



**Transform Trust  
Pear Tree Community Junior School**

**Child Protection and Safeguarding Overarching Procedures &  
Policy**

**September 2020**

**WRITTEN IN CONJUNCTION WITH:**

- Keeping Children Safe in Education (September 2020)
- Working Together to Safeguard Children (July 2018)
- What to do if you're worried a child is being abused (March 2015)
- Guardians Group – Terms of Reference (September 2020)
- Teaching Online Safety in School (June 2019)
- NPCC – When to call the Police (June 2020)
- Mental Health and Behaviour in schools

<b>Contents</b>	<b>Page</b>
Background	3
Transform Trust Safeguarding Statement	3
Key People	4
Supporting Policies	5
Introduction	6
Definition of Safeguarding/Child Protection	7
Responsibilities	7
Managing allegations of abuse made against teachers (including supply teachers) other staff, volunteers and contractors	12
Reporting Concerns to Designated Safeguarding Leads	12
Remote Learning Safety	15
Mental Health	15
Definition Signs and Symptoms of the four kinds of Abuse and Neglect	15
Particularly Vulnerable Groups	17
Child Sexual Exploitation and Child Criminal Exploitation	17
County Lines	18
Preventing Radicalisation	18
Honour-Based Violence	20
Female Genital Mutilation	20
Child Missing in Education	21
Private Fostering	21
Child on Child Sexual Violence/Sexual Harassment	22
Peer on Peer Abuse including Sexting and Upskirting	22
Mobile Devices	23
Children who Self-Harm	24
Children with Special Educational Needs and Disabilities	24
Training	25
Schools and Partnerships	25
Further Guidance	25
<b>Appendices</b>	
Appendix 1 : Transform Trust – Flowchart managing Serious Safeguarding Concerns	
Appendix 2 : Safer Recruitment – DBS Checks and procedure	
Appendix 3 : Signs and Symptoms of Physical Abuse	
Appendix 4 : Signs and Symptoms of Emotional Abuse	
Appendix 5 : Signs and Symptoms of Sexual Abuse	
Appendix 6 : Resolving Professional Disagreements (Escalation Procedure)	
Appendix 7 : Countries that practice FGM	

## Background

Following the release of Keeping Children Safe In Education (KCSIE), 3<sup>rd</sup> September 2018, Transform Trust have changed its standard policy to a guidance document for schools to adopt the key principles and make local changes. Transform has reviewed the changes that came into force on 1<sup>st</sup> September 2020 and have amended this guidance to ensure that schools are compliant with both statutory duty and Trust Guidance.

Keeping Children Safe in Education (KCSIE), September 2020 advises that Safeguarding policies should be local and specific to the school and the community, therefore this document is intended to be used as guidance from the Trust for statutory requirements as well as Trust expectations.

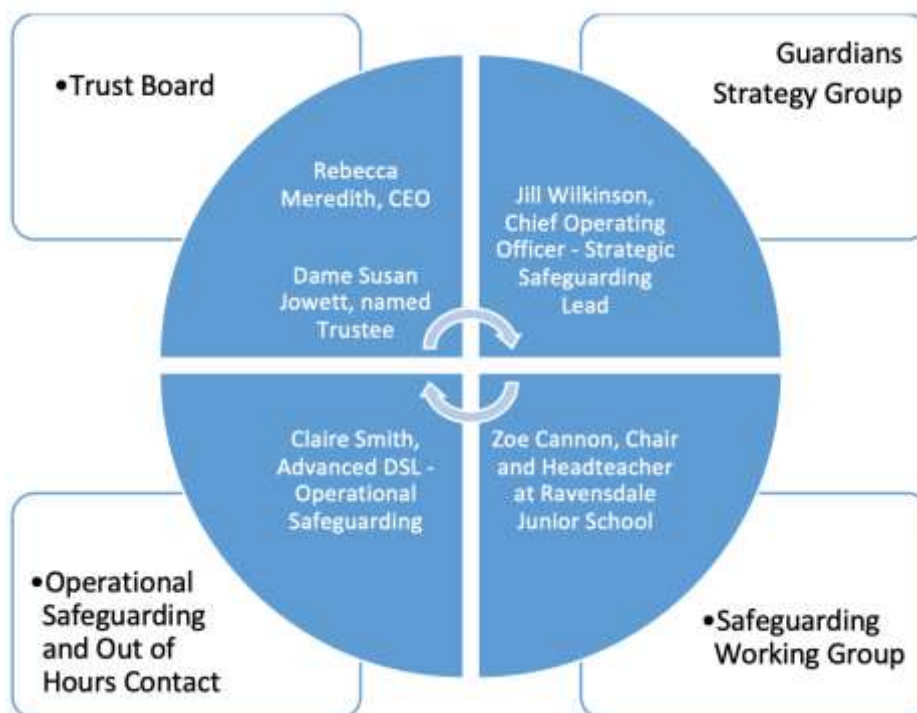
### Transform Trust – Safeguarding Guidance for Schools

#### Transform Trust Safeguarding Statement

Transform Trust is committed to safeguarding children. **All** staff are expected to share this commitment. Staff take all welfare concerns seriously and encourage children to speak out about anything that worries them, always acting in the best interests of the child.

#### Guardians of the Trust

In 2015, Rebecca Meredith developed the idea of having a Guardians Group who would be responsible for a strategic overview as well as development and supporting schools with all aspects of a child's life, including Safeguarding, SEND, Behaviour, Attendance and Pupil Premium. The Guardians Group continues to evolve but remain focussed on providing support for the whole child.



## Key People in your Safeguarding Team

### **Designated Senior Lead (DSL):**

You must have a Senior DSL appointed from the Leadership Team and the safeguarding role must form an explicit part of that persons job description. Schools must have at least one named Deputy DSL whose role is to take full responsibility of safeguarding matters in the absence of the Senior DSL, rather than act as caretaker to the role.

**Natalie Bethell and Nikki Black**

**Arvinder Badwal and Donna Burdis**

### **Safeguarding Link Governor:**

It is a statutory requirement to have a named Safeguarding Governor. Your Safeguarding Governor must undertake safeguarding training to a level 2 or equivalent and Safer Recruitment. Training is available through the Trust on SSSLearning.

**Jill Wilkinson**

### **Chair of Governors:**

Your Safeguarding policy should include details of who your Chair of Governors is, and their contact email address

**Jill Wilkinson [jill.wilkinson@transformtrust.co.uk](mailto:jill.wilkinson@transformtrust.co.uk)**

### **Transform Trust Board of Trustees Safeguarding Lead**

Rebecca Meredith, CEO  
0115 9825090 (option 1)

### **Transform Trust Senior Designated Safeguarding Lead for Operational Safeguarding**

Claire Smith, Advanced DSL  
0115 9825090 (option 1)  
07929 521578 (available out of hours / school holidays)  
[Claire.smith@transformtrust.co.uk](mailto:Claire.smith@transformtrust.co.uk)

### **Transform Trust Executive Team Safeguarding Strategic Overview Lead**

Jill Wilkinson  
0115 9825090 (option 1)  
[Jill.wilkinson@transformtrust.co.uk](mailto:Jill.wilkinson@transformtrust.co.uk)

### **Safeguarding in Education Team:**

Derby Safeguarding Children's Board, 01332 642351, [dscb@derby.gov.uk](mailto:dscb@derby.gov.uk)

### **PREVENT:**

Channel/Prevent (radicalisation/extremism) for advice and information contact Prevent Team based at The Council House tel 01332 293111 or contact the Police Prevent Team on 101  
Female Genital Mutilation (FGM) mandatory reporting via Police on 101

School Police Officer at Pear Tree Police Station  
Derbyshire Police on 999 for emergencies or 101 for non-emergencies

