



POLICY AND PROCEDURES ON SAFEGUARDING / CHILD PROTECTION

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Policy and Procedures on Safeguarding / Child Protection

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| NAME OF SCHOOL | COSGROVE VILLAGE PRIMARY SCHOOL |
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| This Policy was adopted by the Governing Body, on: 2/11/16 | |
| Chair of Governors | Name: Colin Swindale |
| | Signature: |
| | Date: |
| Headteacher | Name: Rebecca Osborne |
| | Signature: |
| | Date: |
| Designated Safeguarding Lead (DSL) and Deputy/s | Name: Rebecca Osborne |
| | Signature: |
| | Date: |
| | Name: Tracey Steel |
| | Signature: |
| | Date: |
| | Name: Patricia Roscoe |
| | Signature: |
| Date: | |

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NAMED STAFF AND INITIAL CONTACTS

Designated Safeguarding Lead: Mrs Rebecca Osborne

Deputy Designated Safeguarding Lead: Mrs Tracey Steel

Deputy Designated Safeguarding Lead: Mrs Tricia Roscoe

Nominated Safeguarding Governor: Mrs Jane Lambert

Designated Teacher for Looked After Children: Mrs Rebecca Osborne

Safeguarding, advice and training contacts: Lesley Pollard (Diocese),
Northamptonshire Safeguarding Children Board (NSCB).

Early Help Advice and Assessment

Early help means “providing support as soon as the problem emerges, at any point in the child’s life from the foundation years through to the teenage years” (Working Together - 2015). As soon as problems start to emerge staff will identify support for those children and families. This may be academy based support or may involve intervention from other agencies.

In Northamptonshire, early help services are defined as operating across Levels 2 and 3 of the Triangle of Need (see “Northamptonshire Thresholds and Pathways” for more details). Early help, advice and guidance concerning child welfare can be obtained from the Early Help Co-ordinators based at the MASH: **0300 126 1000 (Option 1, then Option 2).**

www.northamptonshire.gov.uk/earlyhelp

Safeguarding Referrals to the Multi-Agency Safeguarding Hub

The Multi-Agency Safeguarding Hub (MASH) also deals with referrals from professionals and members of the public who may have concerns about a child’s welfare. The MASH makes the process of dealing with referrals quicker and more effective by improving the way the county council: Children’s Social Care, Northamptonshire Fire and Rescue Service (NFRS), Youth Offending Service (YOS) and Education, work alongside other partner agency colleagues including Northamptonshire Police, Northamptonshire Health partners, National Probation Service, and the East Midlands Ambulance Service (EMAS) to share information.

Safeguarding Referrals must be made in one of the following ways:

- By telephone contact to the Multi-Agency Safeguarding Hub (MASH): **0300 126 1000 (Option 1, then Option 3);**
- By e-mail to: MASH@northamptonshire.qcsx.gov.uk;

- In an emergency outside office hours, by contacting the Emergency Duty Team on: **01604 626 938** or the Police on: 999.

If a child is in immediate danger at any time, left alone or missing, you should contact the police directly and / or an ambulance using 999.

For referrals regarding allegations against adults in education contact:

Designated Officers

01604 367268 or contact the MASH and ask for the Designated Officer.

LADOREferral@northamptonshire.gcsx.gov.uk

Complex Case Meetings

The aim of these meetings is to provide a responsive service to families and professionals throughout Northamptonshire where a case is considered to be of a complex nature and various support has already been in place without noticeable success. Should this situation arise, the DSL of our School will complete an online request form detailing the risks and issues and intended outcomes from a case discussion. The family's consent for case discussion will be sought. Decisions on a way forward will be suggested by an Early Help Co-ordinator who will contact the School to offer advice and to agree actions.

Locality Forums

There are ten Locality Forums across Northamptonshire. They aim to move to an early intervention response that addresses the needs of the local area and build a shared understanding of the profile and emerging priorities of each area.

Joining up resources and developing solutions to address local needs is a key role of the Locality Forums, which are made up of key local stakeholders including academies, early years, NCC education, GPs and school nurses. Key pieces of work have been developed as a result of these Forums.

OTHER USEFUL LINKS

Local

Northamptonshire Safeguarding Children Board (NSCB):

Ground Floor

John Dryden House

8-10 The Lakes

Northampton

NN4 7YD

01604 364036

www.northamptonshirescb.org.uk

www.northamptonshirescb.org.uk/schools

Thresholds and Pathways document:

<http://www.northamptonshire.gov.uk/en/councilservices/children/protecting-children/Pages/northamptonshire-thresholds-and-pathways.aspx>

Early Help – Request for Services

www.northamptonshire.gov.uk/mcs

Online Multi-Agency Referral Form:

<https://northamptonshire.firmstep.com/default.aspx/RenderForm/?F.Name=a4NtwT46Fcm>

Menu of Early Help Services:

http://www3.northamptonshire.gov.uk/councilservices/children-families-education/help-and-protection-for-children/protecting-children-information-for-professionals/Documents/Menu_Services_Updated_Nov_2015.pdf

DWP – Services Directory (HM Gov/NCC)

Directory of Services for Children with SEN and Disabilities

<http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/special-educational-needs-disability-support/Pages/Information-advice-support-services.aspx>

Education Inclusion Partnerships

Online referral form available at:

<http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/Parents/Pages/Education-Entitlement-Service.aspx>

Community Safety Team, Northamptonshire County Council

Contact Community Safety and Harm Reductions Team Manager – Emma Hildreth

E-mail: childreth@northamptonshire.gov.uk

Tel: 01604 366517

Prevent Officer DC 461 Sean Arbuthnot **07557 776230**

Sean.arbuthnot@northants.ppn.police.uk

Safeguarding Adults access advice:
Safeguarding Adults Team
Northamptonshire County Council
John Dryden House, 8-10 The Lakes
Northampton NN4 7YD

01604 362900 (Internal Ext 62900)

adultssafeguardingadmin@northamptonshire.gcsx.gov.uk (secure email)

E-referral form at:

<http://www3.northamptonshire.gov.uk/councilservices/adult-social-care/safe/Pages/safeguarding-adults-forms.aspx>

National

National Society for Prevention of Cruelty to Children (NSPCC):

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

0808 800 5000

Childline:

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

0800 1111

Child Exploitation and Online Protection (CEOP):

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

0870 000 3344

Professionals Online Safety Helpline:

<http://www.saferinternet.org>

helpline@saferinternet.org.uk

0844 3814772

Parents Protect (Safeguarding Information for Parents, Carers and Staff)

www.parentsprotect.co.uk

Parents Protect (Safeguarding Information for Parents, Carers and Education Staff)

www.parentsprotect.co.uk

PREVENT

GOV.UK website

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

NSPCC Whistleblowing Helpline

0800 028 0285

1 Policy Statement

- 1.1 This Policy is subject to the published Equality Information, in line with the Equality Duty 2011 and is underpinned by the beliefs and values of our school.

2. Introduction

- 2.1 **Safeguarding** and promoting the welfare of children is defined as “Protecting children from maltreatment; preventing impairment of children’s health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes” (“Keeping Children Safe in Education” 2016).

Our school fully recognises the contribution it can make to protect children and support pupils in the school. The pupils’ welfare and safety is of paramount importance. The aim of the policy is to safeguard and promote our pupils’ welfare, safety and health by fostering an honest, open, caring and supportive climate.

Staff at our school are made aware that Safeguarding issues “**COULD and DO HAPPEN HERE**” and they are trained to understand what possible indicators for abuse and neglect may look like. They will always act in the best interests of the child and will have a conversation with the Designated Safeguarding Lead (DSL) or a Deputy DSL when a concern arises. In line with statutory requirements staff understand the difference between a safeguarding concern and one involving “**immediate danger**” or “**at risk of significant harm**”. Staff also know their responsibility is always to record concerns in writing on the “Cause for Concern Form”. They are also clear on their responsibility to contact the MASH directly should the need ever arise.

