

# Child Protection & Safeguarding Policy

## Including EYFS (7A, 7G,7I)

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# Yateley Manor Child Protection & Safeguarding Policy Including EYFS

## 1. Policy Statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children at Yateley Manor. We make every effort to provide a safe and welcoming environment underpinned by a culture of openness where both children and adults feel secure, able to talk and believe that they are being listened to. We maintain an attitude of 'it could happen here' where safeguarding is concerned.

The purpose of this policy is to provide staff, volunteers and governors with the framework they need in order to keep children safe and secure in our school and to inform parents and guardians how we will safeguard their children whilst they are in our care. The policy is reviewed and updated annually and is available on the school website. A hard copy is also available on request from the main school reception.

Our business is to know everyone as an individual and to provide a secure and caring environment so that every pupil can learn in safety. We expect respect and good manners to be shown by everyone so that every pupil can develop his/her full potential and feel positive about him/herself as an individual. All pupils should care for and support each other.

This policy applies to all pupils in the school ***including those in EYFS and*** should be read in conjunction with Yateley Manor's **Staff Recruitment Policy, Whistleblowing Policy, Whole School Behaviour Policy, Low Level Concerns Policy** and the **Staff Code of Conduct Policy**. The staff code of conduct provides clear guidance about behaviour and actions so as not to place pupils and staff at risk of harm or of allegation of harm to a pupil. All of the above school policies can be found on the school intranet and in some cases on the school's website [www.yateleymanor.com/Inspection-Report-and-Policies](http://www.yateleymanor.com/Inspection-Report-and-Policies)

Specific guidance is available to staff within the procedure documents.

## 2. Policy Outline

This policy is based on the model Safeguarding and Child Protection Policies published by Hampshire Safeguarding Children's Partnership [HSCP] and has regard to the following legislation and guidance:

- The Children Act 1989
- Education Act 2002
- The Children Act 2004
- Disqualification under the Child Care Act 2006 [2018]
- The Teachers' Standards 2012
- What to do if you are worried a child is being abused (March 2015)

- Working Together to Safeguard Children (July 2018)
- Keeping Children Safe in Education (September 2022)
- The Prevent Duty: Departmental advice for schools & childminders [June 2015]
- Revised Prevent Duty Guidance for England & Wales July 2015
- The use of social media for on-line radicalisation [July 2015]
- Mandatory Reporting of Female Genital Mutilation 2003 [Procedural Information; Home Office] 2016
- The Domestic Abuse Act April 2021

This policy is to be read in conjunction with the school's other policies and documents particularly those relating to pastoral care within the school.

The policy should be read in conjunction with the Staff Code of Conduct, the Low Level complaints Policy, the Whole School Behaviour Policy, The school Recruitment Policy and Whistleblowing policy. The Staff Code of Conduct provides clear guidance about behaviour and actions so as not to place pupils or staff at risk of harm from or of allegations of harm to a pupil. See also Appendix 13 for 'Whistleblowing in a Safeguarding context at Yateley Manor.

In September 2022 Hampshire Safeguarding Children's Partnership (HSCP) published Model Child Protection and Safeguarding Policy guidance and this policy has been produced with this guidance in mind. The policy is divided into two distinct sections: Part 1 focuses on Child Protection; while Part 2 focuses on Safeguarding and outlines the actions we take as a school to keep children safe and protect them from harm in all aspects of school life. The school has a duty to consider at all times the best interests of the pupil and take action to enable all pupils to achieve the best outcomes.

**Safeguarding and promoting the welfare of children is everyone's responsibility at Yateley Manor.**

In all matters relating to Child Protection, the school is responsible for ensuring that all action taken is in line with the HSCP procedures [or where appropriate the relevant local authority safeguarding board for that child e.g. Surrey/Berkshire]. The main role of the school in this procedure is to contribute to the identification, referral and assessment of children in need [of early help] and at risk, including those who may have suffered, those who may be suffering and those who are at risk of suffering significant harm.

All adults in the school have a key role to play in:

- Identifying children in need e.g. eating disorders, mental health issues etc thereby promoting the welfare of children
- Identifying children who have suffered or are at risk of suffering significant harm, thereby protecting children from being abused; and
- Preventing children from being harmed

In situations where there are Child Protection concerns, the role of the school is **NOT** to investigate but to recognize and refer.

**If in any doubt, seek advice from the DSL Simon Head (Deputy Head) or one of the deputies Clare Boyd (Matron), Claire Thompson [Assistant Head Upper School], Carly Skillett [Assistant Head Lower School], Laura Ball [SENCO] Robert Upton [Headmaster] or Emma Sewell [Holiday Club Manager]**

### 3. Policy Aims

- To provide staff with the framework to promote and safeguard the wellbeing of children and, in doing so, to ensure they meet their statutory responsibilities
- To ensure consistent good practice across the school
- To demonstrate our commitment to protecting children

#### 3.1 Definitions within this Document

- **Safeguarding** & promoting the welfare of children - defined as protecting children from maltreatment, preventing impairment of children's mental and physical health or development, ensuring that children are growing up in circumstances consistent with the provision of safe and effective care and taking action to enable children to have the best outcomes. [Working Together 2018/KCSIE 2022]
- **Child Protection** - is an aspect of safeguarding but is focused on how we respond to children who have been significantly harmed or are at risk of significant harm.
- **Abuse** - could mean neglect, physical, emotional or sexual abuse or any combination of these. Parents, carers and other people can harm children either by direct acts and/or failure to provide proper care. Explanations of these are given within the procedure document.
- **Staff** - applies to all those working for or on behalf of the school, full time or part time, in a paid or a voluntary capacity. This also includes parents and governors.
- **Child** - refers to all young people who have not yet reached their 18<sup>th</sup> birthday. On the whole, this will apply to pupils of our school; however the policy will extend to visiting children and students from other establishments
- **Parent** - refers to birth parents and other adults in a parenting role for example adoptive parents, step-parents, guardians and foster carers.

#### 3.2 Principles & Values

Safeguarding and Child Protection are everyone's responsibility at Yateley Manor

- Children at Yateley Manor have a right to feel secure and cannot learn effectively unless they do so.
- All children have a right to be protected from harm.
- All staff have a key role in prevention of harm and an equal responsibility to act on any suspicion or disclosure that may indicate a child is at risk of harm, either in the school or in the community, whilst taking into account *contextual safeguarding*.
- We acknowledge that it is essential that we work in partnership with other agencies that protect children and reduce risk and so we will engage in partnership working throughout the child protection process to safeguard children.

- Whilst the school will work openly with parents as far as possible, it reserves the right to contact Children's Social Care or the police, without notifying parents if this is believed to be in the child's best interests.
- All adults working within the school should maintain professional curiosity if they are concerned about a child.

## 4. Leadership & Management

We have established clear lines of accountability, training and advice to support the process of Child Protection and individual staff within that process. In this school, any individual can contact the designated Safeguarding Lead [DSL] or one of the Deputy Safeguarding Leads [DDSL's] if they have concerns about a young person.

**The School's Designated Safeguarding Lead (DSL) *including EYFS* is:**

### Simon Head (Deputy Head)



The DSL maintains close links with the Hampshire Safeguarding Children's Partnership and he is responsible for the updating of the Child Protection Policy in line with locally agreed inter-agency procedures. The DSL also has close links with both Berkshire and Surrey Safeguarding boards. **For detailed DSL see 4.2.**

In the absence or unavailability of the DSL, the Deputy Designated Safeguarding Leads are:



**Robert Upton**  
Lead for whole school  
(Headmaster)

**Carly Skillett**  
Lead for EYFS  
(Assistant Head Lower School)



**Laura Ball**  
Lead for whole school  
(SENCO)

**Claire Thompson**  
Lead for whole school  
(Assistant Head Upper School)



**Clare Boyd**  
Lead for whole school  
Club (School Matron)

**Emma Sewell**  
Lead for whole school & Holiday  
(Holiday Club Manager)



There is a nominated Safeguarding Governor who will take leadership responsibility for safeguarding. The nominated Safeguarding Governor is:



## • John Ashworth [Chairman of Governors]

The Chair of Governors **John Ashworth** will receive reports of allegations against the Headteacher and act on behalf of the governing body.

As an employer, we follow safer recruitment guidance as set out in KCSIE 2022

### 4.1 Management of Safeguarding

The DSL or Deputy DSL will always be available to discuss safeguarding concerns. During term time, the DSL and/or DDSL's will always be available during school hours for staff in the School to discuss any safeguarding concerns.

For out of term activities, such as for the Holiday Camp, the Holiday Club Manager, Emma Sewell, will report any concerns to the DSL and underwent HSCP DSL Refresher Training in January 2021 and this will be updated in December 2022.

All staff in our school are expected to be aware of the signs and symptoms of abuse and must be able to respond appropriately.

### 4.2 Training

All staff at Yateley Manor are expected to be aware of the signs and symptoms of abuse and must be able to respond appropriately.

All new members of staff are given Child Protection/Safeguarding training by the DSL as part of the Staff Training Day Programme each term. All new members of staff are also required to complete the On-line Educare training modules covering Child Protection/Safeguarding as well as the Prevent duty. This will give them relevant information on how they should react if they have any safeguarding/child protection concerns, and who they should talk to [See section on Induction for new staff in part 1 Child Protection for more information].

Every year all staff are updated on Safeguarding & Child Protection procedures by completing the on-line refresher module through Educare. Full 'Face to Face' Child Protection and Safeguarding Refresher Training for all staff last took place on September 1<sup>st</sup> 2022 and was delivered by the DSL. All Educare Training modules require staff to undertake an assessment at the end of the course and a certificate is issued to indicate successful completion.

All members of staff are also required to have read and understood KCSIE 2022 [Part 1] including Annex A and to confirm in writing that they have done so. The DSL goes through all key information contained within this document at annual 'face to face' refresher training with all staff as well as with all new members of staff, governors and volunteers at induction.

The DSL and Deputy DSL's also undertake refresher training through HSCP at least every other year to enable them to fulfil their role.

Any update in national or local guidance will be shared with all staff in briefings and then captured in the next whole school training. This policy will be updated during the year to reflect any changes brought about by new guidance.

### 4.3 Designated Safeguarding Lead Responsibilities (Job Description)

This list of responsibilities should be read in conjunction with the DSL role description as outlined in KCSIE 2022 including Annex A.

In this school the DSL [including EYFS] is **Simon Head** The Deputy DSL's are **Clare Boyd, Laura Ball, Carly Skillett, Emma Sewell, Claire Thompson and Robert Upton**

In addition to the role of all staff and the senior management, the DSL will:

- Refer cases to social care, and the police where appropriate, in a timely manner avoiding any delay that could place the child at more risk.
- Assist the Governing Body in fulfilling their safeguarding responsibilities set out in legislation and statutory guidance
- Attend appropriate training and demonstrate evidence of continuing professional development to carry out the role. The DSL last undertook DSL Refresher Training on October 19th 2022.
- Ensure every member of staff knows who the DSL and the Deputy DSL's are, have an awareness of the DSL role and know how to contact them.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns about a child to the DSL and concerns about an adult to the Headteacher.
- Ensure that those staff that need to know, are aware of those children who have experienced, or are experiencing abuse in order to promote their educational outcomes and provide the appropriate support.
- Ensure whole school training occurs regularly with at least annual updates so that staff and volunteers can fulfil their responsibilities knowledgeably.
- Ensure any members of staff joining the school outside of the agreed training schedule receive induction prior to commencement of their duties
- Keep records of child protection concerns securely and separately from the main pupil file and use these records to support the assessment and likelihood of risk.
- Ensure that safeguarding records are transferred accordingly (separate from pupil files) and in a timely fashion when a child transfers school including in-year transfers [Within 5 days of a child beginning at a new school]
- Ensure that where a pupil transfers school and is on a child protection plan or is a child looked after, their information is passed to the new school immediately and that the child's social worker is informed. Consideration is given to a transition meeting prior to moving if the case is complex or on-going.
- Be aware of the training opportunities and briefings provided by HSCP to ensure staff are aware of the latest local guidance on safeguarding
- Develop, implement and review procedures in the school that enable the identification and reporting of all cases, or suspected cases, of abuse
- Meet any other expectations set out for DSLs in KCSIE 2022 including Annexe 'A'.

#### **4.2.1. Designated Deputy Safeguarding Lead Responsibilities (Job Description) [DDSL]**

- The DDSLs are trained to the same level as the School's DSL. Robert Upton and Claire Thompson [DDSL's] last undertook DSL Refresher Training with HSCP in March 2022. Emma Sewell last undertook DSL training in January 2021 [Refresher Training to be undertaken on December 8<sup>th</sup> 2022] and Clare Boyd in November 2020 [Refresher training to be undertaken in November 2022]. Laura Ball undertook DSL Refresher Training on October 19<sup>th</sup> 2022.
- Their role is to work with, deputise, support and advise the DSL on all matters relating to Safeguarding and Child Protection.
- On the occasion the DSL is unavailable, each DDSL will deputise and follow the job description as outlined in 4.2.

#### **4.3 Governing Body Responsibilities**

The Governing Board have the following responsibilities:

- Ensure the school has effective safeguarding policies and procedures including a Child Protection Policy, a Low Level Concerns Policy, a Staff Behaviour Policy or Code of Conduct, a Behaviour Policy and a response to children who go missing from education.
- Ensure HSCP is informed in line with local requirements about the discharge of duties via the annual safeguarding audit.
- Recruitment, selection and induction follows safer recruitment practice, including all appropriate checks.
- Allegations against staff are dealt with by the headteacher. Allegations against the headteacher are dealt with by the Chair of Governors.
- A member of the Senior Leadership Team is appointed as Designated Safeguarding Lead (DSL) and has this recorded in their job description.
- Staff have been trained appropriately and this is updated in line with guidance
- Any safeguarding deficiencies or weaknesses are remedied without delay
- A nominated governor for safeguarding is identified.

The School Governor with particular responsibility for Child Protection & Safeguarding is:

- **John Ashworth [Chair of Governors]**

The School Governor with particular responsibility for Child Protection & Safeguarding is responsible for liaising with the DSL over all matters regarding Child Protection/Safeguarding issues and reporting back to the main governing board. The role is strategic rather than operational and he will not be involved in concerns about individual pupils. The DSL will liaise with the School Governor and produce a termly Report for governors. The DSL will submit this report to the School Governor in the week prior to the full Governors meeting. This termly review is recorded in the Governor's minutes following each meeting.

In addition, Simon Head [DSL] will meet with the Governor responsible for Child Protection once each term prior to the Governors meeting to discuss that term's report before it is presented to the main governing board. At each meeting, policy and practice will be discussed. The Child Protection/Safeguarding Policy is reviewed and tested annually by Governors to ensure that all procedures have been discharged with efficiency and to ensure swift remediation of any deficiency in policy or procedures. The governors will ensure that the school contributes to Inter-agency working in line with 'Working Together to Safeguard Children 2018' through effective implementation of the Child Protection policy and procedures and co-operation with local agencies.

If there has been a substantial allegation against a member of staff the school [including the school governor responsible for safeguarding] will work with the LADO to determine whether there are any improvements to be made to the school's procedures or practice to help prevent similar events in the future.

## 4.4 Senior Leadership Team Responsibilities

The Senior Leadership Team will:

- Provide copies of policies to all staff on induction to the school. These will include a copy of KCSIE 2022 including Annex A, The Staff code of Conduct, The School Whistleblowing Policy, the Low Level concerns Policy, the Whole School Behaviour Policy as well as the School Safeguarding and Child Protection Policy.
  - Contribute to inter-agency working in line with guidance [Working Together to safeguard children 2018 guidance]
  - Ensure all staff are alert to the various factors that can increase the need for **Early Help** [Paragraph 19 KCSIE 2022]
  - Provide a co-ordinated offer of early help when additional needs of children are identified
  - Working with Children's Social Care, support their assessment and planning processes including the school's attendance at conference and Core Group meetings
- Carry out tasks delegated by the Governing Board such as: training of staff, safer recruitment and maintaining a single central register [SCR]
- Provide support and advice on all matters pertaining to safeguarding and Child Protection to all staff regardless of their position within the school
  - Treat any information shared by staff or pupils with respect and follow agreed policies and procedures
  - Ensure that allegations or concerns against staff are dealt with in accordance with guidance from Department for Education [DfE], ISI & the Hampshire Safeguarding Children Partnership [HSCP] Procedures.
  - Determine if a concern about a member of staff is a 'low level concern' or an allegation.

## 4.4 Staff Responsibilities

All staff have a key role to play in identifying concerns early and in providing help for children. To achieve this they will:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to
- Ensure children know that there are adults in the school who they can approach if they are worried or have concerns.
- Plan opportunities within the curriculum for children to develop the skills they need to recognize, assess and manage risk appropriately and keep themselves safe.
- Attend training in order to be aware of and alert to the signs of abuse.
- Maintain an attitude of 'It could happen here' with regards to safeguarding
- Be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- Recognize that abuse, neglect, or other adverse childhood experiences, can have an impact on the mental health, behaviour and education of children.
- Record their concerns if they are worried that a child is being abused and report these to the DSL as soon as practical that day. If the DSL is not contactable immediately, a Deputy DSL should be informed. This should be done electronically using e-mail following a verbal conversation if possible with the DSL or one of the DDSL's.
- Be prepared to refer directly to social care, and the police if appropriate, if there is a risk of significant harm and the DSL or his Deputies are not available.
- Report to the police cases where they discover that an act of **FGM** appears to have been carried out. Unless the member of staff has a good reason not to, they should still consider and discuss any such case with the DSL and involve children's social care as appropriate. Staff are referred to the safeguarding section of this document where more information can be found.
- Follow the allegations procedures **[Appendix 3]** if the disclosure is an allegation against a member of staff.
- Follow the procedures set out by the HSCP and take account of guidance issued by the DfE
- Support pupils in line with their Child Protection Plan/Child in Need Plan
- Treat information with confidentiality but never promise to 'keep a secret'
- Notify the DSL or one of the Deputy DSL's of any child on a Child Protection plan or child in need plan who has unexplained absence
- Have an understanding of Early Help, and be prepared to identify and support children who may benefit from this intervention.
- Liaise with other agencies that support pupils and provide early help.
- Ensure they know who the DSL and Deputy DSL's are and know how to contact them. Monitor pupil attendance on a regular basis to prevent a child going '**Missing from Education**' and report any concerns to the DSL who will ensure that appropriate action is taken. Children who go missing from education particularly on repeat occasions is a

potential indicator of abuse or neglect. The school's procedures for unauthorised absence and for dealing with children who go missing from education can be found in the safeguarding section of this policy document.

- Have an awareness of the Child Protection Policy, the Whole School Behaviour Policy, the Staff Code of Conduct, Child on Child abuse procedures as well as the school's procedures relating to the safeguarding response for children who go missing from education and the role of the DSL.

## 5. Yateley Manor Child Protection Procedures Overview

The following procedures apply to all staff working in the school and will be covered by training to enable staff to understand their role and responsibilities. The aim of our procedures is to provide a robust framework which enables staff to take appropriate action when they are concerned that a child is being harmed or is at risk of harm. (KCSIE 2022 inc Annex A). The prime concern at all stages must be the interests and safety of the child. Where there is a conflict of interest between the child and an adult, the interests of the child must be paramount.

All staff are aware that very young children, those with disabilities, special needs, certain medical conditions or with language deficit/English as a second language may have more difficulty in communicating concerns or feelings. They may be more likely to communicate concerns with behaviours rather than words. Additionally, staff will question the cause of knocks and bumps in children who have limited mobility which will include children [for example younger siblings] visiting the site in addition to pupils.

**If a member of staff suspects abuse, spots signs or indicators of abuse or they have a disclosure of abuse made to them they must:**

1. Make an initial record of the information and enter this onto the 'My Concern' platform. All members of the Safeguarding Team will immediately receive an e-mail to let them know a concern has been raised by a member of staff.
2. Report it verbally to the DSL immediately as well or one of the DDSL's if he isn't available.
3. The DSL will consider if there is a requirement for immediate medical intervention. Urgent medical attention should not be delayed if the DSL is not immediately available (see point 8 below);
4. Make an accurate record (which may be used in any subsequent court proceedings) as soon as possible and within 24 hours of the occurrence. Include everything that has happened, including details of:
  - Dates and times of observations.
  - Dates and times of any discussions in which they were involved
  - Any injuries.
  - Explanations given by the child/adult
  - What action was taken
  - Any actual words or phrases used by the child.

The records must be signed and dated by the author and entered into 'My Concern'. This is a secure database and enables all information on a child to be stored in one place so that a chronology of events/conversations/disclosures etc can be kept.

5. In the absence of the DSL or any of the Deputy DSL's, be prepared to refer directly to Children's Social Care [and the police if appropriate] if there is the potential for immediate significant harm.

**Following a report of concern the DSL must:**

6. Decide whether or not there are sufficient grounds for suspecting significant harm in which case a referral must be made to Children's Social Care and the police if it is in keeping with the National Police Chiefs Council '[When to Call the Police](#)' guidance. The rationale for this decision should be recorded by the DSL.
7. Normally the School should try to discuss any concerns about a child's welfare with the family and where possible to seek their agreement before making a referral to Children's Social Care. However, in accordance with DfE guidance, this should only be done when it will not place the child at increased risk or could have an impact on a Police investigation. Where there are doubts or reservations about involving the child's family, the DSL should clarify with Children's Social Care or the police whether the parents should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation. The child's views should also be taken into account when appropriate.
8. If there are grounds to suspect a child is suffering, or is likely to suffer, significant harm the DSL [or one of the Deputy DSL's] **must** contact Children's Social Care via the 'InterAgency Referral Form (IARF) making a clear statement of:
  - the known facts
  - any suspicions or allegations
  - whether or not there has been any contact with the child's family.

If there is indication that the child is suffering significant harm, a call will also be made to Children's Reception Team [CRT] on **01329 225379**

9. If a child is in immediate danger and urgent protective action is required, the Police must be called. The DSL must then notify Children's Social Care of the occurrence and what action has been taken.
10. When a pupil needs **urgent** medical attention and there is a suspicion of parental abuse causing the medical need, the DSL or one of the Deputy DSL's should take the child to the accident and emergency unit at the nearest hospital, while Children's Social Care are informed. Advice should be sought from Children's Social Care about informing the parents, remembering that parents should normally be informed that a child requires urgent hospital attention.

11. If there is not a risk of significant harm, the DSL will either actively monitor the situation or consider the Early Help process.
12. In cases of allegations against staff or low level concerns, the HSCP procedure or the school Low Level Concerns [LLC] procedure will be followed.

## **6. Monitoring & Evaluation of this Policy**

The School monitors and evaluates its Safeguarding and Child Protection policies and procedures through the following activities:

- Governing Body visits to the School. The DSL meets with the Governor responsible for Child Protection/Safeguarding once a term and termly written reports are submitted for Governors meetings
- Governing Body ISI Regulatory and Safeguarding Committee (ISI R&S)
- Senior Leadership Team, provision of resources, monitoring and appointments
- Frequent scrutiny of attendance data -this is a weekly agenda item at SLT meetings
- Regular analysis of a range of risk assessments
- Regular analysis of appropriate provision for the fulfilment of Safeguarding responsibilities relevant to the school
- Frequent scrutiny by the Governing Body at its meetings
- Logs of bullying and/or racist behaviour incidents are reviewed regularly by the SLT and will be provided by the DSL to the ISI to scrutinise
- Regular review of parental concerns and parental questionnaires
- Regular review of the use of pupil-specific leisure rooms e.g. Year 8 common room and clubs at lunchtime and after school
- Regular review of training offered to staff, including e-safety training.

The Governors, in conjunction with the DSL review this Policy at least annually in line with DfE, ISI, ISBA, HSCP and HCC and any other relevant guidance. This policy will be reviewed by Governors in **November 2022**.

**Date approved by the Governing body:**

**Date reviewed by the Governing body:**



# Part 1 - Child Protection Section

This section of the policy focuses upon Child Protection and it, like all other aspects of this Policy, applies to all staff. It contains:

- Information about the School's principles and values;
- Procedures for dealing with concerns about a child, in accordance with locally agreed interagency procedures;
- Details of the School's arrangements for handling allegations and disclosure of abuse against members of staff, volunteers, and the Headmaster;
- Details of the training of the Designated Persons, staff and volunteers.

## 1. Principles and Values

- Children have a right to feel secure and cannot learn effectively unless they do so.
- Children, regardless of age, gender, race, ability, sexuality, religion, culture or language, have a right to be protected from harm.
- All staff, because of their daily contact with pupils, are well placed to observe the outward signs of children in need of extra support and children at risk of harm (abuse) and so all staff have a key role in prevention of harm and an equal responsibility to act on any suspicion or disclosure that may indicate a child is in need of extra support or at risk of harm in accordance with the guidance.
- We acknowledge that working in partnership with other agencies protects children and reduces risk and so we will engage in partnership working throughout the Child Protection process to safeguard children.
- Whilst the School will work openly with parents as far as possible, the School reserves the right to contact children's social care or the Police, without notifying parents if this is in the child's best interests.
- The School recognises that children are capable of abusing their peers. All peer on peer abuse will be managed in accordance with this Policy and a bullying incident will be treated as a Child Protection concern where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm will warrant a response under these procedures rather than under the School's Rewards and Sanctions Including Exclusions Policy.

The School therefore:

- Aims to maintain an environment where children feel secure, are encouraged to talk, and are listened to;
- Includes opportunities in the PSHE/RHSE curriculum for pupils to develop the skills they require to recognise and stay safe from abuse, including e-safety;
- Provides suitable support and guidance so that pupils have a range of appropriate adults who they feel confident to approach if they are in difficulties. Pupils can access this information through the 'Safeguarding is everyone's business at Yateley Manor' posters displayed in every classroom around the school. As well as identifying the DSL and his Deputies, these posters provide contact details for the NSPCC, Child line as well as Children's Social care in Hampshire, Berkshire and Surrey.

- Ensures that the key policies, including policies regarding behaviour and policies regarding the use of ICT, mobile phones and other electronic equipment are understood by pupils, parents and staff.
- Adopting Child Protection guidelines through procedures and a Code of Conduct for staff and volunteers, which includes specific guidance for Safeguarding arrangements where children are engaged in close one to one teaching, particularly in specialist music and sports provision. Members of staff are aware that breaching this Code of Conduct may result in disciplinary and/or grievance procedures.
- Ensuring that all governors, staff and volunteers take all concerns and allegations and disclosure of abuse seriously and respond appropriately. This may involve making a referral to children's services and, in emergencies, the Police.
- Using the curriculum to provide opportunities for increasing self-awareness, self-esteem, assertiveness and decision making so that pupils have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others as well as recognising how to adjust their behaviours in order to reduce risks in areas such as using electrical equipment safely, or safe access to the internet.
- Working with parents and pupils to build an understanding of the School's responsibility to ensure the welfare of all children, including the need for referral to other agencies in some situations.
- Making children and parents aware of the existence of this Policy and the procedures in place.
- Ensuring all staff are able to recognise the signs of a child in need and are aware of the School's Policies and procedures and the way such concerns must be communicated.
- Ensuring all staff are able to recognise the signs and symptoms of abuse and are aware of the School's procedures and the way such concerns must be communicated.
- Monitoring children and young people who have been identified as 'in need' including the need for protection and keeping separate confidential records which are stored securely on the 'My Concern' portal and shared appropriately with other professionals.
- Developing effective supportive liaison with other agencies including contacting them within 24 hours of a disclosure or suspicion of abuse.
- Following safer recruitment, selection and vetting procedures for volunteers, staff, contractors, and other individuals as required by DfE and ISSRs, which are in accordance with the School's Recruitment, Selection and Disclosure Policy & Protocol. The Headmaster, Bursar, Deputy Head and Assistant Heads [Upper & Lower] are trained in safer recruitment procedures.
- Ensuring that the governor nominated for Child Protection [**John Ashworth**] undertake regular reviews of policies and practice, and that the SLT facilitates an annual review at a full Governing Body meeting of this Policy and of the efficiency with which the related duties have been discharged.
- Remedying any deficiencies or weaknesses in Child Protection arrangements without delay.
- Effective IT filtering systems.
- Vetting and recording visiting speakers.

## 1.1. Leadership and Management

We recognise that staff anxiety around Child Protection can undermine good practice and so have established clear lines of accountability, training and advice to support the process and individual staff within that process. Any individual can contact the DSL or one of the deputies if they have concerns about a young person.

## 1.2. Communication with Outside Agencies on Child Protection

Normally concerns are referred to and managed by the DSL ***but any member of staff can make an external referral***. That said, in the case of a child in need, the DSL will co-ordinate communication with the relevant outside agencies. Via the DSL, the School communicates readily and immediately with the Hampshire Local Authority Designated Officer (LADO) whenever an allegation or disclosure of abuse has been made. This happens within 24 hours. In borderline cases, an informal discussion will be had with the LADO. If a crime may have been committed, the matter is reported to the Police immediately. In cases of serious harm, the Police must be involved from the outset, so as not to jeopardise any investigation. There may be circumstances when the DSL or deputies will need to consult the LADO and/or the Police before discussing details with parents.

## 1.3. Training for established staff, School Governors (including visiting Music Teachers]

All staff (see definition above) are expected to be aware of the signs and symptoms of a child in need and the signs and symptoms of abuse and must be able to respond appropriately. Annual training is provided with separate training for new staff on appointment. Both the DSL and deputy DSL's undergo DSL training at least every two years in order to provide them with up to date knowledge and skills to conduct their roles. The DSL and deputies will also attend further training at regular intervals, as required, but at least annually to ensure that they remain conversant with best practice and to keep up with developments relevant to their role. They have a job description for their Safeguarding roles and key activities. Updated national or local guidance will be shared by the DSL with all staff in briefings and then captured in the next whole school training. This Policy will be updated during the year to reflect any changes brought about by such guidance.

## 1.4. Induction of New Staff, Governors and Volunteers in Child Protection

Every new member of staff, including Governors and Peripatetic music staff is required to attend a 'face to face' training session on Safeguarding/Child Protection as part of the school's Induction process. These sessions are organised by the DSL. A copy of the Child Protection/Safeguarding Policy, the Code of Conduct for Staff, The Whole School Behaviour Policy, The Low Level Concerns Policy [LLC], Whistleblower Policy and a copy of KCSIE Part 1 (2022) including Annex A is provided. All new members of staff are expected to have read Part 1 of KCSIE including Annex A before beginning work at Yateley Manor and will be required to confirm in writing that they have done so. As part of the induction process, the safeguarding response to children who go missing from education is also covered. New staff are also made aware of the identity of the DSL and Deputy DSL's. In addition, all new members of staff are required to complete the Educare on-line training in Child Protection/Safeguarding as well as the 'Prevent' module.

Parent Volunteers, Students on work experience etc are only required to read and sign the staff code of conduct as well as read Part 1 of KCSIE 2022 including Annex A before beginning volunteer work at Yateley Manor.

All new employees of our regular contractors are also required to receive training in Child Protection. The only adults who work or visit the School who are exempt from this requirement are:

- Cleaners whose hours of work mean that they do not have contact with pupils.
- Occasional visitors, including occasional lecturers and contractors, who sign in and are given a visitor badge by our Receptionist and who are escorted throughout their visit.
- Contractors working on a designated site that is physically separated from the rest of the school who are required to sign in and out at their site office and to wear security badges at all times
- Contractors working during the school holidays.

## 1.5. Referral

*Any member of staff can make a referral direct to children's social care or the Police.*

Following any concerns raised, the DSL will assess the information and consider if significant harm has happened or there is a risk that it may happen. If the evidence suggests the threshold of significant harm, or risk of significant harm has been reached; or if it is not clear if the threshold is met, then the DSL will contact Children's Social Care and if appropriate the police. If the DSL or one of the DDSL is not available or there are immediate concerns, the staff member will refer directly to Children's Social Care and the police if appropriate. We will use the guidance from NSPCC to determine when to contact the police.

Generally, the DSL will inform the parents prior to making a referral. However, there are situations where this may not be possible or appropriate, particularly when informing parents may place the child at further risk.

*N.B. The exception to this process will be in those cases of known FGM where there is a mandatory requirement for the teacher to report directly to the Police. The DSL should also be made aware.*

## 1.6. Confidentiality

We maintain that all matters relating to Child Protection are to be treated as confidential and only shared as per the 'Information Sharing Advice for Practitioners' [DfE 2015] guidance

- All staff are aware that they cannot promise a child to keep a disclosure confidential.
- There is a lawful basis for Child Protection concerns to be shared with agencies who have a statutory duty for Child Protection.
- Information will be shared with individuals within the school who 'need to know.'

**As a school we will educate pupils to recognize when they are at risk and how to get help when they need it through:**

- The content of the curriculum e.g. the PSHE/RHSE programme
- A school ethos which helps children to feel safe and able to talk freely about their concerns, believing they will be listened to and valued
- Every child having access to a 'trusted adult' in the school.
- Children will be taught about how to keep themselves and others safe when on-line
- Safeguarding posters are displayed around school informing all children and adults what they should do and who they should talk to if they have a concern about another child or they are worried about their own safety.

## **1.7. Records**

The School's records on Child Protection/Safeguarding are kept securely on the secure 'My Concern' database and are separated from routine pupil records.

## **2. Early Help**

Any child may benefit from early help but all staff should be particularly alert to the potential need for early help for a child who:

- Is disabled and has specific additional needs
- Has special educational needs (whether or not they have a statutory education, health and care plan)
- Is a young carer
- Has a mental health need
- Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- Is frequently missing/goes missing from care or from home
- Is misusing drugs or alcohol themselves
- Is at risk of modern slavery, trafficking, sexual or criminal exploitation
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- Has returned home to their family from care
- Has a family member in prison, or is affected by parental offending
- Is showing early signs of abuse and/or neglect
- Is at risk of being radicalised or exploited
- Is a privately fostered child
- Is persistently absent from education
- Is at risk of honour based abuse such as Female Genital Mutilation or forced marriage

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

In the first instance, staff who consider that a pupil may benefit from early help should discuss this with the School's DSL. The DSL will consider the appropriate action to take in accordance with the Hampshire Safeguarding Children Partnership referral threshold document. The DSL will support staff in liaising with external agencies and professionals in an inter-agency assessment, as appropriate. If early help is appropriate, the matter will be kept under review and consideration given to a referral to children's social care if the pupil's situation does not appear to be improving.