**Designated Officer (LADO):**

01332 642376

**Consultation Line & Child(ren) Duty Team:**

First Contact Team 01332 641172

**This document was reviewed in August 2020 in preparation for the new Safeguarding requirements from 1<sup>st</sup> September 2020.**

### Supporting Policies

Other policies and procedures that may need to be considered, are:

- *Administration of Medicines in school / Supporting pupils with Medical needs*
- *Anti-bullying*
- *Attendance*
- *Behaviour*
- *Complaints*
- *Confidentiality Reporting (Whistleblowing)*
- *Data Protection*
- *Employee Code of Conduct*
- *Equality*
- *E-Safety / Online Learning (includes Acceptable Use Agreements for children, staff, parents and Volunteers)*
- *Health & Safety (school's own Health and Safety procedures)*
- *Intimate Care*
- *Off-Site Trips and Visits (Evolve Guidance)*
- *Management of allegations (Contained within the Disciplinary Policy)*
- *Personal, Social, Health and Economic (PSHE)*
- *Protocol for the use of Mobile phones in school*
- *Positive Handling statement*
- *Relationships and Health Education*
- *Safer Recruitment (including appropriate checks)*
- *Special Educational Needs & Disability (SEND)*
- *SRE Policy*
- *Staff Induction (school's own local procedures)*
- *Visitor Protocol*
- *Volunteer Protocol*

## Introduction

We expect that our staff, governors and all visitors fully recognise the contribution the school makes to safeguarding children. We recognise that the safety and protection of all pupils is of paramount importance and that all staff, including volunteers, have a full and active part to play in providing early help protecting pupils from harm. We believe that the school should provide a caring, positive, safe and stimulating environment, which promotes all pupils' social, physical, emotional and moral development. In delivering this ambition, we will adhere to the principles set out in the Trust's Safeguarding Guidance document as well as the Local Authorities guidance and procedures for supporting families in our communities

Ultimately, effective safeguarding of children can only be achieved by putting children at the centre and by every individual and agency playing their full part; working together to meet the needs of our most vulnerable children; in line with Working Together to Keep Children Safe 2018 and Keeping Children Safe in Education 2020.

This guidance follows the same structure as the latest KCSIE (September 2020), please note the following.

Where the guidance states "**must**" please consider this to be legal and you will need to do it. Where something is recommended as best practice we will use the word "**should**".

### *The aims of your policy are to:*

- Confirm that the pupils' development is supported in ways that will foster security, confidence and independence.
- Raise the awareness of teachers, non-teaching staff and volunteers of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse, including Female Genital Mutilation (FGM), Child Sexual Exploitation (CSE) and Honour Based Violence (HBV).
- Sexual Violence and Sexual Harassment (SVSH). Guidance on Child on Child SVSH is a new section in Keeping Children Safe in Education, 2020. The guidance also found in Sexual violence and sexual harassment between children in schools and colleges includes information on what this might look like, what actions to take to keep the alleged victim and alleged perpetrator.
- Confirm the structured procedures to be followed by all members of each school community in cases of suspected harm or abuse.
- Emphasise the need for good levels of communication between all members of staff and those with designated responsibility for child safeguarding, health and safety and other safeguarding responsibilities.
- Emphasise the importance of maintaining and implementing appropriate safeguarding policies, procedures and arrangements of those service providers who use the school's premises through extended schools or provide any other before and after school activities.
- Confirm the working relationship with the Local Authority agencies such as Children and Families Direct, the LA Safeguarding Board, and other agencies with similar services in neighbouring authorities. Working Together to Safeguard Children (July 2018) outlines how the agencies should work together.
- Highlight the working relationship between the school and the Trust's Safeguarding Team.

## Definition of Safeguarding/Child Protection

**All** staff must understand that Safeguarding and Child Protection are two different things:

- **Safeguarding** is what we do for all our pupils and staff;
- **Child protection** being the procedures we use for children and young people who have been significantly harmed or are at risk of such harm.

*We promote a culture of Safeguarding through policy application and curriculum opportunities.*

*Guardians Group 2020.*

KSCIE 2020 states that a schools should have a child centred and coordinated approach to safeguarding and this is mirrored by the work that we do as a Trust. Paragraph 4 (KSCIE 2020, pg5) states that for the purpose of the Guidance, Safeguarding and promoting the welfare of children is defined as: -

- protecting children from maltreatment;
- preventing impairment of children's mental 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.

Your Safeguarding policy must apply to **all** staff, Governors, volunteers and visitors to the school.

## Responsibilities

### **Transform Trust:**

Transform Trustees and the Trust's Safeguarding team are responsible for ensuring the safety and well-being of all children and staff across the Trust. The Trust will provide support in the form of: -

- Regular briefing sessions for members of schools' safeguarding teams.
- Termly safeguarding briefings for Safeguarding Governors.
- Production of a wide range of safeguarding resources and publications (known as 'Volumes').
- Supervision for those who work in our safeguarding teams in schools.
- Access to a range of safeguarding training.

The Trust's Safeguarding team will also conduct regular audits of the MyConcern system for each school to look for learning points and best practice. We will also run our own 'Internal Serious Case Reviews' and conduct 'No Notice' visits when there has been a serious child (or staff) injury to ensure that our processes are robust.

### **The Governing Body**

Each Governing Body must have a named and trained Link Governor for Safeguarding (including Looked after children). Please ensure that you record their names on the policy document under key people, and ensure that their name and contact details are displayed on your Safeguarding posters. You will also need to inform **Sheila Laithwaite** [sheila.laithwaite@transformtrust.co.uk](mailto:sheila.laithwaite@transformtrust.co.uk)

***The Governing Body will:***

- ensure one of their members is nominated to liaise with the Trust, the Local Authority and/or partner agencies on issues of child protection in relation to safeguarding and in the event of allegations of abuse made against the Headteacher or member of the Governing Body;
- ensure that all staff and volunteers are aware of the indicators of abuse and neglect as outlined in KCSIE, 2020 – paragraph 19-26. This includes abuse, physical abuse, emotional abuse, sexual abuse and neglect;
- ensure there is no period where there is no appointed safeguarding governor. E.g. after a member resigns and before another is appointed. If necessary, a governing body will provide a transition period where there will be two appointed governors;
- ensure that the school has a child safeguarding policy, Single Central Record, Staff Conduct policy and procedures in place, operates Safer Recruitment procedures, makes appropriate checks on staff and volunteers and has procedures for dealing with allegations against staff and volunteers that all comply with the Local Authorities Safeguarding Board - Local Authority Designated Officer (LADO);
- ensure that each school creates a culture of Safer Recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might pose a risk to children (Part three: Safer Recruitment, Keeping Children Safe in Education 2020);
- ensure staff, Governors and volunteers are aware of the 4 types of indicators of abuse/neglect;
- ensure that the school has appointed a member of staff of the school's leadership team to the role of Senior Designated Safeguarding Lead;
- ensure the school keeps an up to date Single Central Record of pre-employment checks, specifying when the check was made and when it will be renewed;
- monitor the adequacy of resources committed to child safeguarding, and the staff and governor training profile;
- recognise that neither it, nor individual Governors, have a role in dealing with individual cases or a right to know details of cases (except when exercising their disciplinary functions in respect of allegations against staff);
- make sure that the child safeguarding policy is available to parents and children on request. You may wish to have a separate document which outlines the procedures and processes staff are expected to engage with and follow;
- ensure this policy and practice complements other policies e.g. anti-bullying including cyber bullying, health and safety, to ensure an integrated model of safeguarding operates across the school.

***The Headteacher will ensure that:***

- the policies and procedures adopted by the Local Governing Body are followed by all staff;
- the policy is reviewed and updated whenever it is required, at a minimum this will happen annually;
- the policy is available publicly on the school website;
- designated staff review the policy in consultation with the Trust and any guidance from the Local Authority;
- sufficient resources and time are allocated to enable the Designated persons and other staff to discharge their responsibilities including taking part in strategy discussions and other multi-agency meetings, to contribute to the assessment and support of children and young people, and be appropriately trained;
- a Single Central Record all staff and volunteers, and their safeguarding training dates is maintained and that this list confirms that all staff and those volunteers who meet the specified criteria have had a DBS check, when this check was made and when it will be renewed;

- all staff and volunteers feel able to raise their concerns about poor and unsafe practice in regard of pupils, and such concerns are addressed in a timely manner in accordance with agreed policies;
- school staff are sensitive to signs that may indicate possible safeguarding concerns. This could include, for example, poor or irregular attendance, persistent lateness, children missing from education, forced marriage or female genital mutilation;
- he/she undergoes child safeguarding training which is updated regularly, in line with Transform Trust guidance.
- staff must wear ID at all times when in school and when out on school business;
- procedures for managing visitors are in place that put the safeguarding of pupils at the centre and is applied to **all** visitors irrespective of their status and frequency of visits. Staff should not shy away from questioning visitors, regardless of status if they feel that the correct processes have not been followed;
- all visitors to the school will be asked to bring formal identification with them at the time of their visit (unless they are named on the approved visitors/contractors list as set out below);
- once on site, all visitors must report to reception first. No visitor is permitted to enter the school via any other entrance under any circumstances;
- at reception, all visitors must state the purpose of their visit and who has invited them. They should be ready to produce formal identification upon request;
- all visitors will be asked to sign the Visitor's Record Book which is kept in reception at all times making note of their name, organisation, who they are visiting and car registration;
- all visitors will be required to wear an identification badge – the badge must remain visible throughout their visit;
- visitors will then be escorted to their point of contact OR their point of contact will be asked to come to reception to receive the visitor. The contact will then be responsible for them while they are on site. The visitor must not be allowed to move about the site unaccompanied unless they are registered on the Approved Visitor List (to be on this list, the person must have a current clear DBS check and children's barred check with a copy of this registered on the school's central record. They must then follow the procedures above e.g. sign into the visitor's book and enter the premises via reception).

***The trained Designated Leads (Headteacher/senior managers) for safeguarding:***

- |  |                              |
|--|------------------------------|
| 1. Senior DSL in school                                | Natalie Bethell/Nikki Black  |
| 2. Deputy DSL in school                                | Arvinder Badwal/Donna Burdis |
| 3. List all staff with responsibility for Safeguarding | Andrew Sharp                 |

***Designated Safeguarding Leads will:***

- have their roles explicitly defined in their job descriptions;
- be given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively;
- undergo updated child safeguarding training every year, normally during the admin day in September;
- liaise with relevant agencies in accordance with the Local Authority procedures when referring a pupil where there are concerns about possible abuse or harm;
- where there are concerns about a member of staff's suitability to work with children, contact the Designated Officer (LADO & Transform Trust HR Director);

- be able to access the contents of the Local Authority procedures and Personnel procedures (as identified by Transform Trust) and make these accessible to all staff;
- ensure all staff, including supply staff, visiting professionals working with pupils in the school and volunteers are informed of the names and contact details of the designated leads and the school's procedures for safeguarding children;
- support staff who attend strategy meetings, looked after reviews and/or case conferences;
- support staff and volunteers who may find safeguarding issues upsetting or stressful by enabling them to talk through their anxieties and to seek further support from the school leadership group or others as appropriate;
- ensure involvement of other designated leads e.g. where there are concerns about a pupil who is 'looked after';
- support staff to reflect on the information they hold about children and provide an alternative perspective on issues in order to promote a better understanding of what may or may not be concerning;
- ensure all staff **must** be trained on how to make a referral;
- ensure that MyConcern is used effectively for all safeguarding matters. Where staff don't have access to MyConcern they should have immediate access to paper copies of the forms.

***Designated Safeguarding Leads will ensure that:***

- records of concerns are kept on MyConcern, even if there is no immediate need for referral; and monitored using the Common Assessment Framework (CAF) or Priority Families Assessment;
- all historic Child Protection records are marked as such and kept securely locked away, and if these are stored electronically, that they are differently password protected from the pupils' other files, and accessible only by the Head teacher/Designated Leads;
- pupil records are kept separately, and marked as appropriate to indicate other confidential records are being held elsewhere;
- all absence letters are dated and clearly signed by a teacher, and that if there are concerns about attendance and a pupil's wellbeing and safety, the Education Welfare Officer is contacted;
- phone calls about absences are similarly logged on the relevant MyConcern record the children missing education- statutory guidance for local authorities is adhered to;
- where a pupil is subject to a Child Protection Plan, and is absent without explanation, their key worker in Children's Social Care is contacted immediately;
- records are monitored for patterns of what, when taking in isolation would appear to be low level concerns, but when viewed together indicate a pattern which requires further action;
- where there are existing concerns about a pupil, and they transfer to another school in this authority, a copy of information held is transferred securely and confidentially e.g. a CAF is forwarded under confidential cover and separate from the pupil's main file to the designated lead for child safeguarding in the receiving school;
- concerns are categorised in line with the Trusts MyConcern categories;
- where a pupil has a **Child Protection Plan** or there are ongoing child protection enquiries and transfers to another school:
  - the designated lead for Safeguarding is informed immediately;
  - their child protection file is copied or downloaded for any new school or college as soon as possible but transferred separately from the main pupil file.

***Staff***

All staff, teaching and non-teaching, Governors, volunteers and others working in school need to:

- read, and sign to say that they have read Part 1 of Keeping Children Safe in Education (2020);
- be aware that to safeguard children, they have a duty to share information with the designated leads, and through the designated lead, with other agencies;
- be aware that despite the requirement to share information with Designated Leads they can make their own referral to children's Social Care, e.g. in urgent situations. All staff must be trained to make a referral;
- be alert to signs and symptoms of harm and abuse. Further information regarding potential indicators of abuse, including specific information about risks such as Female Genital Mutilation and Forced Marriage is available on the SSS Training system, KCSIE 2020;  
know how to respond to their duty when they have concerns or when a pupil discloses to them and to act;
- know how to record concerns and what additional information may be required;
- undergo child safeguarding training which is updated regularly in line with advice from the Trust, Local Authority and other advisors. Guidance is available in both Keeping Children Safe in Education, 2020 and Working Together to Safeguarding Children, July 2018;
- recognise that abuse and neglect can happen in any setting and maintain an attitude 'it could happen here';
- familiarise themselves with "What to do if you're worried that a child is being abused: advice for practitioner's guidance" (2015).

Where there are concerns about the way that safeguarding is carried out in the school, staff should refer to the Trusts Confidential Reporting policy (Whistleblowing) A whistleblowing disclosure must be about something that affects the general public such as:

- a criminal offence has been committed, is being committed or is likely to be committed;
- an legal obligation has been breached;
- there has been a miscarriage of justice;
- the health or safety of any individual has been endangered;
- the environment has been damaged;
- information about any of the above has been concealed.

The NSPCC runs a whistleblowing helpline on behalf of the Home Office, the number is 0800 0280285, (08:00-20:00 Monday to Friday) or you can email them (help@nspcc.org.uk) if you believe a child is in immediate danger call 999.