- 2.2 This policy is consistent with:

- The legal duty on academies to safeguard and promote the welfare of children, as described in Section 175 of the Education Act 2002 and in compliance with Section 11 of the Children Act 2004;
- The statutory guidance “*Keeping Children Safe in Education – Statutory Guidance for Schools and Colleges*” – September 2016;
- The government’s “*Working Together To Safeguard Children 2015*” which sets out statutory guidance for agencies;
- The government’s non-statutory guidance “*What to do if you’re worried a child is being abused*” - March 2015, to identify child abuse and neglect and take appropriate action in response;

- The non-statutory government advice “*Information Sharing*” – March 2015;
- The government’s “*Prevent Duty for schools*” – July 2015
- The Northamptonshire Safeguarding Children Board (NSCB) Procedures, which contain procedures and guidance for safeguarding children (www.northamptonshirescb.org.uk).

2.3 There are four main elements to our Safeguarding / Child Protection Policy:

- **Prevention** (e.g. positive, supportive school atmosphere, teaching and pastoral support to pupils, safer recruitment procedures);
- **Protection** (by following agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to Child Protection concerns);
- **Support** (to pupils and school staff and to children who may have been abused);
- **Working with parents and carers** (to ensure appropriate communications and actions are undertaken).

2.4 This policy applies to all staff, volunteers, governors and visitors to the school. We recognise that child protection is the responsibility of **all** staff. We ensure that all parents, carers and other working partners are aware of our Safeguarding / Child Protection Policy by highlighting it in our school prospectus and / or on our school website, displaying appropriate information in our reception and by raising awareness at meetings with parents and carers.

2.5 **Extended School Activities**

Where the Governing Board provides services or activities directly under the supervision or management of school staff, the school’s arrangements for child protection will apply. Where services or activities are provided separately by another board, the Governing Board seek assurance in writing that the board concerned has appropriate policies and procedures in place to safeguard and protect children and that there are arrangements to liaise with the school on these matters where appropriate.

3 **Safeguarding Commitment**

3.1 Our school adopts an open and accepting attitude towards children as part of its responsibility for pastoral care. All staff encourage pupils and parents / carers to feel free to talk about any concerns and to see the school as a safe place when

there are difficulties. Pupils' fears and concerns will be taken seriously and all pupils are encouraged to seek help from members of staff.

3.2 Our school will therefore:

- Establish and maintain an ethos where all pupils feel secure, are encouraged to talk and are always listened to;
- Ensure that pupils know that there are adults in the school whom they can approach if they are worried or are in difficulty;
- Include in the curriculum, activities, experiences and opportunities which equip pupils with the skills they need to stay safe from abuse, including online and to know to whom they can turn for help;
- Provide opportunities to establish effective working relationships with parents, carers and colleagues from other agencies;
- Promote the Early Help agenda in Northamptonshire, enabling families to share with the school any challenges that they may be facing which may benefit from early help engagement or assessment;
- Operate safer recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children, including identity, references, criminal record and prohibition from teaching (where applicable) checks.

3.3 **Safeguarding in the Curriculum**

The following areas are among those addressed through the opportunities and experiences provided in our school:

Bullying / Cyberbullying;
Culture, Diversity, Race, Faith and Discrimination issues
Prevention from Extremism / Radicalisation;
Drug, Alcohol and Substance Misuse;
Relationships;
Domestic Abuse;
Peer-On-Peer Abuse
Child Sexual Exploitation;
Safe Use of Technology;
Sexting;
Mental Health Awareness;
Keeping Safe at Home;
Healthy Living;
Fire and Water Safety;

Protective Behaviours;
Road Safety;
Stranger Awareness;
Body Boundaries and Safe Touch;

Other safeguarding issues as appropriate.

4 Roles and Responsibilities

4.1 General

Safeguarding and promoting the welfare of children is **everyone's** responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding. In order to fulfil this responsibility effectively, all professionals need to make sure their approach is child-centred. This means that at all times, they consider what is in the best interests of the child. This includes a responsibility to be alert to possible abuse and to record and report concerns without delay to staff identified with child protection responsibilities within the school. (The names of the DSL and Deputies for the current year are listed at the start of this document).

4.2 Governing Board

In accordance with the Statutory Guidance *“Keeping Children Safe in Education” – September 2016*, the Governing Board will ensure that:

- All members of the Governing Board have Enhanced Disclosure & Barring Service (DBS) checks and appropriate Safeguarding / Child Protection awareness;
- The school has a Safeguarding / Child Protection policy, procedures and training in place which are effective and comply with the law at all times. The policy is made available publicly via the school website and in the entrance of the school;
- The school has a staff Code of Conduct which includes information regarding acceptable use of technologies, staff / pupil relationships and communications including the use of social media;
- The school operates safer recruitment practices, including appropriate use of references and all required checks on new staff and volunteers. Furthermore the Head Teacher, School Business Manager, Deputy DSL and Chair of Governors involved in the recruitment process have undertaken regular, appropriate Safer Recruitment training;

- There are clear procedures for dealing with allegations of peer-on-peer abuse and abuse against members of staff and volunteers;
- There is a senior member of the school's leadership team who is designated to take lead responsibility for dealing with child protection (the DSL) and that there is always cover for this role. This responsibility is incorporated into the DSL's job description;
- The DSL (and Deputy DSLs) undertake local training (in addition to basic child protection training) and this is refreshed every two years as required by law. Additionally, the DSL (and Deputy DSL receive regular updates which take a variety of forms such as meetings, online training etc.);
- The Headteacher, and all other staff and volunteers who work with children, undertake appropriate training which is regularly updated (at least every two years) in compliance with the NSCB protocol and receive regular, appropriate updates (at least annually). New staff and volunteers are made aware of the school's arrangements for safeguarding and child protection and of their responsibilities. As part of induction procedures the following are used:
 - The school Safeguarding / Child Protection Policy,
 - "Keeping Children Safe in Education 2016: Part 1",
 - The school Staff Code of Conduct;
 - The school "Acceptable Use of the Internet" Policy
- Opportunities are provided for staff to contribute to and shape safeguarding arrangements and the Safeguarding / Child Protection Policy through staff meetings and other training sessions;
- Any deficiencies or weaknesses concerning safeguarding or child protection are brought to the attention of the Governing Board and will be rectified without delay;
- The Chair of Governors (or, in the absence of a Chair, the Vice Chair) deals with any allegations of abuse made against the Headteacher, in liaison with one of the Designated Officers at the Local Authority;
- Effective policies and procedures are in place and updated annually including a "Staff Code of Conduct" for staff and volunteers;
- Information is provided to the Local Authority (on behalf of the NSCB) through the Section 11 Safeguarding Audit and other information, as requested;
- There is an individual member of the Governing Board who will champion issues to do with safeguarding children and child protection within the school,

monitor practices and procedures, liaise with the DSL, and provide information and reports to the Governing Board;

- The school shares information and contributes to inter-agency working in line with statutory guidance *“Working Together to Safeguard Children” 2015*, *“Information Sharing – 2015”* and *Northamptonshire County Council’s “Thresholds and Pathways” Document*. This includes providing a co-ordinated offer of early help for children who require this. Safeguarding arrangements take into account the procedures and practice of the Local Authority and the NSCB;
- The school has appropriate filtering and monitoring systems in place to monitor staff and pupil internet usage;
- The children are taught about safeguarding, including online, through teaching and learning opportunities and a broad, balanced curriculum;
- The child’s wishes or feelings are taken into account when determining actions and services (voice of the child);
- A designated teacher is appointed to promote the educational achievement of children who are looked after and ensure this person has appropriate training. Currently this teacher is Mrs Osborne.
- The school puts in place appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future.

4.3 **Headteacher**

The Headteacher of the school will ensure that:

- The policies and procedures adopted by the Governing Board are effectively implemented, and followed by all staff;
- Sufficient resources and time are allocated to enable the DSL and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children;
- Allegations of abuse or concerns that a member of staff or adult working at the school may pose a risk of harm to a child or young person are notified to the Designated Officer at the Local Authority;

- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively, confidentially and effectively in a timely manner;
- All staff are made aware that they have an individual responsibility to pass on safeguarding concerns and, that if all else fails, to report these directly to the MASH or the Police.

