information as part of their day-to-day work. This is necessary not only to safeguard and protect children from harm but also to work together to support families to improve outcomes for all.

- 12.2 The school may have to share information about parents or carers, such as their medical history, disability or substance misuse issues, for investigations of child abuse carried out by Children's Services.
- 12.3 We will proactively seek out information as well as sharing it. This means checking with other professionals whether they have information that helps us to be as well informed as possible when working to support children.
- 12.4 The Data Protection Act 1998 is not a barrier to sharing information. It is there to ensure that personal information is managed in a sensible way and that a balance is struck between a person's privacy and public protection.
- 12.5 We will share any concerns we have with parents at an early stage, unless this would put a child at greater risk or compromise an investigation. Parents need to know what our responsibilities are for safeguarding and protecting children and that this involves sharing information about them with other professionals.
- 12.6 We are clear about the purpose of sharing confidential information and only share as much as we need to achieve our purpose.
- 12.7 We will try to gain consent from parents to share information, whenever possible. However, we do not need consent if we have serious concerns about a child's safety and well-being. If we decide to share information without consent, we record this with a full explanation of our decision.
- 12.8 Consent will not be sought from parents or carers if:
- it would place a child at increased risk of harm; or
 - it would place an adult at risk of serious harm; or
 - it would prejudice a criminal investigation; or
 - it would lead to unjustified delay in making enquiries about allegations of significant harm to a child; or
 - required by law or a court order to share information.
- 12.9 Consent is not necessary in cases where Children's Services are making child protection enquiries under section 47 of the Children Act 1989. Information needs to be shared with Children's Services; staff members must make sure to record what information has been shared.
- 12.10 Consent is necessary, for:
- Children's Social Care investigations or assessments of concerns under section 17 of the Children Act 1989. Children's Social Care will assume that we have obtained consent from the parents to share information unless we make them aware that there is a specific issue about consent. This must be discussed with a social worker in the Duty and Assessment Team.
 - Universal Help Assessments which are undertaken with the agreement of the child's parents or carers.
- 12.11 Where there is any doubt about the need for seeking consent, we seek advice from Southampton MASH.
- 12.12 We keep records of our decisions to share information, with or without consent, and the reasons for it.

13 RECORD KEEPING

- 13.1 Good record keeping is an important part of our school's accountability to children and their families and helps us in meeting our key responsibility to respond appropriately to welfare concerns about children.
- 13.2 Records are factual, accurate, relevant, up to date and auditable. They support monitoring, risk assessment and planning for children and enable informed and timely decisions about appropriate action to take.
- 13.3 All staff members, governors, volunteers, contractors and activity providers should ensure that they record and report safeguarding concerns in line with school procedures as outlined in this policy.
- 13.4 The DSL ensures that records are maintained appropriately for children with safeguarding concerns and that stand-alone files are created and maintained in line with requirements of the above guidance.

14 PROFESSIONAL CHALLENGE AND DISAGREEMENTS

- 14.1 Working with children and families, and in particular child protection work, is stressful and complex, as well as involving uncertainty and strong feelings. To ensure that the best decisions are made for children, we need to be able to challenge one another's practice.
- 14.2 We promote a culture within our school that enables all staff members to raise, without fear of repercussions, any concerns they may have about the management of child protection in the school. This may include raising concerns about decisions, action and inaction by colleagues about individual children. If necessary, staff members speak with the Headteacher (DSL), the Chair of Governors or with the Local Authority Designated Officer.
- 14.3 Cooperation across agencies is crucial; professionals need to work together, using their skills and experience, to make a robust contribution to safeguarding children and promoting their welfare within the framework of discussions, meetings, conferences and case management.
- 14.4 If there are any professional disagreements with practitioners from other agencies, the DSL or the Headteacher will raise concerns with the relevant agency's safeguarding lead.
- 14.5 If the school disagrees with the child protection conference chair's decision, the DSL or the Headteacher will consider whether they wish to challenge it further and raise the matter with Children's Services Head of Safeguarding.
- 14.6 The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk

15 SAFER RECRUITMENT

- 15.1 Our school has robust recruitment and vetting procedures to help prevent unsuitable people from working with children. We have recruitment procedures that help deter, reject or identify people who might abuse children.
- 15.2 Our job advertisements and application packs make explicit reference to the school's commitment to safeguarding children, including compliance with the Disclosure and

Barring Service (DBS) process and clear statements in the job description and person specification about the staff member's safeguarding responsibilities.

- 15.3 All staff members who have contact with children, young people and families will have appropriate pre-employment checks in line with *Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2018*.
- 15.4 At least one member on every short listing and interview panel will have completed safer recruitment training. The Headteacher is responsible for ensuring that safer recruitment training is kept up to date.
- 15.5 The Headteacher and the nominated governor for child protection are responsible for ensuring that our single central record is accurate and up to date.

16 PROCEDURE FOR MANAGING ALLEGATIONS MADE AGAINST SCHOOL STAFF MEMBERS AND VOLUNTEERS

16.1 Our aim is to provide a safe and supportive environment which secures the well being and very best outcomes for the children at our school. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made. The school will immediately refer to Section 4 of *Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2018* in the event of an allegation.

16.2 Allegations sometimes arise from a differing understanding of the same event, but when they occur they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children.

16.3 We will take all possible steps to safeguard our children and to ensure that the adults in our school are safe to work with children. We will always ensure that the procedures outlined in Part 4 of *Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2018* are adhered to and will follow the flow chart in Appendix C.

16.4 If an allegation is made or information is received about an adult who works in our setting which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Headteacher immediately. Should an allegation be made against the Headteacher, this will be reported to the Chair of Governors. In the event that neither the Headteacher nor Chair of Governors is not contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Headteacher or the Vice Chair of Governors.

16.5 No member of staff or the governing body will undertake further investigations before receiving advice from the LADO.

16.6 Any member of staff or volunteer who does not feel confident to raise their concerns with the Headteacher or Chair of Governors should contact the LADO direct.

16.7 Supporting people:

The school together with Children's Services and the police, if they are involved, will consider the impact on the child concerned and provide support as appropriate. The Headteacher will ensure that the child and family are kept informed of the progress of the investigation.

The school's HR manager will be contacted at the earliest opportunity for advice in relation to the investigation of any allegation in line with the City's Disciplinary Policy, where appropriate.

The staff member who is the subject of the allegation will be advised to contact their union, professional association or a colleague for support, (depending on the outcome of the safeguarding strategy meeting which is normally chaired by the LADO).

The school's HR manager will ensure that the staff member is provided with appropriate support, if necessary, through occupational health or welfare arrangements.

The Headteacher will appoint a named representative to keep the staff member updated on the progress of the investigation; this will continue during any police or section 47 investigation or disciplinary investigation.

16.8 The school has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or the school's HR manager

16.9 Where a staff member feels unable to raise an issue with their employer/through the whistleblowing procedure or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- Children's Services 023 8083 2300

- NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk

