

William Booth Primary and Nursery School

TRANSFORM TRUST

Child Protection and Safeguarding Policy

September 2018

WRITTEN IN CONJUNCTION WITH:

- Keeping Children Safe in Education (September 2018)
- 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 2017)

KEY PEOPLE

Designated Senior Leads:

Senior DSL	Seth James
Deputy DSL	Claire Paporozzi
DSL 3	Tamasine Swift
DSL 4	Claire Roberts

Safeguarding Link Governor:

Steve Oakley

Chair of Governors:

Steve Oakley
steve.oakley@nottinghamcity.gov.uk

Transform Trust Board of Trustees Safeguarding Lead

Rebecca Meredith 0115 9825090 (option 1)

Transform Trust Senior Designated Safeguarding Lead

Claire Smith 0115 9825090 (option 1) 07929 521578
Claire.smith@transformtrust.co.uk

Transform Trust Executive Team Safeguarding Strategic Overview Lead

Jill Wilkinson 0115 9825090 (option 1)
Jill.wilkinson@transformtrust.co.uk

Safeguarding in Education Team:

Gillian Quincey 0115 8765698

PREVENT:

101 (Extension 801 5060/5156)

Designated Officer (LADO):

Richard Powell (LADO)	0115 8762672
Eileen Moxon (admin)	0115 8762302

Consultation Line & Child(ren) Duty Team:

Consultation Line (DSLs only) 077 111 895 44
Children and Families Direct – 0115 876 4800
Emergency Duty Team – 0115 876 1000

Transform Trust and William Booth Primary and Nursery School: Safeguarding Statement

William Booth and Transform Trust are 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.

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

- *Anti-bullying and discrimination*
- *PSHE*
- *Drugs*
- *Confidentiality*
- *Behaviour and attendance*
- *DBS & Self-disclosure*
- *Induction of new staff and volunteers*
- *Special needs*
- *Health and safety including medical guidelines*
- *Safer recruitment*
- *Physical intervention and positive handling*
- *E-safety*
- *Staff Internet Policy including social media guidelines*
- *Management of Allegations*
- *Intimate Care*
- *Policy for the use of Mobile Phones and Cameras in Early Years and Foundation stage*
- *Whistleblowing policy*
- *Staff Conduct policy (Code of Conduct)*
- *Visitors' policy*

Introduction

At William Booth School, the Governors and staff 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 Transform 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 of the system, 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 2018.

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), Honour Based Violence (HBV) and Sexual Violence and Sexual Harassment (SVSH). Guidance on Child on Child SVSH is a new section in Keeping Children Safe in Education, 2018.
- 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.
- Highlight the connection between the safeguarding Policy and the school's policy for safe recruitment of staff and volunteers, and for managing allegations

Definition of Safeguarding/Child Protection

At William Booth we encourage all staff to understand that Safeguarding and Child Protection are two different things:

Safeguarding is what we do for all our pupils;

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. This policy applies to **all** staff, Governors, volunteers and visitors to the school

Responsibilities

The Governing Body:

Has a named and trained link governor for Safeguarding/Looked After Children: Steve Oakley.

- Will ensure a member of the governing body is nominated to liaise with the Local Authority, the Trust 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.
- Will ensure that all staff and volunteers are aware of the indicators of abuse and neglect as outlined in KCSIE, 2018 – paragraph 43-48. This includes abuse, physical abuse, emotional abuse, sexual abuse and neglect.
- Will 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.
- Will 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).
- Will ensure that the school creates a culture of Safer Recruitment and, as part of that, adopts 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 2018).
- Staff, Governors and volunteers are aware of the 4 types of indicators of abuse/neglect.
- Has appointed a member of staff of the school's leadership team to the role of Senior Designated Safeguarding Lead.
- Will 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.
- Monitors the adequacy of resources committed to child safeguarding, and the staff and governor training profile.
- Recognises 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).
- Will make sure that the child safeguarding policy is available to parents and children on request.
- Will 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 either via the school website or by other means.
- 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 with 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.
- 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).

Allegations against the Headteacher

Where an allegation is made against the Headteacher or equivalent, the Chair of the Governing Body, or equivalent, must be informed as well as the Local Authority Designated Officer (LADO) (Richard Powell: 0115 8762672), and the Trust Senior DSL, Claire Smith (claire.smith@transformtrust.co.uk or call 0115 9825090 (option 1) or 07929 5215578).