4.4 Designated Safeguarding Lead

The Governing Board has appointed appropriate senior members of staff to deputise for the DSL in their absence. The responsibilities of the DSL are found in full in *Annex B* of “*Keeping Children Safe in Education*” 2016 and include:

- Provision of information to the NSCB / Local Authority on safeguarding and child protection, including co-operating with other agencies and supporting with MASH enquiries (including during evenings / holidays where required);
- Liaison with the Governing Board and the Local Authority on any deficiencies brought to the attention of the Governing Board and how these should be rectified without delay;
- Understanding the local assessment processes for providing early help and intervention;
- Referral of cases of suspected abuse to the MASH (and / or Police where a crime may have been committed);
- Referral of cases to the Channel programme where there is a radicalisation concern;
- Referral of cases where a person is dismissed or left due to risk / harm to a child to the Disclosure and Barring Service as required;
- Acting as a source of support, advice, supervision and expertise within the school;
- During term time the DSL and the Deputy DSL’s will be available for staff in the school to discuss any safeguarding concerns and adequate and appropriate cover arrangements will be made for any out of hours / out of term activities;
- Attending and contributing to Child Protection Conferences when required (and other safeguarding related meetings);

- Being alert to the specific needs of vulnerable children who may be in need, including those with special educational needs and / or disabilities;
- Ensuring each member of staff has access to, and understands, the school's Safeguarding / Child Protection policy especially new or part-time staff and lunch time staff who may work with different educational establishments;
- Ensuring all staff have induction training covering safeguarding and child protection and are able to recognise and report any concerns immediately they arise. Ensuring all staff are given, read, understand and sign the school Safeguarding / Child Protection Policy, the "Keeping Children Safe in Education: 2016: Part 1", the Staff Code of Conduct and the Acceptable Use of the Internet Policy;
- Keeping detailed, accurate and secure written records of concerns and referrals;
- Attending refresher training courses every two years and regular updates (at least annually);
- Obtaining access to resources and training for all staff. (This should be done at regular intervals but at least annually);
- Where children leave the school; ensuring that their child protection file is copied and handed promptly to the DSL or Headteacher of the receiving academy / setting, signed for and receipted. (Original records are maintained securely by the school);
- Maintaining, monitoring and reviewing child protection records, including monitoring and acting upon individual concerns, patterns of concerns or complaints, in accordance with the section on "Records, Monitoring and Transfer" below.

5 Records, Monitoring and Transfer

- 5.1 Well-kept records are essential to good Child Protection practice. All staff are clear about the need to record and report concerns about a pupil or pupils within the school. They are all aware of the yellow "Cause for Concern" form that needs to be completed in these cases. The DSL is responsible for receiving, actioning, maintaining and reviewing these records and for deciding at what point they should be shared with, or copied and passed over to, other agencies.
- 5.2 Records relating to actual or alleged abuse or neglect are stored separately and securely from normal pupil or staff records. Normal records have markers to show

that there is sensitive material stored elsewhere. This is to protect individuals from accidental access to sensitive material by those who do not need to know.

- 5.3 Child Protection records are stored in individual, expandable files with an overview chronology at the front. This is kept fully up to date with all incidents, contact with the parents / carers and other professionals recorded. Files are kept securely, with access confined to specific staff, i.e. the DSL, the Headteacher and Deputy DSLs.
- 5.4 Child Protection records are reviewed regularly, by the DSL and Deputy DSLs to check whether any action or updating is required. This includes monitoring patterns of complaints or concerns about any individuals and ensuring that these are acted upon. Reviews are recorded clearly on individual chronologies.
- 5.5 When pupils transfer to a different school / setting Safeguarding / Child Protection records are also transferred and this is done securely as required. Safeguarding / Child Protection records are passed directly to the DSL or Headteacher in the receiving school or setting, with any necessary discussion or explanation and a signed and dated record of the transfer is obtained. In the event of a pupil moving out of area and a physical handover not being possible then the confidential records are sent to the named DSL by registered post and a receipt is included for return. This receipt is always chased up.

Files requested by other agencies e.g. Police are copied and shared as appropriate.

6 Support for Pupils and Academy Staff

6.1 Support for Pupils

Our school recognises that **children who are abused or who witness violence** may find it difficult to develop a sense of self-worth and view the world in a positive way. For such children our school may be one of the few stable, secure and predictable aspects of their lives. Children under five are considered to be extra vulnerable because of their age. Other children may be **vulnerable** because, for instance, they have **special needs and / or a disability, are in care, have mental health issues or are experiencing some form of neglect** or they may be a **young carer**. We will actively seek to provide such children with the necessary support and to build their self-esteem and confidence.

- 6.2 The Headteacher and Designated Teacher for Looked After Children are responsible for promoting the achievement and well-being of children who are **looked after (LAC)**. Members of staff will have information relating to the child's looked after legal status, contact arrangements with birth parents or those with parental responsibility, the child care arrangements and the levels of authority delegated to the carer by the authority looking after him / her. The Designated

Teacher for LAC will also have details of the child's social worker and the name of the Virtual School Lead in the authority that looks after the child.

6.3 **Missing Children**

The school recognises the importance of the fact that all children are entitled to full time education which is suitable to their age, ability, aptitude and any special educational needs they may have.

A child going missing from an education setting is a potential indicator of abuse and neglect.

Where this happens, the DSL will follow the County's procedures. Cases will be closely monitored and information reported to Educational Inclusion Partnerships (EIP) and the MASH, as appropriate, to help identify any risk of abuse and neglect, including sexual abuse or Exploitation, and to help prevent the risks of their going missing in future. We will also ensure that additional risks are considered for those missing from education including those who may be potential victims of sexual exploitation, FGM, Forced Marriage or have potential safeguarding concerns due to travelling to conflict zones.

6.4 **Peer-On-Peer Abuse**

Our school recognises that children themselves sometimes display **abusive behaviour** and that such incidents must be referred to the DSL for appropriate support and intervention to be put into place.

Children are capable of abusing their peers and procedures are in place to minimise the risk of peer-on-peer abuse and to investigate and deal with allegations of peer-on-peer abuse. Peer-on-peer abuse will not be tolerated and individuals will be supported.

Different gender issues can be prevalent when dealing with peer-on-peer abuse. Peer-On-Peer abuse can take a range of forms (bullying, teenage relationship abuse, physical abuse, sexual abuse, on-line abuse etc.)

Staff should also be alert to the possibility that a pupil or young person who has harmed another may well also be a victim. However, the interests of the identified victim must always be the paramount consideration and staff should also be alert to the fact that there is likely to be a risk to pupils other than the current victim.

Evidence suggests that children who abuse others may have suffered considerable disruption in their lives, been exposed to violence within the family, may have witnessed or been subject to physical or sexual abuse, have problems in their educational development and may have committed other offences.

Such children and young people are likely to be children in need and some will, in addition, be suffering, or at risk of suffering, significant harm and may themselves be in need of protection.

Children and young people who abuse others should be held responsible for their abusive behaviour, while being identified and responded to in a way that meets their needs as well as protecting others.

Staff should not dismiss some abusive behaviour as 'normal' between young people and should not develop high thresholds before taking action.

Keeping Children Safe in Education” 2016 makes it clear that “Abuse is abuse and should never be tolerated or passed off as banter or part of growing up”.

6.5 Private Fostering

The nationally accepted definition of Private Fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'.

This is a private arrangement made between a parent and a carer for 28 days or more. Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage / affinity).

We know that many Private Fostering arrangements remain unknown to the local authority. This is a cause for concern as privately fostered children and young people, without the safeguards provided by law, are a particularly vulnerable group.

There are many reasons why children and young people are privately fostered, for example:

- Parental ill health;
- Children sent to this country for health care or education by parents living overseas;
- Children living with a friend's family as a result of separation, divorce or arguments at home;
- Children at boarding schools who do not return to their parents during holidays;
- Teenagers living with the family of a boyfriend or girlfriend;
- Children on holiday exchanges or living with host families for a variety of reasons;
- Children brought from abroad with a view to adopt;
- Children whose parents work unsocial hours;
- Children whose parents are in prison;
- Children whose parents are serving in the forces.

Professionals that become aware of a child that is being privately fostered should encourage the parent / carer to inform the MASH of the arrangement or contact the MASH themselves if they think parents / carers may not have done so already.