### **Managing allegations of abuse made against teachers (including supply teachers) other staff, volunteers and contractors**

**All** members of staff as well as volunteers in the school should report any concerns that they have about the conduct of another adult in school. If they have concerns they should **not** speak to the adult concerned, but go straight to either the Headteacher or Senior DSL immediately. Where an allegation is made against the Headteacher

or equivalent, the Trust HR Director, CEO and Chair of the Governing Body must be informed as well as the Local Authority Designated Officer (LADO) **01332 642376**.

All allegations about any other adults working in the school should be reported to Rachel Hannon, HR Director, [rachel.hannon@transformtrust.co.uk](mailto:rachel.hannon@transformtrust.co.uk), 0115 9825090 (option 5).

### Reporting Concerns to the Designated Safeguarding Leads

Any concern should be discussed in the first instance with *one of the designated leads or in their absence the Headteacher*, as soon as possible. **If at any point, there is a risk of immediate serious harm to a child, a referral should be made to Children's Social Care or the police immediately. Under Keeping Children Safe in Education guidance, it is made clear that all staff should know how to make a referral.** The National Police Chief Council (NPCC) have produced guidance of when to call the police, it also gives guidance of what you can expect to happen when you do make a report.

All concerns must be reported and recorded. Staff should alert the DSL if information regarding a child is recorded on another system in school so that it can be logged on MyConcern (e.g. persistent absence information held on Scholarpack). This helps the safeguarding team build a chronology of the lived life of the child/ siblings/ wider family and can be used to help inform referrals to professional services.

#### Immediate response to the pupil

It is vital that our actions do not harm the pupil further or prejudice further enquiries, for example:

- Listen to the pupil, if you are shocked by what is being said, try not to show it.
  - It is OK to observe bruises but not to ask a pupil to remove their clothing to observe them.
  - If a disclosure is made:
    - accept what the pupil says;
    - stay calm, the pace should be dictated by the pupil without them being pressed for detail by asking leading questions such as “what did s/he do next?” It is your role to listen - not to investigate;
    - use open questions such as “is there anything else you want to tell me?” or “yes?” or “and?”;
    - be careful not to burden the pupil with guilt by asking questions like “why didn't you tell me before?”;
    - acknowledge how hard it was for the pupil to tell you;
    - do not criticise the perpetrator, the pupil might have a relationship with them;
- do not promise confidentiality, reassure the pupil that they have done the right thing, explain whom you will have to tell (the designated lead) and why; and, depending on the pupil's age, what the next stage will be. It is important that you avoid making promises that you cannot keep such as “I'll stay with you all the time” or “it will be all right now”.**

#### Recording information

- All concerns should be reported using MyConcern.
- All staff members have a secure password to access to MyConcern from any web enabled device that is linked using a school email address. Personal email addresses are not to be used, and the Trust DSL will audit this.
- If the concern is urgent then this should be recorded promptly and flagged as urgent on MyConcern.

- All concerns should be followed up with a conversation with a DSL, urgent concerns should be followed up with a conversation immediately.
- All concerns should be logged before you leave the premises on that day.
- All concerns should be categorised consistently with the agreed Transform categories.
- For those staff members who do not have access to MyConcern a paper version of the form will be available at all times and must be completed and returned to the DSL as per the School policy (as above).

#### **All concerns should**

- Note the date, time, place and context of disclosure or concern, facts and not assumption, opinion or interpretation.
- If it is observation of bruising or an injury try to record detail, e.g. “right arm above elbow” and the body map **must** be used on MyConcern (paper body maps may be used and uploaded to the file). **Do not take photographs.**
- Note the non-verbal behaviour and the key words in the language used by the pupil (try not to translate into ‘proper terms’).

#### **Supporting pupils**

- The Staff, Transform Trust and Governors recognise that a child or young person who is abused or witnesses violence may find it difficult to develop and maintain a sense of self-worth. We recognise that in these circumstances pupils might feel helpless and humiliated, and that they might feel self-blame.
- We recognise that this school might provide the only stability in the lives of pupils who have been abused or who are at risk of harm.
- We accept that research shows that the behaviour of a pupil in these circumstances might range from that which is perceived to be normal to aggressive or withdrawn. We regularly update training and briefings to ensure all staff are as equipped to spot potential signs of abuse or neglect as possible.
- The school will support all pupils by: discussing child protection cases with due regard to safeguarding the pupil and his or her family; supporting individuals who are, or are thought to be, in need or at risk in line with NCSCB procedures; encouraging self-esteem and self-assertiveness; challenging and not condoning aggression, bullying or discriminatory behaviour; promoting a caring, safe and positive environment.
- We recognise that the provision of the right help at the right time is a key element of our wider safeguarding responsibilities.

#### **Confidentiality**

- The personal information about all pupils’ families is regarded by those who work in this school as confidential. All staff and volunteers need to be aware of the confidential nature of personal information and will adhere to the GDPR policy and guidance.
- KCSIE 2020, makes it clear that the Data Protection Act 2018 and GDPR do **not** prevent the sharing of information for the purposes of keeping children safe (KCSIE paragraph 85).
- Staff understand that they need know only enough to prepare them to act with sensitivity to a pupil and to refer concerns appropriately. The Designated Leads and Headteacher will disclose information about a pupil to other members of staff on a need to know basis only. It is inappropriate to provide all staff with detailed information about the pupil, incidents, the family and the consequent actions.

### **Staff must be aware that:**

- They cannot promise a pupil complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the pupil or other pupils safe.
- Where there are concerns about a pupil's welfare relevant agencies need to be involved at an early stage. If a member of staff or a volunteer has concerns about a pupil's welfare, or if a pupil discloses that s/he is suffering abuse or reveals information that gives grounds for concern, the member of staff must speak to their Designated Lead with a view to passing on the information.

### **Working with Parents/Carers**

- Parents and Carers play an important role in protecting their children from harm.
- In most cases, the school will discuss concerns about a pupil with the family and, where appropriate, seek their agreement to making referrals to Children and Families Direct.
- Where there are any doubts, the Designated lead should clarify with Children and Families Direct on **01332 642351**.
- The pupil's views will be considered in deciding whether to inform the family, particularly where the pupil is sufficiently mature to make informed judgments about the issues, and about consenting to that.
- The school aims to help parents understand that the school, like all others, has a duty to safeguard and promote the welfare of all pupils. The school may need to share information and work in partnership with other agencies when there are concerns about a pupil's welfare.

### **The Child's wishes**

*"Where there is a safeguarding concern, governing bodies, proprietors and school or college leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place for children to express their views and give feedback. Ultimately, all systems and processes should operate with the **best interests of the child at their heart**" (KCSIE, 2020 paragraph 107)*

### **Looked After Children**

Supporting children in care is a key priority for our school. We recognise that the needs of this group of children can only be effectively met when all agencies work together. To ensure we have a coordinated approach to meeting the needs of children in care who attend our school we have a designated lead, who is **Arvinder Badwal**.

### **Prevention in the Curriculum**

- The school recognises the importance of developing pupils' awareness of behaviour that is unacceptable towards them and others, and how they can help keep themselves and others safe.
- The PSHE programme *in each key stage* provides personal development opportunities for pupils to learn about keeping safe and who to ask for help if their safety is threatened. As part of developing a healthy, safer lifestyle, pupils are taught to, for example:
  - safely explore their own and others' attitudes
  - recognise and manage risks in different situations and how to behave responsibly
  - judge what kind of physical contact is acceptable and unacceptable
  - recognise when pressure from others (including people they know) threatens their:

- personal safety and well-being and develop effective ways of resisting pressure;
- including knowing when and where to get help
- use assertiveness techniques to resist unhelpful pressure.
- How to keep safe online
- The risks associated with sharing indecent images of, or information about, themselves. This is something that is often referred to as Sexting. Research indicates that this is increasingly associated with concerns such as sexual exploitation. Our work in this area is based on the guidance set out in Sexting in Schools and Colleges: Responding to Incidents and Safeguarding Young People.
- School staff should be aware of the schools position statement on Sexting (also referred to as Youth Produced Imagery).