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

- | | |
|-------------------------|-----------------------------------|
| 1. Senior DSL in school | Seth James |
| 2. Deputy DSL in school | Claire Paporozzi |
| 3. DSL 3 and DSL 4 | Tamasine Swift and Claire Roberts |

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 throughout the year through the DSL network conferences, as well as other training where appropriate;
- 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 DSL, Claire Smith);
- 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 or volunteers do not have access to MyConcern, ensure that they can record concerns effectively with a concern form, with the support of a colleague where necessary/appropriate

Designated Leads will ensure that:

- Records of concerns are kept on MyConcern, even if there is no immediate need for referral; and monitored and assessed appropriately.
- All historic child protection records are marked as such and kept securely locked away. Access to electronic records is differently password protected from the pupils' other files, and accessible only by appropriate members of staff.
- 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.
- 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.
- 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 (2018);
- 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 2018;
- 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, September 2018 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
- a 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, if you believe a child is in immediate danger call 999.

Reporting concerns to the Designated Leads

Any concern should be discussed in the first instance with *one of the designated leads and/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. Anybody can make such a referral.**

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 MyConcerns 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 must be reported clearly and verbally to a DSL.
- Wherever necessary, concerns should be followed up with a conversation with a DSL.
- All concerns should be logged before you leave the premises on that day.
- All concerns should be categorized consistently.
- 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 use the body maps provided on the system. 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.
- 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 **0115 876 4800**, whether, and if so when and by whom, the parents should be told about the referral. Alternatively they could ring the Consultation Line in Children's Duty to discuss this case. The number for this is 07711189544.
- 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, 2018)*

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 designated leads, who are Seth James and Claire Roberts.

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.
- stay safe online
- understand 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.

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.

Concerns must be reported and recorded. This helps social workers and other professionals build up a picture of a child's life over time. Concerns can be logged on MyConcern and then a picture will build of any cases where action needs to be taken.

Particularly Vulnerable Groups

Some children and young people may be particularly vulnerable to abuse and harm, which is document 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 behavior 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

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 77 of KCSIE 2018.

County Lines

Page 77 of KCSIE 2018, 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 or SRE lessons
- 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 2018 section 34)
(See Appendix 7 which identifies countries that practice FGM)

Children missing from education

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 introduced a new section in its latest version (Part 5) which 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

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 William Booth 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 William Booth we will support the victims of peer on peer abuse by:

- Fully investigating any incident.
- Ensuring that the victim receives timely and appropriate support. This may include working closely with families and other agencies.
- Taking appropriate steps to prevent any further incidents.

- Direct work and/or sanctions for any perpetrators to prevent further incidents.
- Recording concerns and actions and monitoring the situation to ensure that the victim is progressing and any abuse has ended.
- Ensuring that all relevant staff and – where appropriate governors – are aware of the issue.

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'.

Mobile Phones and Cameras in Early Years and Foundation Stage

Appropriate use of mobile phones is essential at William Booth Primary and Nursery School. The use of mobile phones 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 the setting (including/excluding parents/carers) are requested not to bring their mobile phones onto the premises or to hand them in at reception for collection on departure.

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 William Booth, 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

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 William Booth we identify pupils who might need more support to be kept safe or to keep themselves safe by:
 - *Using appropriate frameworks for planning and reviewing support, including: risk assessments, IEPs, Behaviour Profiles, provision maps, handling policies.*
 - *Ensuring that they receive additional support in school, as a way of ensuring their safety whilst at school and developing relationships that might be vital in safeguarding them against risks outside of school (e.g. key adults that they can talk to about worries).*
 - *Discussing such children at safeguarding review meetings and concentrating on each individual child's vulnerabilities and the best ways in which to meet these.*
 - *Holding responsive strategy meetings within school when a need is identified.*
 - *Focusing on the voice of the child in all instances.*

Professional Development

The Governors recognise that all staff and volunteers who work with pupils aged up to 18 years need to have appropriate child safeguarding training that equips them to recognise and respond to pupil welfare concerns.

We will ensure staff are given mandatory induction, which includes familiarisation with child safeguarding policy, part 1 of Keeping Children Safe in Education, staff behaviour policy, the designated leads in the school, their responsibilities and procedures to be followed.