6.6 Our school recognises that pupils with **special educational needs and / or disabilities can face additional safeguarding challenges**. 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 disability without further exploration;
- Children with SEN and disabilities can be disproportionately impacted by things like bullying – without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.

6.7 Complaints or concerns raised by pupils will be taken seriously and followed up in accordance with the school's complaints process.

6.8 The Governing Board and school staff should ensure the pupil's wishes or feelings are taken into account when determining what action to take and what services to provide to protect individual children. This will happen through ensuring there are systems in place for pupils to express their views and give feedback.

6.9 **Support for Staff**

As part of their duty to safeguard and promote the welfare of children and young people staff may hear information, either from the child / young person as part of a disclosure or from another adult that will be upsetting. Where a member of staff is distressed as a result of dealing with a Child Protection concern, he / she should in the first instance speak to the DSL about the support he / she requires. The DSL will seek to arrange the necessary support.

7 **Working with Parents / Carers**

The school will:

- Ensure that parents / carers have an understanding of the responsibility placed on the school and staff for Safeguarding / Child Protection by setting out its obligations in the school Prospectus and / or on the school website;
- Undertake appropriate discussion with parents / carers prior to involvement with another agency or with the MASH, unless to do so would place the child at risk of harm or compromise an investigation.

- Engage parents / carers in the early help agenda for Northamptonshire applying the Vulnerability Matrix, where early need is identified, and signpost families appropriately or make referrals to outside agencies using the Early Help Assessment tool.

8 Other Relevant Policies

8.1 The Governing Board's statutory responsibility for safeguarding the welfare of children goes beyond simply Child Protection. The duty is to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports a range of other documents and policies, for instance;

- The Safer Recruitment Policy
- The Staff Code of Conduct;
- The Looked After Children Policy;
- The Behaviour Management Policy;
- The Equality Duty (incorporating Racist Incidents);
- The Anti-Bullying Policy (including Cyberbullying);
- Physical Interventions and Restraint Policy;
- The Inclusion Policy;
- The Trips and Visits Policy and Risk Assessments;
- The First Aid and the Administration of Medicines Policy;
- The Health and Safety Policy and associated Risk Assessments;
- The Toileting / Intimate Care Policy;
- The Attendance Policy;
- The Whistleblowing Policy;
- Raising Awareness of CSE;
- British Values and Prevention of Radicalisation and Extremism;
- The Online Safety Policy and Acceptable Use Policy;
- The Critical Incident Policy.

The above list is not exhaustive but when undertaking development or planning of any kind the school will consider the implications for safeguarding and promoting the welfare of children.

9 Recruitment and Selection of Staff

9.1 The school's safer recruitment processes are based on the Statutory Guidance: *"Keeping Children Safe in Education"* – September 2016. When recruiting staff, decisions are made about the suitability of the prospective employee based on checks and evidence including: identity checks, criminal record checks (enhanced DBS checks), barred list checks, right to work checks and prohibition checks together with references and interview information. The school will provide all the

relevant information in references for a member of staff about whom there have been concerns about child protection / inappropriate conduct. Cases in which an allegation has been proven to be unsubstantiated, false or malicious will not be included in employer references. A history of repeated concerns or allegations which have all been found to be unsubstantiated, malicious etc. will also not be included in a reference.

- 9.2 The school has an open safeguarding ethos regularly addressing safeguarding responsibilities during staff meetings and fostering an ongoing culture of vigilance All new staff and volunteers receive a safeguarding induction and are briefed on the role of the DSL, given the school Safeguarding / Child Protection Policy, “Keeping Children Safe in Education 2016: Part 1”, the “Staff Code of Conduct”, the Acceptable Use of the Internet Policy and the academy Safeguarding booklet. (These form the basis for the Safeguarding induction).
- 9.3 On every interview panel for school staff at least one member will have undertaken Safer Recruitment training and this will be refreshed every five years (even though this is not now statutory), either online or by attending an appropriate local or national accredited training course.
- 9.4 In line with requirements, all Governors have had DBS and identity checks and additionally, leaders and managers have had Section 128 checks. Section 128 of the Education and Skills Act 2008 provides for the Secretary of State to direct that a person may be prohibited or restricted from participating in the management of an independent school (which includes academies and free schools). This vetting check must be completed to ensure that someone has not been prohibited from the management of a school. (It is carried out in a similar way to Prohibition to teaching checks).

10 Information Sharing

- 10.1 Our school recognises the importance of sharing relevant information with other agencies and follows statutory guidance as set out in “Information Sharing - Advice for Practitioners” March 2015.

11 Staff / Pupil Relationships

- 11.1 All staff and volunteers will be made aware of their position of power and trust and will adhere to regulations relating to the Sexual Offences Act 2003. This also extends to the use of social media.

12 Additional Safeguarding Awareness for Staff

12.1 Staff need to be aware of, and will have training on, the following areas which are related to the wider Safeguarding agenda:

- Signs of Abuse & Neglect
- Peer-On-Peer Abuse
- Child Sexual Exploitation
- Missing Children
- Trafficking
- Female Genital Mutilation
- Forced Marriage
- So called Honour-Based Violence
- Impact of Domestic Abuse / Violence
- Gender based violence
- The Prevent Duty / Awareness of Radicalisation and Extremism
- Child Poverty / Spiralling Debt
- Housing Issues / Homelessness
- Fabricated & Induced Illness
- Bullying
- Faith & Cultural Abuse
- Gangs & Youth Violence
- Private Fostering
- Vulnerability of those with Special Needs / Disabilities
- Impact of Parent / Carer Mental Health Issues
- Impact of Drug / Alcohol / Substance Misuse
- Dog Bites
- Being a Young Carer / Young Parent

12.2 Staff will also be made aware of learning from local and national Serious Case Reviews and other issues that may arise that are seen to be relevant for learning with regard to safeguarding the pupils and staff of the school.

12.3 All staff will comply with the Home Office and DFE guidance on the use of social media and online activity by extremists to radicalise and recruit young people (July 2015). The school will take advice and use existing NSCB safeguarding and child protection procedures if there is a concern and are aware of the national helpline **0207 3407264** which can be used if necessary.

12.4 All staff have been made aware of the Whistleblowing Policy and Procedures. The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding safeguarding / child protection failures internally. Staff can call: **0800 028 0285** – this line is available from 8:00 AM to 8:00 PM, Monday to Friday and E-mail: help@nspcc.org.uk.

APPENDIX 1

All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

DEFINITIONS OF ABUSE

(From 'What to do if you're worried a child is being abused?' 2015)

Understanding and Identifying abuse and neglect?

"Abuse and neglect are forms of maltreatment – a person may abuse or neglect a child by inflicting harm or by failing to act to prevent harm".

"Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by others including via the internet".

"Abuse and neglect can happen over a period of time, but can also be a one-off event".

"Child abuse and neglect can have major long-term impacts on all aspects of a child's health and well-being".

Physical Abuse

Physical abuse is deliberately physically hurting a child. It might take a variety of different forms, including hitting, pinching, shaking, throwing, poisoning, burning or scalding, drowning or suffocating or otherwise causing physical harm to a child.

Physical abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health or if they live in a home where domestic abuse happens. Babies and disabled children also have a higher risk of suffering physical abuse.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Physical abuse also occurs outside of the family environment.

Sexual Abuse

Sexual Abuse is a sexual activity with a child. It involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. Sexual abuse can have a long-term impact on mental health.

Sexual abuse may involve physical contact, including assault by penetration (e.g. rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing or touching outside of clothing. It may include non-contact activities, such as involving children in looking at, or in the production of sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can commit sexual abuse, as can children.

Neglect

Neglect is the persistent failure to meet a child's basic physical and / or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect is a pattern of failing to provide for a child's basic needs, whether it is adequate food, clothing, hygiene, supervision or shelter, protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers) or ensuring access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Neglect may occur if a parent becomes physically or mentally unable to care for a child. A parent may also have an addiction to alcohol or drugs, which could impair their ability to keep a child safe or result in them prioritising buying drugs, or alcohol, over food, clothing or warmth for the child. Neglect may occur during pregnancy as a result of maternal substance abuse or alcohol abuse.

It is important that practitioners remain alert and do not miss opportunities to take timely action. Neglect is not always straightforward to identify.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child. It is also sometimes called psychological abuse and it can have severe and persistent adverse effects on a child's emotional development.

Although the effects of emotional abuse might take a long time to be recognisable, practitioners will be in a position to observe it, for example, in the way that a parent interacts with their child.

Emotional abuse may involve deliberately telling a pupil that they are worthless, or unloved and inadequate. It may include not giving a pupil opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

Emotional abuse may involve serious bullying – including online bullying through social networks, online games or mobile phones – by a child’s peers. It may involve seeing or hearing the ill- treatment of another person. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

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

APPENDIX 2 – OTHER AREAS RELATED TO ABUSE

CHILD SEXUAL EXPLOITATION

“The sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive ‘something’ (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of performing, and / or others performing on them, sexual activities.

Child sexual exploitation can occur through use of technology without the child’s immediate recognition, for example the persuasion to post sexual images on the internet / mobile phones with no immediate payment or gain. In all cases those exploiting the child / young person have power over them by virtue of their age, gender, intellect, physical strength and / or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person’s limited availability of choice resulting from their social / economic and / or emotional vulnerability”.

(The National Working Group for Sexually Exploited Children and Young People, 2008)

Risk Identification

When any practitioner becomes aware that a child or young person is at risk of being sexually exploited, they should identify and react to the need to protect that individual from any future harm. This should always include notifying the DSL within the school. The DSL will ensure that the online assessment tool is completed (and if the case is subsequently referred into children’s social care, the completed assessment will be included with the referral. <http://northamptonshirescb.org.uk/about-northamptonshire-safeguarding-children-board/publications/cse-assessment/>).

In all cases if there are concerns that the pupil is in immediate danger then you should contact the police on 999 or the MASH.

In the event of an individual having concerns that a child or young person is at risk of being sexually exploited (but where there is no immediate danger), these will be reported to the DSL who will follow the procedures outlined in the Northamptonshire CSE Toolkit - Chapter 3 (see NSCB website).

Possible Indicators may include:

- Non or low school attendance;
- Unexplained amounts of money or gifts (including alcohol, drugs, mobile phone credit, a place to stay);
- Unexplained injuries;
- Sexually transmitted diseases, infections, discomfort;

- Staying out late, going missing;
- Sleep disorders, nightmares;
- Deterioration in work, behaviour, appearance;
- Self-harm, depression, suicidal tendencies;
- Eating disorders;
- Getting into vehicles of unknown adult;
- Breakdown in peer and / or family relationships;
- Substance / alcohol abuse.

Indicators are a guide and do not replace, but should assist, the exercise of professional judgement. The person who is making the judgements needs to take into account the principles detailed above and be clear on the evidence that the risk is actually occurring or whether further assessment is required to clarify this. The earlier the intervention the better chances of success.

Important points to remember:

- Both girls and boys can be victims of child sexual exploitation and can be equally vulnerable;
- The coercers and perpetrators are usually an adult, but can be children and young people in a position of power of either gender;
- Young people may exchange or sell sex as a result of constrained choices such as poverty, isolation and historic abuse;
- Parents / carers may be involved in the sexual exploitation of their children, or fail to prevent / protect from it;
- Groups of children and young people and multiple perpetrators may be involved (organised abuse);
- No child under 13 years can be assessed as low risk if behaviours indicate involvement in CSE;
- Children and young people with additional needs require special consideration up to the age of 25 years.

Trafficking

This is when a child or young person is moved from one place to another, so that he or she can be exploited.

This includes situations when a child / young person has:

- Been bought or sold for money;
- Been tricked into leaving home;
- Been given away by their family because the family need money;
- Been made to leave their home because of war
- Chosen to leave home, thinking they are going to a better life.

The movement of a child / young person can be international or within the same country. In most cases, the child / young person suffers because they have been forced or tricked into moving.

Child trafficking is growing more common and affecting the lives of more children / young people every day.

Further information can be found at:

<http://www.northamptonshirescb.org.uk/young-people/what-is-abuse/yp-child-trafficking/>

FEMALE GENITAL MUTILATION

NSCB Guidance

The term 'Female Genital Mutilation' (FGM) encompasses all procedures that either:

- Fully or partially remove external female genitalia, or;
- Injure the female genital organs for non-medical reasons.

FGM is usually carried out on girls between the ages of 5 and 14 years, but younger girls and adult women are sometimes victims of this procedure.

FGM is extremely traumatic. It can lead to serious, life-long physical and mental health problems. Internationally, FGM is recognised as a violation of the human rights of girls and women and when performed on a child, is a violation of the Rights of the Child.

With growing and emerging migrant populations in the County it is vital that agencies and organisations in Northamptonshire work together to ensure they put plans in place to raise awareness of its illegality and the risks, to prevent further procedures and support women who have experienced FGM.

In the UK, under the FGM Act 2003 and the Serious Crime Act 2015, it is an offence for any person (regardless of their nationality or residence status) to:

- Perform FGM;
- Assist a non-UK person to carry out FGM outside the UK on a UK national or permanent UK resident.

The Serious Crime Act 2015 also includes:

- Provision of lifelong anonymity in the media of FGM;
- A new offence of 'failing to protect a girl from FGM' – each person responsible for the girl at the time the FGM occurred will be liable;

- FGM Protection Orders – for the purposes of protecting a girl against the commission of a FGM offence or protecting a girl against whom such an offence has been committed;
- A new mandatory reporting duty requiring specified regulated professionals (healthcare, social care and teachers) in England and Wales to make a report to the police. The duty applies where, in the course of their professional duties, a professional discovers that FGM appears to have been carried out on a girl under 18 (at the time of discovery).

Identifying a child at risk of FGM - Indications that FGM may be about to take place:

- The family comes from a community that is known to practice FGM (it may also be possible that they will practice FGM if a female family elder is around);
- Parents requesting permission for their girls to be taken out of the Academy two weeks before or after the holidays (recovery period can be up to 8-10 weeks);
- A pupil talking about a long holiday to her country of origin or another country where the practice is prevalent;
- A pupil talking about “becoming a woman” or “rites of passage” or a “special ceremony”;
- A pupil talking about new clothing or special outfits;
- A pupil may confide in a professional that she is about to undergo a “special procedure” or attend a special occasion;
- Becoming withdrawn or acting out of character;
- There are older girls or women in the family (e.g. older sister/s, mother) who have undergone FGM;
- Any female child born to a woman who has been subjected to FGM must be considered to be at risk, as must other female children in the extended family;
- Any female child who has a sister who has already undergone FGM must be considered to be at risk, as must other female children in the extended family.

Identifying a child who has been subject to FGM - Indications that FGM may have already taken place:

- A pupil may spend long periods of time away from the classroom during the day with bladder or menstrual problems;
- Frequently girls who have undergone FGM find it harder to urinate and it will therefore take longer to pass urine;
- There may be prolonged absences from the Academy;
- A prolonged absence from the Academy with noticeable behaviour changes on the girl’s return could be an indication that the girl has recently undergone FGM;
- A pupil requiring to be excused from physical exercise lessons without the support of her GP;
- A pupil may confide in a professional or ask for help Professionals encountering a girl or woman who has undergone FGM should also be alert to the risk of FGM in relation to her:
 - Younger siblings;

- Current daughters or daughters she may have in the future;
- Extended family members.

Staff **must** report to the police cases where they discover that an act of FGM appears to have been carried out, in line with the Female Genital Mutilation Act 2003. Unless the member of staff has a good reason not to, they should also still discuss any such case with the DSL and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases or in cases where the woman is 18 or over. In these cases, members of staff will follow local safeguarding procedures.

For further information: <https://www.gov.uk/government/publications/female-genital-mutilation-guidelines>

Also: <http://www.northamptonshirescb.org.uk/schools/safeguarding-themes/fgm/>

FORCED MARRIAGE

Our school staff are aware that forced marriage can happen to pupils as young as ten years of age.

Forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic / child abuse and a serious abuse of human rights. Forced marriage is not the same as arranged marriage (where both parties consent).