### 3. Educating pupils

The School's curriculum and pastoral systems are designed to foster the spiritual, moral, social and cultural development of all our pupils. All teaching staff play a vital role in this process, helping to ensure that all pupils relate well to one another and feel safe and comfortable within the School.

We expect all the teaching and non-teaching staff to lead by example and to play a full part in promoting an awareness that is appropriate to their age amongst all our pupils on issues relating to health, safety and well-being. All staff, including all non-teaching staff, have an important role in insisting that pupils always adhere to the standards of behaviour set out in our behaviour policies and in enforcing our Anti-Bullying Policy.

Time is allocated in PSHE/RHSE to discussions of what constitutes appropriate behaviour and on why bullying and lack of respect for others is never right. Assemblies, Drama and Religious Studies lessons are used to promote tolerance and mutual respect and understanding.

All pupils know that there are adults to whom they can turn to if they are worried, including the DSL and his six Deputies as well as pastoral Tutors and Heads of Year. If the School has concerns about a child there is always a recognised requirement for sensitive communication and staff members are aware of the need to avoid asking leading questions. Our support to pupils includes the following:

- In every classroom and in other key locations around school e.g. Manor Court. We have posted 'Safeguarding is everyone's business posters' which identify [with photographs] who the DSL and Deputy DSL's are and provide contact details, including confidential help lines and web addresses for external specialists such as Child Line & NSPCC
- We operate a peer mentoring system in school where all Year 7 and 8 pupils are attached to a junior class [years 3-6] in their role as form prefect.
- We provide regular lessons using age appropriate language to pupils on e-safety and ensure that all pupils understand and adhere to the School's guidelines in this area. This includes guidance on educating pupils to stay safe including e-safety and online protection.

#### 3.1 Dealing with allegations against staff and other adults [including the Head, Governors and Volunteers] who work with children

If a concern is raised about the practice or behaviour of a member of staff or volunteer this information will be recorded and passed to the Headteacher **Mr Robert Upton**. The Headteacher will make an assessment to determine if the matter is a 'Low Level Concern' or an 'Allegation'. The Local Authority Designated Officer [LADO] will be contacted for all allegations and the relevant guidance will be followed.

If the allegation is against the Headteacher, the person receiving the allegation will contact the LADO or Chair of Governors [John Ashworth] directly.

Further information can be found in **Appendix 3**

## 3.2 Dealing with allegations against pupils [Child on Child Abuse]

If a concern is raised that there is an allegation of a pupil abusing another pupil within the school, the 'Child on Child Abuse' guidance will be followed **[Appendix 5]**

### Legal context

Section 175 of the education act 2002; the Education (Independent School Standards) Regulations 2014; the Non-Maintained Special Schools (England) Regulations

Children Act 2004 & 1989

Guidance

Hampshire Safeguarding Children Partnership protocols and guidance and their procedures

[Working Together to Safeguard Children \(2018\)](#)

[Keeping Children Safe in Education \(2021\)](#)

[FGM Act 2003 Mandatory Reporting Guidance \(2016\)](#)

## 3.3 Duty to Notify Ofsted

The School will inform Ofsted of any significant event which is likely to affect the suitability of any person who is in regular contact with children on the premises where childcare is provided.

For example, where the School is satisfied that a person working in a relevant setting falls within one of the disqualification criteria. Any significant event must be notified to Ofsted as soon as reasonably practicable, but at the latest within 14 days of the date the School became aware (or ought reasonably to have become aware) of it.

The School will notify Ofsted within 14 days of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere).

## 3.4 Policy review

As a school, we review this policy at least annually in line with DfE, HSCP and HCC requirements and other relevant statutory guidance.

**Date approved by Governing body:**

**Date reviewed by Governing body:**

## Part 2 - Yateley Manor Safeguarding Policy

This section of the policy should be read in conjunction with the previous section [Part 1 Child Protection] as well as the Staff Code of Conduct Policy, The Whole School Behaviour Policy, the Whistleblowing Policy.

### 1. Policy Statement

Safeguarding determines the actions that we take to keep children safe and protect them from harm in all aspects of their school life. As a school we are committed to safeguarding and promoting the welfare of all of our pupils.

The actions that we take to prevent harm; to promote wellbeing; to create safe environments; to educate on rights, respect and responsibilities; to respond to specific issues and vulnerabilities all form part of the safeguarding responsibilities of the school. As such, this overarching policy will link to other policies which will provide more information and greater detail.

#### 1.1 Aims

- To provide Staff with the framework to promote and safeguard the wellbeing of children and in doing so ensure they meet their statutory responsibilities.
- To ensure consistent good practice across the school.
- To demonstrate our commitment to protecting children.

#### 1.2 Principles and Values

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all staff should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

Safeguarding measures are put in place to minimise harm to children. There may be occasions where gaps or deficiencies in our policies and processes will be highlighted. In these situations, a review will be carried out in order to identify learning and inform the policy, practice and culture of the school.

All pupils in our school can talk to any member of staff about situations, or to share concerns, which are causing them worries. The staff will listen to the pupil, take their worries seriously and share the information with the safeguarding lead.

In addition, we provide pupils with information about who they can talk to outside of school, both within the community and with local or national organisations that can provide support or help.

As a school, we review this policy at least annually in line with DfE, ISBA, HCC, HSCP and any other relevant guidance.

**Date Approved by the Governing Board:**



### 1.3 Areas of Safeguarding

Keeping Children Safe in Education (2022) and the Ofsted inspection guidance (2021), have highlighted and separated a number of safeguarding areas:-

Emerging or high-risk issues (part 1); Those related to the pupils as an individual (part 2); other safeguarding issues affecting pupils (part 3); and those related to the running of the school (part 4).

### 1.4 Definitions

Within this document:

- **Safeguarding** is defined in the Children Act 2004 as protecting from maltreatment, preventing impairment of health and development, ensuring that children grow up with the provision of safe and effective care; and work in a way that gives the best life chances and transition to adult hood. Our Safeguarding practice applies to every child.
- **Staff** - this term applies to all those working for or on behalf of the school, full time or part time, in either a paid or a voluntary capacity. This also includes parent volunteers and Governors.
- **Child** - this term refers to all young people who have not yet reached their 18<sup>th</sup> birthday. On the whole, this will apply to pupils of our school; however, the policy will extend to visiting children and students from other establishments.
- **Parent** refers to birth parents and other adults in a parenting role for example adoptive parents, guardians, stepparents and foster carers.