All training, including multi-agency training, is recorded in the school Safeguarding Record file. All existing staff read Part One of KCSIE and Annex A annually and receive ongoing training throughout the year through a mixture of online learning, written and verbal briefings, external face-to-face training and any other appropriate means. On induction all staff read Part One of KCSIE and Annex A, receive further guidance on school safeguarding policies and procedures (including information around which types of concern require immediate referral), the school's Local Safeguarding Context information sheet and information of specific children relevant to their role.

- A report of the school's safeguarding training record is presented to the Governors annually so that they can ensure that training is appropriately provided for all staff. This report is also shared with staff to enable them to contribute to the development of safeguarding practice in the school.
- A training register is kept to indicate when staff and Governors have been trained and this in turn informs the *annual* report to Governors.

- Safer recruitment training has been attended by: Claire Paparozzi, Tamasine Swift, Helen Hicks and Seth James.

Training

Regular training and discussion within the school environment is important and should be led by the Designated Leads for safeguarding.

Timelines for training:

- Designated Safeguarding Lead training: refreshed **within every two years** (statutory requirement), or through attendance at the NCSCB DSL conferences.
- Whole school training: to be refreshed annually, using either face to face briefings or online training through SSS Learning (certified CPD) or equivalent.
- Safer recruitment training, through SSS Learning (certified CPD) or equivalent.
- All staff will receive regular updates throughout the school year which will be recorded in the schools training log.

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 2018.

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**
 - **Pint Size Theatre (LuvU2)**
 - **NSPCC Child line Project**
 - **DARE (Drugs Aware)**
 - **GREAT project (Good Relationships are Equal and Trusting)**
 - **Street Aware**

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
- **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
- **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
- **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 and DSL

27th September 2018

Safeguarding Governor

27th September 2018

Chair of Governors

27th September 2018

Appendix 1: safer recruitment and DBS checks – policy and procedures

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.