The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel like they're bringing shame on their family). Financial abuse (taking your wages or not giving you any money) can also be a factor. FM was made illegal as of 16th June 2014.

For further information: "The Right to Choose: Multi-Agency Statutory Guidance for Dealing with Forced Marriage" 2014

Forced Marriage Unit – **020 7008 0151**

fm@fco.gov.uk

SO CALLED HONOUR-BASED VIOLENCE

So called "honour-based violence" (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and / or community. It includes FGM, Forced Marriage and practices such as breast ironing.

All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the DSL.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child (or family member) being at risk of HBV, or already having suffered HBV.

PREVENTING RADICALISATION AND EXTREMISM

See also the Academy “Preventing Radicalisation & Extremism” Policy

The Counter-Terrorism and Security Act, which received Royal Assent on 12th February 2015 and The Prevent Duty – July 2015 place a duty on specified authorities, including the local authorities and childcare, education and other children’s services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism (‘The Prevent Duty’).

The Counter-Terrorism and Security Act 2015 also places a duty on local authorities to ensure Channel panels are in place. The panel must include the local authority and chief officer of the local police. Panels will 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 will require 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. Schools and colleges who are required to have regard to “Keeping Children Safe in Education” are listed in the Act as partners of the panel. The relevant provisions of the Act came into force on 12th April 2015.

The biggest threat is around terrorist groups seeking to radicalise and recruit people. This threat is greater amongst young people. Extremism is defined as a rejection of a cohesive, integrated, multi-faith society and parliamentary democracy. The local agenda supports the Prevent Strategy. Communities and local authorities have a key part to play in developing a sense of belonging and will be an important part of wider partnership working. The threat is not just from radical religious groups such as ‘Islamic State’ but also from radical ‘far right’ and other political groups who may attempt to radicalise children and young people.

Northamptonshire County Council has embedded Prevent into its safeguarding procedures. Any contacts made with concerns in relation to Prevent will be assessed through the MASH. If there are concerns that a child or young person may be vulnerable to violent extremism or radicalisation the DSL within the school will be informed and, after initial discussions, a multi-agency referral form will be submitted to the MASH.

As part of the “Prevent Duty” academies must address the four key areas which are:

- Risk Assessment;
- Working in Partnership;
- Staff Training;

- IT Policies.

Risk Assessment

School staff should know how to make a referral where they have concerns about potential radicalisation.

Advice and guidance can be sought from the Prevent Engagement Officers at Northamptonshire Police:

E-mail: prevent@northants.pnn.police.uk or phone **101 (ext. 343931) or 101 (ext. 345215)**

Or from the DFE who also have a dedicated helpline: **020 7340 7264**.

Actual Referrals must go to the MASH.

Working in Partnership

Schools are required to work in partnership with the NSCB, the Home Office trained Prevent Engagement Officers and other partner agencies to safeguard and promote the welfare of children. Prevent and other partners will be accessed as relevant to provide advice and support with regard to this duty.

Effective engagement with parents / carers and their families is also important as they are in a key position to spot signs of radicalisation. The school recognises it is important to assist and advise families who raise concerns and direct them to support mechanisms.

Staff Training

In line with the Prevent Duty, the school is required to assess training needs in the light of their assessment of risk. Our school currently assesses their risk to be low. The DSL has accessed Prevent training in line with the requirements of "Keeping Children Safe in Education 2016" and disseminated appropriate information to other school staff. In addition, all staff have completed Channel online training and certificates are retained in Personnel Files. Some teachers have also completed face to face PRVENT training.

IT Policies

Measures are in place at the school which include filtering and monitoring of online access. Learning experiences are in place, evaluated and regularly reviewed, which help the pupils to understand ways in which to stay safe online.

The Online Safety Lead maintains documentation to support the monitoring process and actions as required.

Staff have been made aware during in-house training of the dangers of online activity by terrorist and extremist groups and know how to report any concerns to the Online Safety Lead and DSL.

Suspected on-line terrorist content can be reported to HM Government:
www.gov.uk/report-terrorism

Further Information:

- PREVENT (see GOV.UK website).
- Community Safety Team, Northamptonshire County Council
Contact Community Safety and Harm Reductions Team Manager – Emma Hildreth
E-mail: childreth@northamptonshire.gov.uk (Tel: 01604 366517)
- Prevent Officer DC 461 Sean Arbutnot **07557 776230**
Sean.arbutnot@northants.ppn.police.uk

DOMESTIC VIOLENCE AND ABUSE

The Government definition of Domestic Violence is:

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

- Psychological;
- Physical;
- Sexual;
- Financial;
- 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.

Domestic Violence indicators in children

At our school we are aware that the majority of referrals to the MASH and a large number of Serious Case Reviews involve domestic violence. We will therefore ensure that we look out for possible indicators and talk to the DSL as a matter of urgency.

It is important to note that children may respond to domestic violence in different ways even within the same family. Some children may be profoundly affected by witnessing domestic violence whilst others appear to be relatively unaffected. It is therefore important to remember that the behaviour below may be due to other causes.

Children's coping strategies and reactions to domestic violence may also be similar to those for other forms of abuse. Learning to recognise domestic violence can therefore be useful in helping to protect children from all forms of abuse.

Possible Indicators:

0 – 5 years

- Violence to the mother during pregnancy may result in neurological and physical damage;
- Physical and emotional neglect may result in basic needs for food and warmth not being met;
- Under-stimulation and neglect can result in cognitive delay;
- Witnessing unpredictable and frightening behaviour may result in symptoms similar to post traumatic stress disorder;
- Parental unhappiness, tension, irritability or lack of commitment may lead to false attachments;
- Babies and toddlers have difficulty in communicating distress.

5-9 years

- The risk of physical injury may lead to symptoms of extreme anxiety and fear. The child may be subject to abuse;
- School behaviour and academic attainment may be impaired;
- Pupils may blame themselves for parental behaviour. Self-blame may result in low self-esteem;
- Unplanned separations may cause distress and disrupt education and friendship patterns;
- Embarrassment and fear of unpredictable parental behaviour may result in curtailed friendships;
- Children may take on too much responsibility for self, parents and younger children.

10 years +

- Coping with puberty without support;
- Denying own needs and feelings;
- Low self-esteem;
- Increased risk of psychological problems, behavioural disorders, suicidal behaviours and offending;
- Poor school attainment due to difficulties concentrating;
- Poor school attainment due to absence in order to protect parent or younger children;
- Unacceptable behaviour resulting in pattern of academy exclusion;
- Isolation caused by reluctance to disclose for fear of family disruption.

MENTAL HEALTH ISSUES

Further information can be found in DfE guidance “Mental Health and Behaviour in Schools” – 2015.

Children who are mentally healthy have the ability to:

- Develop psychologically, emotionally, intellectually and spiritually;
- Initiate, develop and sustain mutually satisfying personal relationships;
- Use and enjoy solitude;
- Become aware of others and empathise with them;
- Play and learn;
- Develop a sense of right and wrong;
- Resolve (face) problems and setbacks and learn from them.

Staff seeing pupils regularly are well placed to spot any changes in behaviour that might indicate a problem. The balance between the risk and protective factors set out above is most likely to be disrupted when difficult events happen in pupils’ lives. This includes loss or separation (e.g. death, parental separation, divorce, hospitalisation etc). It also includes other life changes (e.g. transition to a new school, birth of a sibling, bullying, domestic violence etc.).

Some children experience a range of emotional and behavioural problems that are outside the normal range for their age or gender. These children could be described as experiencing mental health problems or disorders.

Mental health professionals have defined these as:

- Emotional disorders such as phobias, anxiety states and depression;
- Conduct disorders such as stealing, defiance, fire-setting, aggression and anti-social behaviour;
- Hyperkinetic disorders such as disturbance of activity and attention;
- Developmental disorders such as delay in acquiring certain skills such as speech, social ability or bladder control, primarily affecting children with autism and those with pervasive developmental disorders;
- Attachment disorders such as children who are markedly distressed or socially impaired as a result of an extremely abnormal pattern of attachment to parents or major care givers;
- Other mental health problems including eating disorders, habit disorder, post-traumatic stress syndromes, somatic and psychotic disorders (such as schizophrenia and manic depressive behaviour).