### 1.5 Key personnel

The Designated Safeguarding Lead [DSL] including EYFS is: **Simon Head**

The Deputy Safeguarding Leads [DDSL] are: **Clare Boyd, Claire Thompson, Laura Ball, Robert Upton, Carly Skillett & Emma Sewell**

# Part 3 - High Risk and Emerging Safeguarding Issues

## 1. Contextual Safeguarding

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of our school. All staff, but especially the DSL and DDSL's, should consider whether children are at risk of abuse or exploitation in situations outside their families.

Risk and harm outside of the family can take a variety of different forms and children can be vulnerable to sexual exploitation, criminal exploitation, and serious youth violence in addition to other risks.

As a school, we will consider the various factors that can impact the life of any pupil about whom we have concerns. We will consider the level of influence that these factors have on their ability to be protected and remain free from harm, particularly around child exploitation or criminal activity.

What life is like for a child outside the school gates, within the home, within the family and within the community are key considerations when the DSL is looking at any concerns.

### 1.2 Preventing Radicalisation and Extremism

The prevent duty requires that all staff are aware of the signs that a child may be vulnerable to radicalisation. The risks include but are not limited to political; environmental; animal rights; or faith based extremism that may lead to a child becoming radicalised. All staff have received prevent WRAP training/undertaken e-learning/received awareness training in order that they can identify the signs of children being radicalised.

- **Extremism** - is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of try armed forces.
- **Radicalisation** - refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- **Terrorism** - is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat **must** be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation and the grooming of children can occur through many different methods, such as social media or the internet, and at different settings.

As part of the preventative process resilience to radicalisation will be built through the promotion of fundamental British values through the curriculum.

Any child who is considered vulnerable to radicalisation will be referred by the DSL to Hampshire children's social care, where the concerns will be considered in the MASH process.

If the police prevent officer considers the information to be indicating a level of risk a "channel panel" will be convened and the school will attend and support this process.

### 1.3 Visiting Speakers

Staff organising a visiting speaker from organisations outside the school must take care through on-line research, in ensuring such visitors do not promote partisan or political views aimed at altering Government policy or the laws of this or another country. A DBS check may be required if this vetting process isn't deemed to be sufficient.

A risk assessment [Appendix 12] for visiting speakers or workshop leaders must be completed, signed by the DSL at least 2 weeks [if possible] before a visit is due.

Visiting speakers will be expected to understand that where appropriate, their session should actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and at no point undermine these.

All visiting speakers whilst on the school site are to be supervised by the hosting member of school staff. On arrival, all visiting speakers will be required to sign in at main reception and to wear a visitor's badge. Proof of IDF will be required by the visitor on arrival. The visiting speaker will be escorted by the host member of staff at all times. The school will keep a formal register of visiting speakers retained in line with its Data Protection Policy.

### 1.4 Gender based violence / Violence against women and girls

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

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

### 1.5 Female Genital Mutilation (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons. It has no health benefits and harms girls and women in many ways. It involves removing and damaging healthy and normal female genital tissue, and hence interferes with the natural function of girls and women's bodies.

The age at which girls undergo FGM varies enormously according to the community. **The procedure may be carried out when the girl is newborn, during childhood or adolescence, just before marriage or during the first pregnancy.** However, the majority of cases of FGM are thought to take place between the ages of 5 and 8 and therefore girls within that age bracket are at a higher risk.

**FGM is illegal in the UK.**

On the 31 October 2015, it became mandatory for teachers to report known cases of FGM to the police. 'known' cases are those where either a girl informs the person that an act of FGM - however described - has been carried out on her, or where the person observes physical signs on a girl appearing to show that an act of FGM has been carried out and the person has

no reason to believe that the act was, or was part of, a surgical operation within section 1(2)(a) or (b) of the FGM Act. In these situations, the DSL and/or Headteacher will be informed and the member of teaching staff **must** call the police to report suspicion that FGM has happened.

**At no time will staff examine pupils to confirm this.**

For cases where it is believed that a girl may be vulnerable to FGM or there is a concern that she may be about to be genitally mutilated, the member of staff will inform the DSL who will report it as with any other child protection concern.

While FGM has a specific definition, there are other abusive cultural practices which can be considered harmful to women and girls. Breast ironing is one of five UN defined ‘forgotten crimes against women’. It is a practice whereby the breasts of girls typically aged 8-16 are pounded using tools such as spatulas, grinding stones, hot stones, and hammers to delay the appearance of puberty. This practice is considered to be abusive and should be referred to children’s social care.

## **1.6 Forced Marriage**

In the case of children: *‘a forced marriage is a marriage in which one or both spouses cannot consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure.’* In developing countries 11% of girls are married before the age of 15. One in 3 victims of forced marriage in the U.K. are under 18.

It is important that all members of staff recognise the presenting symptoms, how to respond if there are concerns and where to turn for advice.

Advice and help can be obtained nationally through the Forced Marriage Unit and locally through the local police safeguarding team or children’s social care.

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

### **1.6.1 Characteristics that may indicate forced marriage**

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

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

On their own, these characteristics may not indicate forced marriage. However, it is important to be satisfied that where these behaviours occur, they are not linked to forced

marriage. It is also important to avoid making assumptions about an individual pupil's circumstances or act on the basis of stereotyping. For example, an extended holiday may be taken for entirely legitimate reasons and may not necessarily represent a pretext for forced marriage.

### 1.7 Honour Based Abuse

So-called 'honour'-based abuse (HBA) encompasses incidents or 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. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take.

It is often linked to family or community members who believe someone has brought shame to their family or community by doing something that is not in keeping with their unwritten rule of conduct. For example, honour based abuse might be committed against people who:

- Become involved with a boyfriend or girlfriend from a different culture or religion
- Want to get out of an arranged marriage
- Want to get out of a forced marriage
- Wear clothes or take part in activities that might not be considered traditional within a particular culture
- Convert to a different faith from the family
- Are exploring their sexuality or identity

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

- Domestic abuse
- Threats of violence
- Sexual or psychological abuse
- Forced marriage
- Being held against your will or taken somewhere you don't want to go
- Assault

All forms of honour-based abuse are abusive [regardless of the motivation] and should be handled and escalated as such. If staff believe that a pupil is at risk from honour-based abuse, they will report to the DSL who will follow the usual safeguarding referral process. If it is clear that a crime has been committed or the pupil is at immediate risk, the police will be contacted in the first instance. It is important that if honour based abuse is known or suspected, communities and family members are **NOT** spoken to prior to referral to the police or social care as this could increase risk to the child.

### 1.8 Teenage Relationship Abuse

Relationship abuse can take place at any age, and describes unacceptable behaviour between two people who are in a relationship.

Research has shown that teenagers do not always understand what constitutes abusive and controlling behaviours e.g. checking someone's 'phone, telling them what to wear, who they can/can't see or speak to or coercing them to engage in activities they are not comfortable with.

The government campaign ‘Disrespect Nobody’ provides other examples of abusive behaviour within a relationship.

This lack of understanding can lead to these abusive behaviours feeling ‘normal’ and therefore left unchallenged as they are not recognised as being abusive.