### Remote Learning Safety

Schools are developing their curriculum that can be adjusted for remote learning since COVID-19. There should be clear guidance on how children and their families engage with remote /live learning. It is essential that children and adults are safeguarded from potential harmful and inappropriate material. Refer to Annex C of KCSIE 2020 for further information about how this can be achieved.

### Mental Health

Schools have an important role to play in supporting the mental health and wellbeing of our pupils. In some cases mental health concerns can be an indicator that the child has or is at risk of suffering some form of abuse, neglect or exploitation. Schools should be familiar with the guidance document Mental Health and Behaviour in schools. **Arvinder Badwal has received training on Mentally Healthy Schools and is our named Mental Health Ambassador.**

### Definitions, Signs and Symptoms of the four kinds of Abuse and Neglect

**Abuse**, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

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

(See appendix 3 for signs and symptoms of physical abuse)

**Emotional abuse** is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**Emotional abuse** may involve:

- Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

- Not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate.
- Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.
- Seeing or hearing the ill-treatment of another.
- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

(See Appendix 4 for signs and symptoms of emotional abuse).

**Sexual abuse** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve:

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

(See Appendix 5 for signs and symptoms of sexual abuse).

**Neglect** is the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

- 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. It can be difficult to know when to take action to protect a child from neglect, ensure that staff know who they can approach to voice their concerns and discuss next steps.

One off signs may not mean that a child is being neglected. Knowing when a child or family need help requires someone to recognise that there are ongoing or persistent patterns of neglect.

## Particularly Vulnerable Groups

Some children and young people may be particularly vulnerable to abuse and harm, which is documented in Section 35 of the Safeguarding Vulnerable Groups Act 2006. This includes for example privately fostered children, children with a disability, children with communication needs. Certain forms of behaviour can also increase the vulnerability of a young person such as drug or alcohol misuse. The designated safeguarding lead should be aware of the range of guidance that is available and vigilant to concerns being raised by staff and children which need to be reported in accordance with national (Government) and local (NCSCB) procedures without delay. The lead should also ensure staff working with children are alert to signs which may indicate possible abuse or harm.

### Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

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

#### Child Sexual Exploitation

The sexual exploitation of children and young people (CSE) under 18 is defined as that which:

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

Child sexual exploitation can occur through the use of technology without the child’s immediate recognition; for example being persuaded to post sexual images on the Internet/mobile phones without 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’ (Department for Education, 2012).

Child sexual exploitation is a form of abuse which involves children (male and female, of different ethnic origins and of different ages) receiving something in exchange for sexual activity. Schools are well placed to prevent, identify and respond to children at risk of sexual exploitation.

#### Who is at risk?

Child sexual exploitation can happen to any young person from any background. Although the research suggests that the females are more vulnerable to CSE, boys and young men are also victims of this type of abuse.

The characteristics common to all victims of CSE are not those of age, ethnicity or gender, rather their powerlessness and vulnerability. Victims often do not recognise that they are being exploited because they will have been groomed by their abuser(s). As a result, victims do not make informed choices to enter into, or remain involved in, sexually exploitative situations but do so from coercion, enticement, manipulation or fear. Sexual exploitation can happen face to face and it can happen online. It can also occur between young people.

In all its forms, CSE is child abuse and should be treated as a child safeguarding issue. Full details can be found on **page 84 of KCSIE 2020 which** gives further guidance.

### **Child Criminal Exploitation**

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity for:

- a) in exchange for something the victim needs or wants, and/ or
- b) for the financial or other advantage of the perpetrator or facilitator and/or
- c) through violence or the threat of violence.

Data shows children as young as 8 can become victims of CCE.

### **County Lines**

**Page 85 of KCSIE, 2020** documents how children can be at risk of exploitation in a geographically widespread form of abuse relating to drug and gang cultures. Children are moved around the area and in some cases across the country to carry drugs, money and other illegal activities. Further information is available in the document produced by the Home Office - **Criminal Exploitation of children and vulnerable adults: County Lines guidance.**

### **Preventing Radicalisation**

Preventing violent extremism by countering the ideology of extremism and by identifying those who are being drawn into radicalism has for some time formed part of our approach to safeguarding. The Counter-terrorism and Security Act 2015 now imposes a duty on a wide range of bodies including all schools to respond when they become concerned that a child is being, or is at risk of, becoming radicalised. Compliance will be monitored through various inspection regimes such as Ofsted that will be looking to see that organisations have assessed the level of risk and that staff are appropriately trained to look out for signs of radicalisation. Also schools will be monitored to ensure they are aware of the process for making referrals to Channel, the panel that reviews and refers individuals to programmes to challenge extremist ideology.

Statutory guidance has been published and is available here:

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

If you have any concerns about individuals who may be being drawn into support for extremist ideology, please contact at your regional police Prevent Team who will then contact you to discuss whether a referral should be made. Although a police team, their role is to support early intervention so that vulnerable children or adults do not end up facing criminal sanctions.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

Staff will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding children board and local police force.

Staff will ensure that suitable internet filtering is in place, and equip our pupils to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils' behaviour.

The government website [Educate Against Hate](#) and charity [NSPCC](#) say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves.
- Becoming susceptible to conspiracy theories and feelings of persecution.
- Changes in friendship groups and appearance.
- Rejecting activities they used to enjoy.
- Converting to a new religion.
- Isolating themselves from family and friends.
- Talking as if from a scripted speech.
- An unwillingness or inability to discuss their views.
- A sudden disrespectful attitude towards others.
- Increased levels of anger.
- Increased secretiveness, especially around internet use.
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions.
- Accessing extremist material online, including on Facebook or Twitter.
- Possessing extremist literature.
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations.

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

Staff should **always** take action if they are worried. All staff are responsible as individuals to report any concerns.

### Honour-Based Violence (HBV)

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and

practices such as breast ironing. All forms of so called HBV are abuse and illegal in the UK (regardless of the motivation) and should be handled and escalated as such.

Where staff are concerned that a child might be at risk of HBV, they must contact the Designated Safeguarding Lead as a matter of urgency.

### Female Genital Mutilation

Female genital mutilation (FGM) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

#### Risk factors for FGM include:

- Low level of integration into UK society.
- Mother or a sister who has undergone FGM.
- Girls who are withdrawn from PSHE.
- Visiting female elder from the country of origin.
- Being taken on a long holiday to the country of origin.
- Talk about a 'special' procedure to become a woman.

#### Symptoms of FGM

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM.

#### Potential indications that FGM may have already taken place may include:

- Difficulty walking, sitting or standing and may even look uncomfortable.
- Spending longer than normal in the bathroom or toilet due to difficulties urinating.
- Spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- Frequent urinary, menstrual or stomach problems.
- Prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return.
- Reluctance to undergo normal medical examinations.
- Confiding in a professional without being explicit about the problem due to embarrassment or fear.
- Talking about pain or discomfort between her legs.

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure.

Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal** duty on **teachers**. If a **teacher**, in the course of their work

in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher **must** report this to the police. **(KCSIE 2020 paragraph 33)**.  
(See Appendix 7 which identifies countries that practice FGM).

### Children Missing from Education (cmie)

A child going missing from education is a potential indicator of abuse or neglect, and such children are at risk of being victims of harm, exploitation or radicalisation.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect.
- Come from Gypsy, Roma, or Traveller families.
- Come from the families of service personnel.
- Go missing or run away from home or care.
- Are supervised by the youth justice system.
- Cease to attend a school.
- Come from new migrant families.

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is in immediate danger or at risk of harm.

### Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the Designated Safeguarding Lead when they become aware of private fostering arrangements. The Designated Safeguarding Lead will speak to the family of the child involved to check that they are aware of their duty to inform the local authority.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

#### **Child on Child Sexual Violence/Sexual Harassment (SVSH)**

KCSIE 2020 (Part 5) documents how schools should manage reports of child on child sexual violence and sexual harassment. The schools safeguarding policy should document how staff should manage allegations and how they should put measures in place to safeguard the alleged victim and alleged perpetrator.

All staff must be trained to deal with these allegations and how to make a referral to the relevant authorities such as the police. There is additional guidance available for allegations about online abuse at the UKCCIS sexting advice document.

KCSIE is very clear that any allegation regarding sexual violence and / or sexual harassment is not acceptable and will not be tolerated. Allegations should not be passed off by any party as “Banter” “Part of growing up” or “having a laugh”.

#### **Peer on Peer Abuse including Sexting and Upskirting**

Staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender-based violence/sexual assaults and sexting.

Abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. Different gender issues can be prevalent when dealing with peer on peer abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

At **Pear Tree Community Junior 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 pupils.

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.

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 an older pupil and refers to their behaviour towards a younger 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 pupils.

At **Pear Tree Community Junior School** we will support the victims of peer on peer abuse by ensuring that school is a safe environment for them; listening carefully and fairly to the issues that have been disclosed; putting immediate actions into place to ensure that the child/ren feel safe again; discussing steps forward with staff and parents; completing risk assessments and ensuring appropriate staff are aware; involving external agencies as appropriate.

### **Sexting**

In cases of 'sexting' we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in August 2016: 'Sexting in schools and colleges, responding to incidents, and safeguarding young people'.

### **Upskirting**

The Voyeurism (Offences) Act, often referred to as Upskirting Act was introduced on 19<sup>th</sup> April 2019. Upskirting is defined by KCSIE, 2019 is "typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm." Upskirting is illegal, and the perpetrator can face up to 2 years in prison. **The victim can be any gender.**

## **Mobile Devices**

Appropriate use of mobile devices is essential at **Pear Tree Community Junior School**. The use of mobile devices must not detract from the quality of supervision and care of children. All parents have the mobile phone number that is used by the school and are encouraged to text or phone on that number. Practitioners are able to use their personal mobile phones during their break times. During working hours they must be kept out of the reach of

children and parents, in a secure area accessible only to staff. All staff are made aware of their duty to follow this procedure which is set out in the Code of Conduct.

Visitors to schools are requested not to use their mobile phones (or other personal devices) on the premises.

We believe that photographs validate children's experiences and achievements and are a valuable way of recording milestones in a child's life. Parental permission for the different ways in which we use photographs is gained as part of the initial registration. We take a mixture of photos that reflect the pre-school environment; sometimes this will be when children are engrossed in an activity either on their own or with their peers. Children are encouraged to use the camera to take photos of their peers. In order to safeguard children and adults, and to maintain privacy, cameras are not to be taken into the toilets by adults or children. All adults whether teachers/practitioners or volunteers at Pear Tree Community Junior School understand the difference between appropriate and inappropriate sharing of images. All images are kept securely in compliance with the Data Protection Act.

### **Children who Self-harm**

Staff should always be mindful of the underlying factors which may lead a child or young person of any age to self-harm. This is particularly the case for children of primary school age as self-harm in this age group is uncommon. Where information comes to the attention of practitioners which suggests that a primary age child has self-harmed serious consideration must be given to whether there are other underlying factors, including abuse. All such cases should be discussed with children's social care.

Even in those unusual cases where a primary age child is thought to have self-harmed it is important to recognise that this behaviour is an indicator of emotional distress and the child will need support to address this.

### **Children with Special Educational Needs and Disabilities (SEND)**

Children and young people with special educational needs and disabilities can face additional safeguarding challenges because:

- there may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEND and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and
- difficulties may arise in overcoming communication barriers.

At Pear Tree Community Junior School, we are aware of the steps that we can take to support our children with SEND in regards to safeguarding and we work hard to build relationships with the child/ren and their families so that any issues can be easily spotted and discussed.

## Training

Regular training and discussion within the school environment is important and should be led by the Designated Leads for safeguarding. The Trust additionally provides opportunities for Designated Safeguarding Leads to network and share best practice with their peers across the Trust.

### *Timelines for training*

All safeguarding training should be refreshed within the required timeline issued by the Trust.

All staff, schools and Governing bodies should be open to new learning and keep up to date with changes made to national and local safeguarding policy, procedure and guidance including that provided by our safeguarding partners.

Schools need to evaluate and demonstrate how well they fulfil their statutory responsibilities and exercise professional judgment in Keeping Children Safe as outlined in Keeping Children Safe in Education 2020.

Safeguarding training records should be made available for viewing by the Trust Safeguarding Team and the Safeguarding Governor upon request.

## Schools and Partnerships

Schools invest time and other resources in partnership activity and this investment should be aimed at improving outcomes for pupils. The Local Authority actively promotes the benefits to schools of partnerships and in this case to safeguard and improve the outcomes for potentially vulnerable pupils. Examples of this are:

- **Parental E-learning (free): Child Sexual Exploitation** is a high profile issue. Secondary schools and academies are asked to promote this e-learning with their parents and carers as it is an opportunity to improve their awareness in identifying and responding to child sexual exploitation from a preventative or early intervention perspective. <http://www.paceuk.info/the-problem/keep-them-safe/>. These tools can also be used by Primary school staff and adapted as appropriate.

## Further Guidance

To support the work around child protection and safeguarding, links to statutory, national and local guidance are below:

- **Child Sexual Exploitation ‘What to do if you suspect a child is being sexually exploited’**  
<https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited>
- **Female Genital Mutilation (FGM)**  
<http://media.education.gov.uk/assets/files/pdf/f/fgm%20guidance.pdf>
- **Children who may have been trafficked**

<https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>

- **Gang and Knife Crime DCSF – 00064-2010**  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/288804/Safeguardingchildren\\_Gang\\_activity.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/288804/Safeguardingchildren_Gang_activity.pdf)
- **Homophobic, Transphobic Bullying**  
<https://www.gov.uk/government/news/homophobic-bullying-in-schools-project-gets-underway>
- **Guidance is also available on the NCSCB Website for Children with Looked After Status and Children Missing from Home and Care**
- **Private fostering arrangements**  
[www.privatefostering.org.uk](http://www.privatefostering.org.uk)
- **Sexting in Schools and Colleges**  
[www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/551575/6.2439\\_KG\\_NCA\\_Sexting\\_in\\_Schools\\_WEB\\_1\\_.PDF](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.2439_KG_NCA_Sexting_in_Schools_WEB_1_.PDF)
- **Further information and guidance around Disqualification by Association produced by Nottingham City Council's HR Advisory Service can be found here in the Downloads section:**  
<http://www.nottinghamcity.gov.uk/esn/index.aspx?articleid=19323>
- **Guidelines on supporting children with continence issues**  
<https://www.nice.org.uk/guidance/CG111/chapter/introduction>