Self-Harm and Suicidal Tendencies

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

Substance Abuse

There are many reasons why adults take drugs or drink alcohol. If doing so has negative consequences, then it may be regarded as misuse. Some people take greater risks than others, but anyone can have a problem with drugs or alcohol.

To be healthy and develop normally, children must have their basic needs met. If a parent / carer is more concerned with feeding an addiction, or is under the influence of drugs or alcohol, it may reduce their ability to meet their children's needs.

A disorganised lifestyle is a frequent consequence of substance misuse. Parents / carers may fail to shop, cook, wash, clean, attend appointments or pay bills. This can lead to an inadequate home environment for children.

Children need conversation and play to stimulate their mental development, but substance misuse may affect a parent's / carer's ability to engage with their child. It may also affect a parent's ability to control their emotions. Severe mood swings and angry outbursts may confuse and frighten a child, hindering healthy development and control of their own emotions. Such parents / carers may even become dependent on their own child for support. This can put stress on a child and may mean they miss out on the experiences of a normal childhood.

Other consequences of substance misuse may include: lost jobs, unsafe homes, broken marriages, severed family ties and friendships. The disruption caused by efforts by the local authority to help are also likely to negatively affect a child.

There are several signs that may indicate that someone has a problem. Adults who misuse drugs or alcohol may:

- Become consumed or violent;
- Drink alone;
- Drink every day;
- Get "the shakes" when they have not had a drink;
- Miss work or social activities;
- Neglect their own health, appearance and homes;
- Not be able to stop their drug or drinking habit;
- Try to hide or deny their problem.

The signs that may indicate that a child is being neglected due to parent's drug or alcohol misuse include:

- Poor appearance;
- Delayed development;
- A child who is caring for a parent.

APPENDIX 3

PROCEDURE TO FOLLOW IN CASES OF POSSIBLE, ALLEGED OR SUSPECTED ABUSE, OR SERIOUS CAUSE FOR CONCERN ABOUT A PUPIL

Contents

- A General**
- B Individual Staff / Volunteers / Other Adults – main procedural steps**
- C Designated Safeguarding Lead – main procedural steps**
- D Professional Challenge and Disagreements**

A. General

1. Northamptonshire Safeguarding Children Board Procedures contain the inter-agency processes, protocols and expectations for safeguarding children. (Available on NSCB website www.northamptonshirescb.org.uk). The DSL is expected to be familiar with these, particularly the referral processes and with NCC “Thresholds and Pathways”.
2. It is important that all parties act swiftly and avoid delays.
3. Any person may seek advice and guidance from the MASH particularly if there is doubt about how to proceed (see contacts at the start of this policy document). Any adult, whatever their role, can take action in his / her own right to ensure that an allegation or concern is investigated and can report to the investigating agencies.
4. Written records, dated and signed, must be made as to what has been alleged, noticed and reported, and kept securely and confidentially.
5. In many cases of concern there will be an expectation that the school can demonstrate that they have engaged parents in the “Northamptonshire Early Help” process. This is appropriate where it is thought a pupil may be in need in some way, and require assessment to see whether additional support and services are required. An example might be where it is suspected a pupil may be the subject of neglect. In most cases the parents’ /carers’ knowledge and consent to the referral are expected, unless there is reason for this not being in the pupil’s interest. However, there will be circumstances when informing the parent / carer of a referral might put the pupil at risk and in individual cases advice from the MASH will need to be taken.

B. Individual Staff / Volunteers / Other Adults – main procedural steps

1. When a pupil makes a disclosure, or when concerns are received from other sources, **do not** investigate, interview, ask leading questions, examine pupils, or

promise confidentiality. Pupils making disclosures should be reassured and if possible at this stage should be informed what action will be taken next.

2. As soon as possible write a dated, timed and signed note of what has been disclosed or noticed, said or done (on a yellow school "Cause for Concern" Form) and report to the DSL in the school.
3. If the concern involves the conduct of a member of staff or volunteer, a visitor, a governor, a trainee or another young person or pupil, the Headteacher must be informed. The Headteacher will contact the Designated Officer to seek advice.
4. If the allegation is about the Headteacher, the information should normally be passed to the Chair of Governors or the Designated Officer. (See contacts on Page 4 of this policy).
5. If this has not already been done, inform the pupil (or other party who has raised the concern) what action you have taken.

C. Designated Safeguarding Lead – Main Procedural Steps

1. Individual, expandable case files will be initiated for pupils as soon as there is more than one concern. An overview chronology, which will hold a record of all communications, concerns and actions, is then started and put at the front of the case file. Such files will be stored securely (see Section on Records, Monitoring and Transfer). The Chronology at the front of each file will be kept fully up to date to enable all concerned to have a full picture and to ensure regular reviews are happening and recorded. Where there is just one concern the situation is monitored and such records are kept in a Ring File which is reviewed regularly by the DSL, Deputy DSL and other relevant staff (to ensure no further concerns come to our attention).
2. Where initial enquiries do not justify a referral to the investigating agencies we will inform the initiating adult and monitor the situation. If in doubt, we will seek advice from the MASH: 0300 126 1000. All contact related to the concern will be recorded.
3. Share information confidentially with those who need to know observing the guidelines as laid out in "Information Sharing" 2015. Information on a pupil can be 'logged' with the MASH. This does not require submission of a referral form unless instructed to complete one by the MASH. Any information logged with the MASH needs to be recorded on the chronology in the pupil's confidential Child Protection file.
4. Where there is a Child Protection concern requiring immediate, same day, intervention the MASH will be contacted immediately by phone and their advice will be followed. Written confirmation will follow within 24 hours on the NSCB Interagency Online Referral Form. All other referrals will be made firstly through a

telephone conversation with the MASH and then by following up with the online form, where requested to do so. (The MASH is available for advice on the advice line number given in the contact details on page 4-5 of this document).

5. If it appears that urgent medical attention is required, we will arrange for the pupil to be taken to hospital (normally this means calling an ambulance) accompanied by a member of staff who will inform medical staff that non-accidental injury is suspected. Parents / carers will be informed that the pupil has been taken to hospital. There must be at least members of staff present when transporting a child.
6. Exceptional circumstances: if it is feared that the pupil might be at immediate risk on leaving the school, we will take advice from the MASH (for instance about difficulties if the school day has ended, or on whether to contact the police). A member of the Senior Leadership Team will remain with the child until the Social Worker or Police take responsibility. If in these circumstances an adult with Parental Responsibility for the pupil arrives to collect the pupil, the member of staff has no right to withhold the pupil, unless there are current legal restrictions in force (e.g. A Restraining Order). If there are clear signs of physical risk or threat, the MASH will be updated and the Police will be contacted immediately.

D. Professional Challenge and Disagreements

1. Working with pupils and families, and in particular safeguarding and child protection work, is stressful and complex and will involve uncertainty and emotion. To ensure that the best decisions are made it may be necessary to challenge one another's practice.
2. The culture within our school enables all staff members to raise, without fear of repercussions, any concerns that they may have about the management of safeguarding and child protection within the school. This may include raising concerns about decisions, actions or inaction by colleagues about individual pupils. If necessary, staff members will speak to the DSL, Deputy DSL, Headteacher, Chair of Governors or Designated Officer.
3. Co-operation across all agencies is vital to provide the best outcomes for pupils and families. 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.
4. If there are any professional disagreements with practitioners from other agencies the DSL (or the Headteacher) will initially raise concerns with the relevant agency manager and then follow the agreed conflict resolution or appeal procedures as laid out in Section 4 of the NSCB Procedures Manual - <http://northamptonshirescb.proceduresonline.com/>

APPENDIX 4

PROCESS FOR DEALING WITH ALLEGATIONS AGAINST STAFF INCLUDING HEADTEACHERS AND VOLUNTEERS

These procedures will be followed in all cases in which there is an allegation or suspicion that a person working with children has:

- Behaved in a way that has harmed a pupil, or may have harmed a pupil;
- Possibly committed a criminal offence against or related to a pupil or;
- Behaved towards a pupil or pupils in a way that indicates he or she would pose a risk of harm if they work regularly or closely with pupils.