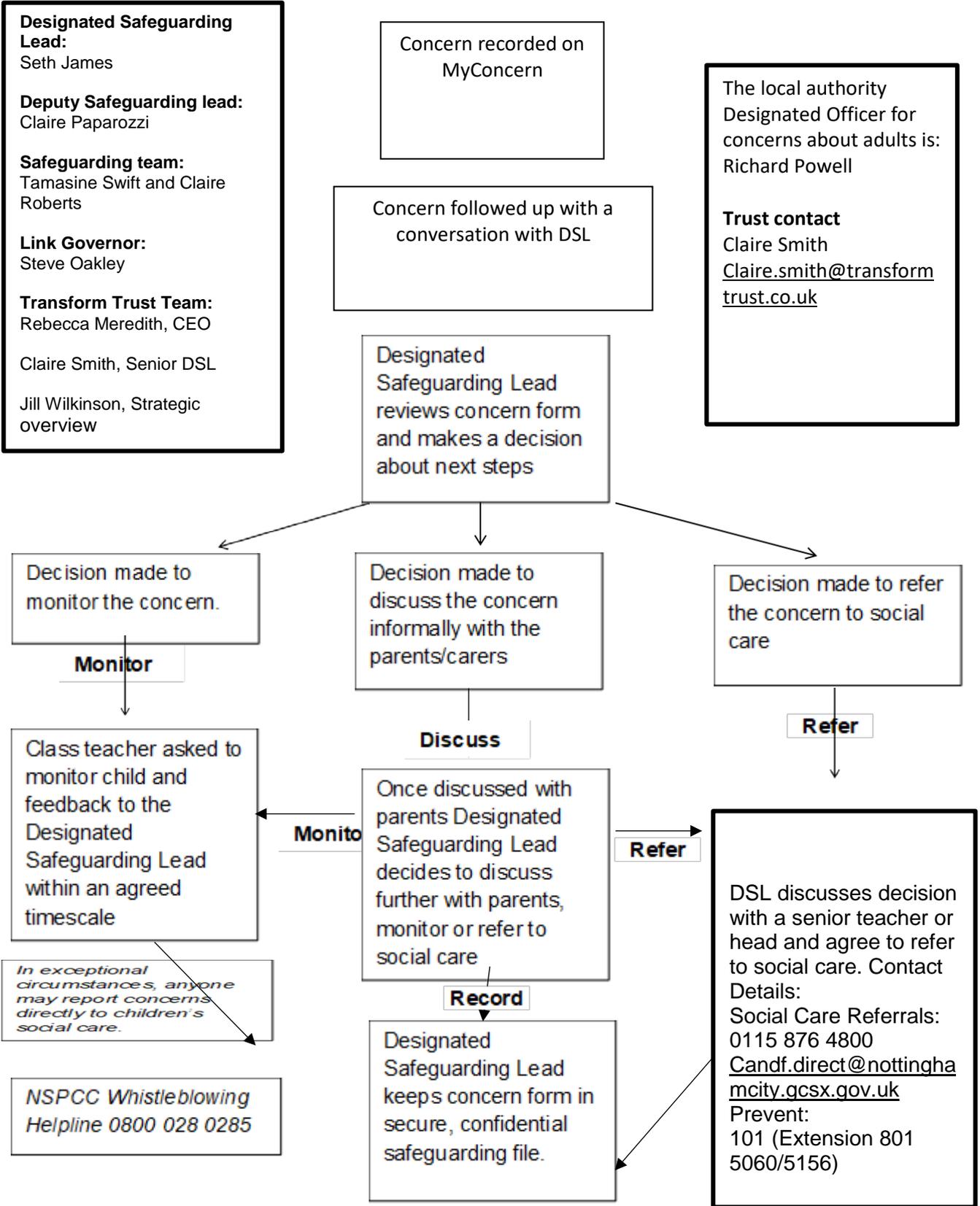
Governors

- 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 2: **FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD**



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.**

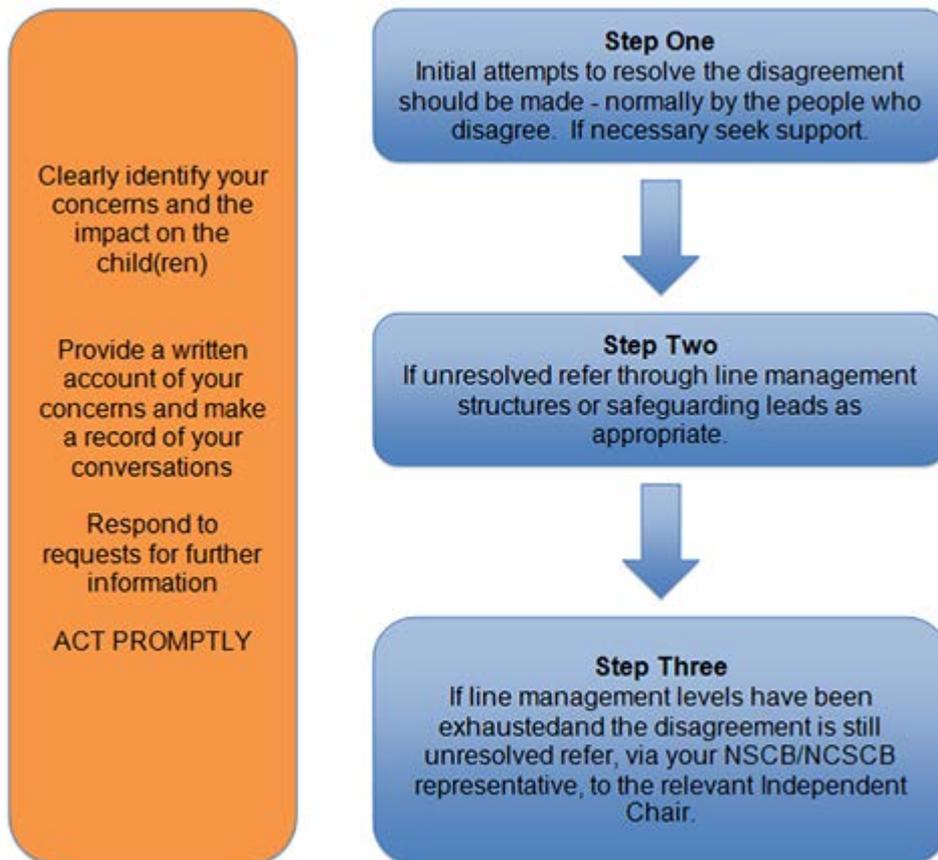
It is important:

- 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.

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.

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**.