**Policy reviewed by:**

**Headteacher**

**Date**

**DSL Natalie Bethell**

**Date 1.09.2020**

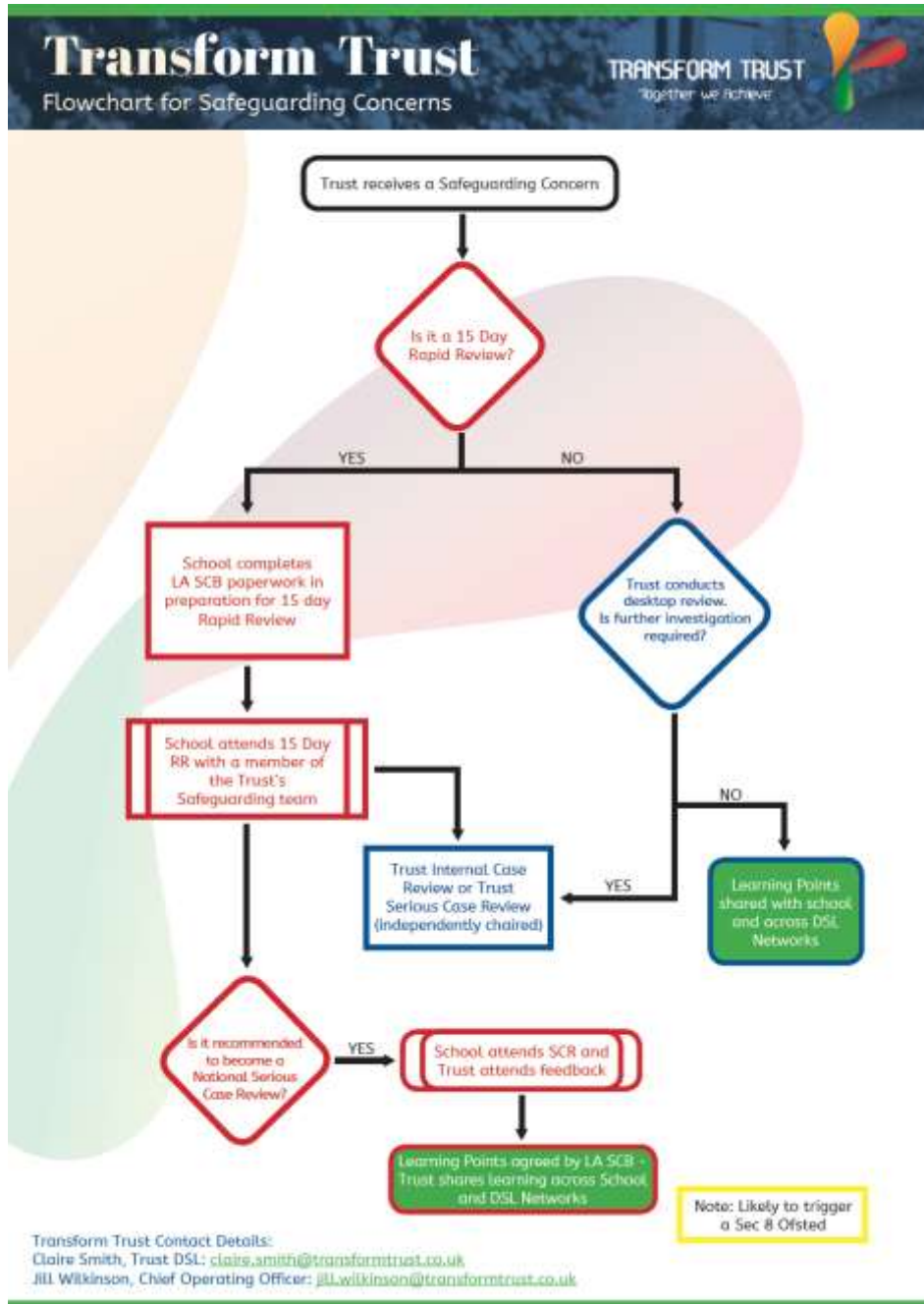
**Safeguarding Governor**

**Date**



**Appendix 1:**

**Transform's Flow Chart for managing serious Safeguarding Concerns**



## Appendix 2: Safer Recruitment and DBS checks – procedure

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

### Appointing new staff

When appointing new staff, we will:

- Verify their identity.
- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months.
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available.
- Verify their mental and physical fitness to carry out their work responsibilities.
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards.
- Verify their professional qualifications, as appropriate.
- Ensure they are not subject to a prohibition order if they are employed to be a teacher.
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent.
- Check that candidates taking up a management position are not subject to a prohibition from management (section 128) direction made by the secretary of state.
- Ask for written information about previous employment history and check that information is not contradictory or incomplete.
- We will seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments.
- We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare Disqualification (Regulations) 2009 and Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

### Regulated activity

Means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

### Existing staff

- If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.
- We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult:
- Where the 'harm test' is satisfied in respect of the individual (i.e. that no action or inaction occurred but the present risk that it could was significant)
- Where the individual has received a caution or conviction for a relevant offence
- If there is reason to believe that the individual has committed a listed relevant offence, under the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009
- If the individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left
- Agency and third-party staff
- We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.
- Contractors
- We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check. This will be:
  - An enhanced DBS check with barred list information for contractors engaging in regulated activity
  - An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children
- We will obtain the DBS check for self-employed contractors.
- We will not keep copies of such checks for longer than 6 months.
- Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.
- We will check the identity of all contractors and their staff on arrival at the school.
- Trainee/student teachers
- Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.
- Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.
- In both cases, this includes checks to ensure that individuals are not disqualified under the Childcare Disqualification (Regulations) 2009 and Childcare Act 2006.

### Volunteers

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity.
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity.

- Obtain an enhanced DBS check without barred list information for all volunteers who are not in regulated activity, but who have an opportunity to come into contact with children on a regular basis, for example, supervised volunteers.
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check for any volunteers not engaging in regulated activity.
- Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare Disqualification (Regulations) 2009 and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

### **Governors**

- All Governors will have an enhanced DBS check without barred list information. They will have an enhanced DBS check with barred list information if working in regulated activity.
- The chair of the board of trustees will have their DBS check countersigned by the secretary of state.
- All trustees, proprietors and local Governors will have the following checks:
- Section 128 direction *[only required for local Governors if they have been delegated any management responsibilities]*.
- Right to work in the UK.
- Other checks deemed necessary if they have lived or worked outside the UK.
- Adults who supervise pupils on work experience.
- When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.
- We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a pupil under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.
- Pupils staying with host families.

Where the school makes arrangements for pupils to be provided with care and accommodation by a host family to which they are not related (for example, during a foreign exchange visit), we will request enhanced DBS checks with barred list information on those people.

Where the school is organising such hosting arrangements overseas and host families cannot be checked in the same way, we will work with our partner schools abroad to ensure that similar assurances are undertaken prior to the visit.

### Appendix 3: Signs and Symptoms of Physical Abuse

#### Physical symptoms:

##### Bruises

- commonly on the head but also on the ear or neck or soft areas - the abdomen, back and buttocks
- defensive wounds commonly on the forearm, upper arm, back of the leg, hands or feet
- clusters of bruises on the upper arm, outside of the thigh or on the body
- bruises with dots of blood under the skin
- a bruised scalp and swollen eyes from hair being pulled violently
- bruises in the shape of a hand or object.

##### Burns or scalds

- can be from hot liquids, hot objects, flames, chemicals or electricity
- on the hands, back, shoulders or buttocks; scalds may be on lower limbs, both arms and/or both legs
- a clear edge to the burn or scald
- sometimes in the shape of an implement for example, a circular cigarette burn
- multiple burns or scalds.

##### Bite marks

- usually oval or circular in shape
- visible wounds, indentations or bruising from individual teeth.

##### Fractures or broken bones

- fractures to the ribs or the leg bones in babies
- multiple fractures or breaks at different stages of healing

##### Other injuries and health problems

- scarring
- effects of poisoning such as vomiting, drowsiness or seizures
- respiratory problems from drowning, suffocation or poisoning

##### Things you may notice

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.

## Appendix 4: Signs and Symptoms of Emotional Abuse

There often aren't any obvious physical symptoms of emotional abuse or neglect but you may spot signs in a child's actions or emotions.