Relevant documents:

- DfE *“Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges”* - 2016 (part 4).
- NSCB procedures – Section 5.

A Individual Staff / Volunteers / Other Adults who receive the allegation:

1. Write a dated and timed note of what has been disclosed or noticed, said or done.
2. Report immediately to the Headteacher.
3. Pass on a written record to the Headteacher.
4. If the allegation concerns the conduct of the Headteacher, report immediately to the Chair of Governors. Pass on the written record. (If there is difficulty reporting to the Chair of Governors, contact the Designated Officer as soon as possible or, if unavailable, contact the MASH on the same day.)

B Headteacher

1. If there is no written record, write a dated and timed note of what has been disclosed or noticed, said or done.
2. Before taking further action notify and seek advice from the Designated Officer or, if unavailable, the MASH on the same day.
3. You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation.
4. Report to the MASH (and Ofsted) if the Designated Officer so advises or if circumstances require a referral.

5. Ongoing involvement in cases:

- Liaison with the Designated Officer;
- Co-operation with the investigating agency's enquiries as appropriate;
- Consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.

C Chair of Governors (only relevant in the case of an allegation against the Headteacher)

1. If there is no written record, write a dated and timed note of what has been disclosed or noticed, said or done.
2. Notify the Designated Officer or, if unavailable, the MASH on the same day.
3. You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation.
4. Report to the MASH (and Ofsted) if the Designated Officer so advises or if circumstances require a referral.

5. Ongoing involvement in cases:

- Liaison with the Designated Officer;
- Co-operation with the investigating agency's enquiries as appropriate;
- Consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.

D. Record Keeping

Details of allegations that are found to have been malicious should be removed from Personnel Records. However, for all other allegations, it is important that a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, is kept on the confidential Personnel File of the accused, and a copy provided to the person concerned.

The purpose of the record is to enable accurate information to be given in response to any future request for a reference, where appropriate. It will provide clarification in cases where future DBS checks reveal information from the police about an allegation that did not result in a criminal conviction and it will help to prevent unnecessary re-investigation if, as sometimes happens, an allegation re-surfaces after a period of time. The record should be retained at least until the accused has reached normal pension age or for a period of 10 years from the date of the allegation if that is longer.

APPENDIX 5

POLICY FOR USE OF MOBILE PHONES, CAMERAS AND OTHER HANDHELD DEVICES

Please also see the Staff Code of Conduct.

To ensure the safety and welfare of the pupils in our care this policy outlines the protocol for the use of personal mobile phones, cameras, laptops and other handheld devices in the school.

- All staff must ensure that their personal mobile phones, cameras and other such recording devices are stored securely during working hours on school premises or when on outings. (This includes visitors, volunteers, trainees, parents / carers and pupils).
- Mobile phones must not be used in any teaching area in the school or within toilet or changing areas.
- Only school equipment should be used to record classroom activities. Photos and video footage should be put onto the secure school system as soon as possible and not sent to, or kept on, personal devices.
- During school outings nominated staff will have access to a specific school mobile phone which can be used for emergency or contact purposes.
- All telephone contact with parents or carers must be made on the school phone and a note kept. Personal mobile phones should not be used.
- Parents or carers are not permitted to take photographs of their own children during an school production or event unless written and verbal permission is given by the Head Teacher. The school protocol requires that photos of other people's children are not published on social networking sites such including Facebook, Snap Chat, Instagram, You Tube or other such sites.
- Staff and parents / carers are advised against the misuse of network sites such as Facebook and Twitter to share confidential, negative or abusive comments or information regarding the school, a member of staff, parent / carer or pupil. (Misuse will be dealt with through official channels such as the Police).

APPENDIX 6

DOG BITES ON CHILDREN

The following guidance has been agreed by partner agencies for the NSCB.

School staff must:

- Be aware of an injury to a child caused by a dog;
- Be aware of the treating of an injury to a child caused by a dog;
- Establish precisely when and how the injuries were caused;
- Establish if there is any history of previous, similar injuries and when this occurred.

Consideration should be given to whether the injuries caused are "non-accidental injuries".

A referral to the MASH should be considered if any of the following criteria apply:

- The pupil injured is under two years of age;
- The pupil is under five years of age and injuries have required medical treatment;
- The pupil is over five years and under 18 who has been bitten more than once by the same dog;
- The pupil is under 18 years of age, injuries have required medical treatment and initial information suggests the dog responsible could be prohibited and / or dangerous;
- A prohibited and / or dangerous dog is reported and / or treated, and is believed to be living with and / or frequently associated with children under 5 years.

Some calls might be logged 'for information' only by the agencies, if it is clearly established that no significant or continued risk is likely to the pupil, or other children (for example, if the dog has already been 'put down' or removed).

Please be mindful that the bite does not have to be a vicious injury.

Please contact the MASH immediately for advice if unsure. Call 0300126 1000 and choose option 1.

Definitions:

- Certain dogs are **'prohibited'** and if any agency has any knowledge or report of a dog of this type, the matter should be reported to the police immediately;
- Any dog can be **'dangerous'** (as defined by The Act) if it has already been known to inflict or threaten injury.

For further information, see the NSCB guidelines at:

http://northamptonshirescb.proceduresonline.com/chapters/p_dangerous_dogs.html#practitioner_guidance

APPENDIX 7

CHILDCARE DISQUALIFICATION REGULATIONS

The Childcare (Disqualification) Regulations 2009 prohibit anyone who is disqualified themselves under the Regulations, or who live in the same household as a disqualified person, from working in a relevant setting, including a school.

Who is disqualified?

A person is disqualified if any of the following apply:

- They have been cautioned for, or convicted of, certain violent or sexual criminal offences against adults and any offences against children;
- They are the subject of an order, direction or similar in respect of childcare, including orders made in respect of children's homes or have been disqualified from private fostering;
- They live in the same household, where another person who is disqualified lives or works (disqualification 'by association'). This means **that someone in the household** has an order, restriction, conviction, caution etc. It is accepted that staff may not necessarily know this information – the declaration requires them to answer 'to the best of their knowledge'.

For full details of what constitutes 'disqualification' refer to the Schedules to the Regulations. <http://www.legislation.gov.uk/uksi/2009/1547/contents/made>.

Key Actions for School:

Staff who may be disqualified.

The school should immediately contact their HR provider if they:

- Know of anyone in their employment who is, or may be, disqualified;
- Receive a positive declaration from any member of staff.

Anyone who is disqualified will need to be immediately removed from the relevant setting (probably through suspension in the case of employees) and Ofsted must be notified at the latest within 14 days.

Disqualified Workers

The school's HR Provider (NCC) should provide support in dealing with cases where a disqualified person is identified. A disqualified person can apply to Ofsted for a waiver.

<http://www.ofsted.gov.uk/resources/applying-waive-disqualification-early-years-and-childcareproviders>

Ofsted may grant a full or partial waiver, including a waiver that would allow an individual to work in a relevant school setting. Whilst a waiver application is under consideration the individual must not continue to work in these settings. Where a waiver is not granted, the employee will need to be dismissed unless redeployment options are available.

Record Keeping and Storage of Declarations (Staff and Volunteers) Storage:

The DfE advises that academies must handle and store all information carefully, in accordance with normal Data Protection regulations.

It is recommended that Disclosure Declaration Forms should be placed on Personnel Files. (Files should only be accessed by those staff required to do so).

Single Central Record:

There is no statutory requirement that the disclosure form should be recorded on the Single Central Record (SCR) but we recognise that this is good practice and record the date that forms have been completed.

Regularity of Checks:

There is no statutory requirement for declaration forms to be completed on a regular basis. However, it is recommended that, as part of the school's approach to safeguarding, they take the opportunity to regularly remind staff and volunteers of their obligation to make Headteachers aware of any new information that is relevant.

APPENDIX 8

STAFF TRAINING RELATED TO SAFEGUARDING

| Training | Date of Training | Training Provider |
|--|-------------------------|--------------------------|
| Designated Safeguarding Lead | | |
| Deputy Designated Safeguarding Lead | | |
| Designated Teacher for LAC | | |
| Governor Training | | |
| Academy Awareness Raising | | |
| Other Relevant training | | |