Effective Escalation

When trying to resolve professional disagreements remember to:

Clearly identify your concerns;

Describe the impact on the child(ren);

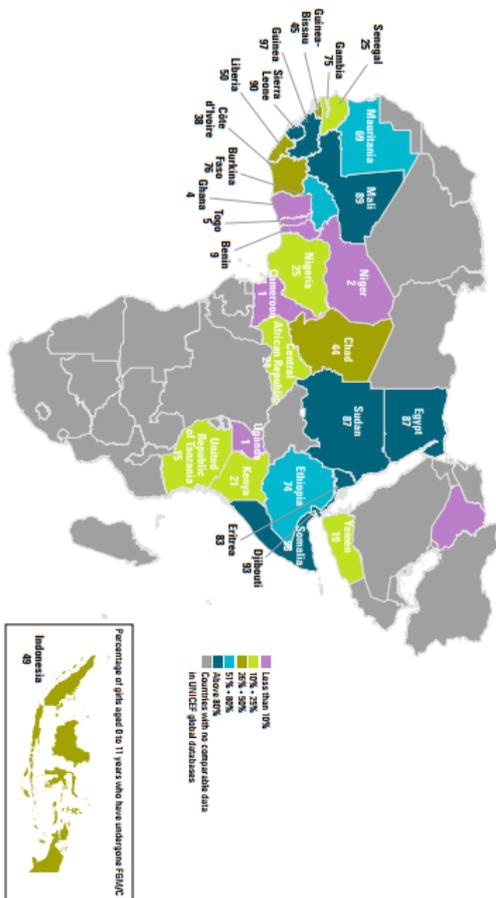
Set out what work has already been undertaken;

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.

Appendix 7: Countries that practice FGM

Part 6: Countries that practice FGM



- FGM has also been documented in communities including:
- Iraq
 - Israel
 - Oman
 - the United Arab Emirates
 - the Occupied Palestinian Territories
 - India
 - Indonesia
 - Malaysia
 - Pakistan

Percentage of girls and women aged 15 to 49 years who have undergone FGM/C

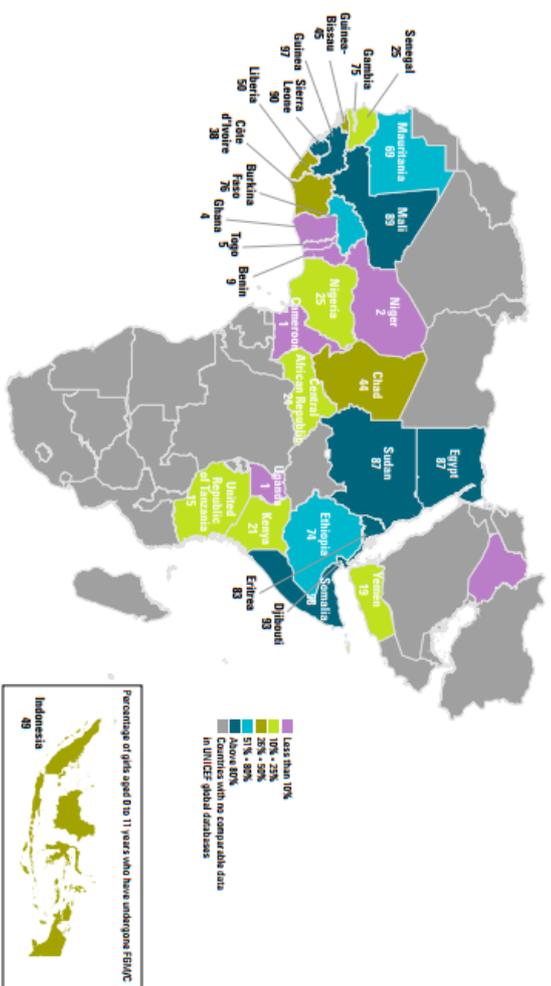
Note: In Liberia, girls and women who have heard of the Sande society were asked whether they were members; this provides indirect information on FGM/C since it is performed during initiation into the society. Data for Indonesia refer to girls aged 0 to 11 years since prevalence data on FGM/C among girls and women aged 15 to 49 years is not available.

Source: UNICEF global databases, 2016, based on DHS, MICS and other nationally representative surveys, 2004-2015.

<http://data.unicef.org/child-protection/fgm/c.htm#sthash:1hVU5MkAdUf>

NB: In February 2016 UNICEF published a report updating their information on the global prevalence of FGM including new data on Indonesia revealing that 49% of girls there have undergone FGM (and half of those procedures were carried out by a medical professional).

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