Changes in emotions are a normal part of growing up, so it can be really difficult to tell if a child is being emotionally abused.

Babies and pre-school children who are being emotionally abused or neglected may:

- be overly-affectionate towards strangers or people they haven't known for very long
- lack confidence or become wary or anxious
- not appear to have a close relationship with their parent, e.g. when being taken to or collected from nursery etc.
- be aggressive or nasty towards other children and animals.

Older children may:

- use language, act in a way or know about things that you wouldn't expect them to know for their age
- struggle to control strong emotions or have extreme outbursts
- seem isolated from their parents
- lack social skills or have few, if any, friends.

Things you may notice

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

## Appendix 5: Signs and Symptoms of Sexual Abuse

Children who are sexually abused may:

### **Stay away from certain people**

- they might avoid being alone with people, such as family members or friends
- they could seem frightened of a person or reluctant to socialise with them.

### **Show sexual behaviour that's inappropriate for their age**

- a child might become sexually active at a young age
- they might be promiscuous
- they could use sexual language or know information that you wouldn't expect them to.

### **Have physical symptoms**

- anal or vaginal soreness
- an unusual discharge
- sexually transmitted infection (STI)
- pregnancy.

### **Things you may notice**

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.

## Appendix 6: Resolving Professional Disagreements (Escalation Procedure)

### Introduction

Problem resolution is an integral part of interagency working to safeguard children. It is often a sign of developing thinking within a dynamic process and can indicate a lack of clarity in current procedures or approach. Professional disagreement is only dysfunctional if not resolved in a constructive and timely fashion.

Effective working together depends on an open approach and honest relationships between agencies and a commitment to genuine partnership working. As part of this there needs to be a system in place to enable disagreements to be resolved to the satisfaction of practitioners and organisations involved. The aim should be to resolve difficulties at practitioner level between organisations, where this is possible, but where not the disagreement should be escalated until a resolution is achieved. Disagreements should not be left unresolved.

Disagreements could arise in a number of areas, but are most likely to arise around **thresholds, roles and responsibilities, the need for action and communication.**

It is important:

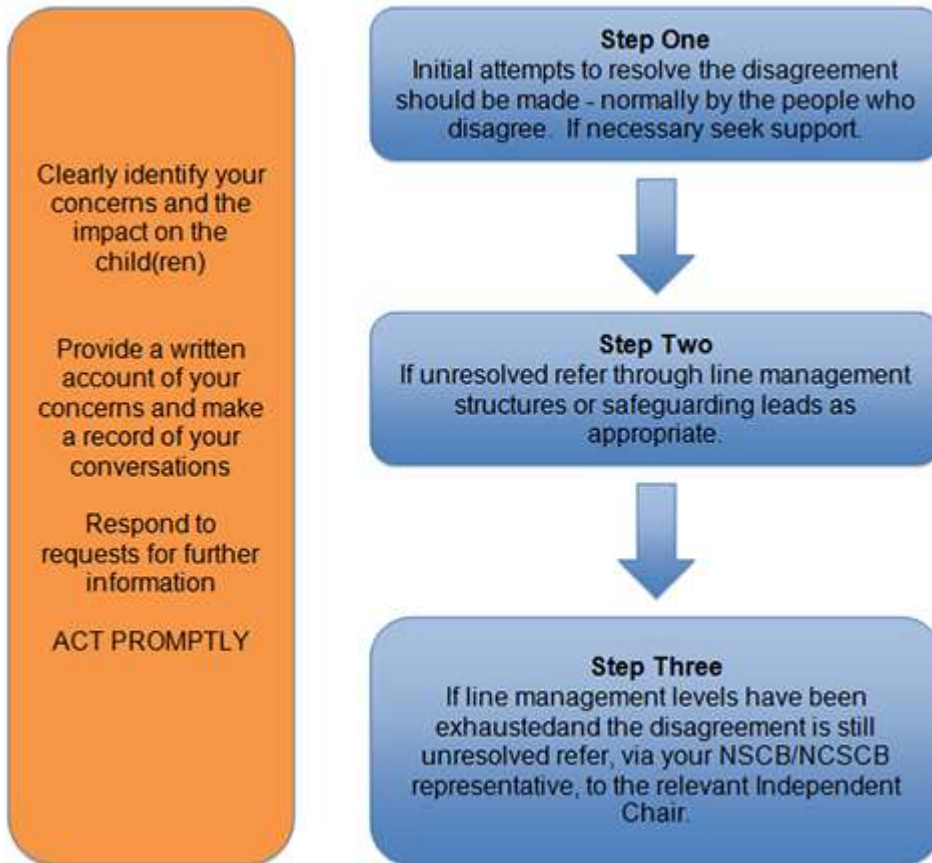
- To avoid professional disputes that put children at risk or obscure the focus on the child;
- To resolve difficulties (within and) between organisations quickly and openly;
- To identify problem areas in working together where there is a lack of clarity in existing procedures and to promote resolution via necessary amendments.

Throughout any dispute between individuals or organisations practitioners must remain child focused. The safety of individual child(ren) remain the paramount considerations.

With any dispute about thresholds, please refer to the appropriate pathway documents (Family Support Pathway in the City, Pathway to Provision in the County) to help articulate your concern.

**Further support for escalation procedures to professional agencies can be received from the Trust's Safeguarding Team.**

## Procedure



### Step One

Initial attempts should be taken to resolve the problem. This should normally be between the people who disagree. It should be recognised however that differences in status and/or experience may affect the confidence of some practitioners to pursue this unsupported. Practitioners should consult with their line manager or practitioner lead as appropriate.

### Step Two

If unresolved the problem should be referred to the practitioner's own line manager or their organisations safeguarding children lead, who will discuss with their opposite number in the other agency. At this stage it may be useful for the line managers/safeguarding children leads to agree a meeting between themselves and the concerned practitioners to assist with the exploration of the problem.

If the problem remains unresolved the line managers will refer to their line managers for consideration. This process will continue until a resolution can be found. At this stage you must notify the Trust's Safeguarding Team.

Note: some organisations may not have a defined line management structure and in these circumstances the practitioner with concerns about an unresolved disagreement should take responsibility for raising their concerns through the line management structure in the other agency.

### Step Three

In the rare circumstances where the problem cannot be resolved through line management arrangements, the matter will be referred to the Chair of the Safeguarding Children Board (SCB) who will offer mediation. Ideally, there agency representative on the relevant SCB will contact the Independent Chair and inform the Board Manager of this action. Where felt appropriate, a mediation meeting will be set up involving as a minimum the SCB Chair, the respective organisations Board representatives and the SCB manager.

A clear record should be kept at all stages, by all parties. In particular this must include written confirmation between the parties about an agreed outcome of the disagreement and how any outstanding issues will be pursued.

When the issue is resolved, any general issues should be identified and referred to the agency's representative on the SCB for consideration by the appropriate Local Safeguarding Children Board (LSCB) panel or group to inform future learning.

It may also be helpful for individuals to debrief following some disputes in order to promote continuing good working relationships.

### 3. Timescales

The timescale within which the processes set out above should take place will be dependent on the nature of the disagreement and what this may mean for the safety of the child. In some circumstances immediate action will be merited and progress through agency line management routes will need to take place **within 1 working day** and, in circumstances where there continues to be disagreement, the issue will be brought to the attention of the Independent Chair the following working day. In less urgent cases the whole process should be completed within no more than **4 weeks**.

When trying to resolve professional disagreements remember to:

- Clearly identify your concerns;
- Describe the impact on the child(ren);
- Set out what work has already been undertaken;
- Put all of the above in writing and provide it to the other agency and record details of conversations;
- Be responsive to obtaining/providing any additional information requested.



**Blank page**