In response to these research findings the school will provide education to help prevent teenagers from becoming victims and perpetrators of abusive relationships, by encouraging them to rethink their views of violence, abuse and controlling behaviours, and understand what consent means within their relationships. This will form part of the school’s curriculum content in respect of Relationship Education.

If the school has concerns about a child in respect of relationship abuse, it will report those concerns in line with procedures to the appropriate authorities as a safeguarding concern, a crime or both.

## **2. Sexual Violence and Sexual Harassment between Children**

Sexual violence and sexual harassment [SVSH] can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Within our school all staff are made aware of what sexual violence and sexual harassment might look like and what to do if they have a concern or receive a report. Whilst any report of sexual violence or sexual harassment should be taken seriously, staff are aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys. This pattern of prevalence will not, however, be an obstacle to **ALL** concerns being treated seriously.

This school has a zero tolerance approach to SVSH. We are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up. It cannot be described as ‘banter’, ‘having a laugh’ or ‘boys being boys’.

We will also take seriously any sharing of sexual images (photos, pictures or drawings) and videos; sexual jokes, comments or taunting either in person or on social media; or on-line sexual harassment.

The child protection policy has a clear procedure dealing with SVSH.

We will follow the “Sexual violence and sexual harassment between children in schools and colleges” advice provided by the DfE.

We will challenge all contact behaviours that have a sexual nature to them such as pushing or rubbing against, grabbing bottoms, breasts or genitals, pinching or flicking bras, lifting skirts or pulling down trousers and impose appropriate levels of disciplinary action, to be clear that these behaviours are not tolerated or acceptable. Support will be provided to victims of sexual violence and sexual harassment and we will ensure that they are kept safe.

It is clear from the 2021 Ofsted review into SVSH in schools and colleges that the prevalence of abusive and unwanted behaviour is wide spread. As such, staff in the school will remain vigilant and intervene early to prevent low-level behaviours from becoming abusive experiences.

All staff will maintain the attitude that “It could happen here”

### 3. Upskirting

The Voyeurism Offences Act came into force on 12<sup>th</sup> April 2019 and made the practice of upskirting illegal.

Upskirting is defined as someone taking a picture under another person’s clothing without their knowledge, with the intention of viewing their genitals or buttocks, with or without underwear. The intent of upskirting is to gain sexual gratification or to cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender can be a victim.

If staff become aware that upskirting has occurred, this will be treated as a sexual offence and reported accordingly to the DSL and onwards to the police.

Behaviours that would be considered as sexual harassment which may be pre-cursors to upskirting such as the use of reflective surfaces or mirrors to view underwear or genitals will not be tolerated and the school will respond to these with appropriate disciplinary action and education.

Pupils who place themselves in positions that could allow them to view underwear, genitals or buttocks, will be moved on. Repeat offenders will be disciplined. These locations could include stairwells, under upper floor walkways, outside changing areas and toilets or sitting on the floor or laying down in corridors.

If technology that is designed for covert placement and could be used to take upskirting or indecent images is discovered in the school it will be confiscated. If the technology is in location and potentially may have captured images, this will be reported to the police and left in situ so that appropriate forensic measures can be taken to gather evidence.

Any confiscated technology will be passed to the head teacher to make a decision about what happens to the items and will be carried out under the principles set out in the government guidance on searching, screening and confiscation

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/674416/Searching\\_screening\\_and\\_confiscation.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf)

If the image is taken on a mobile phone, the phone will be confiscated under the same principles. This may need to be passed to the police for them to investigate, if there is evidence that a crime has been committed.

## 4. The Trigger Trio

The term 'Trigger Trio' has replaced the previous phrase 'Toxic Trio' which was used to describe the issues of domestic violence, mental ill-health and substance misuse which have been identified as common features of families where harm to women and children has occurred.

The 'Trigger Trio' are viewed as indicators of increased risk of harm to children and young people. In an analysis of Serious Cases Reviews undertaken by Ofsted in 2011, they found that in nearly 75% of these cases two or more of the issues were present.

These factors will have a contextual impact on the safeguarding of children and young people.

### 4.1 Domestic Abuse

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected"

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socioeconomic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government will issue statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

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

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

Indicators that a child is living within a relationship with domestic abuse may include:

- Being withdrawn
- Suddenly behaving differently
- Anxiety
- Being clingy
- Depression
- Aggression
- Problems sleeping
- Eating disorders
- Bed wetting
- Soiling clothes
- Excessive risk taking
- Missing school
- Changes in eating habits
- Experiencing nightmares



- Taking drugs
- Use of alcohol
- Self-harm
- Thoughts about suicide

These behaviours themselves do not indicate that a child is living with domestic abuse but should be considered as indicators that this may be the case.

If staff believe that a child is living with domestic abuse, this will be reported to the DSL for referral to be considered by children's social care.

## 4.2 Parental mental health

The term 'mental ill health' is used to cover a wide range of conditions, from eating disorders, mild depression, and anxiety to psychotic illnesses such as schizophrenia or bipolar disorder. Parental mental illness does not necessarily have an adverse impact on a child's developmental needs, but it is essential to always assess its implications for each child in the family. It is essential that the diagnosis of a parent/carer's mental health is not seen as defining the level of risk. Similarly, the absence of a diagnosis does not equate to there being little or no risk.

For children the impact of parental mental health can include:

- The parent/carer's needs or illnesses taking precedence over the child's needs
- The child's physical and emotional needs being neglected
- A child acting as a young carer for a parent or a sibling
- The child having restricted social and recreational activities
- The child finding it difficult to concentrate- potentially having an impact on educational achievement
- The child missing school regularly as (s)he is being kept home as a companion for a parent /carer
- The child adopting paranoid or suspicious behaviour as they believe their parent's delusions.
- Witnessing self-harming behaviour and suicide attempts (including attempts that involve the child)
- Obsessional compulsive behaviours involving the child

If staff become aware of any of the above indicators, or others that suggest a child is suffering due to parental mental health, the information will be shared with the DSL to consider a referral to children's social care.

## 4.3 Parental Substance misuse

Substance misuse applies to the misuse of alcohol as well as 'problem drug use', defined by the Advisory Council on the Misuse of Drugs as drug use which has: 'serious negative consequences of a physical, psychological, social and interpersonal, financial or legal nature for users and those around them.

Parental substance misuse of drugs or alcohol becomes relevant to child protection when substance misuse and personal circumstances indicate that their parenting capacity is likely to

be seriously impaired or that undue caring responsibilities are likely to be falling on a child in the family.

For children the impact of parental substance misuse can include:

- Inadequate food, heat and clothing for children (family finances used to fund adult's dependency)
- Lack of engagement or interest from parents in their development, education or wellbeing
- Behavioural difficulties- inappropriate display of sexual and/or aggressive behaviour
- Bullying (including due to poor physical appearance)
- Isolation - finding it hard to socialise, make friends or invite them home
- Tiredness or lack of concentration
- Child talking of or bringing into school drugs or related paraphernalia
- Injuries/accidents (due to inadequate adult supervision)
- Taking on a caring role
- Continued poor academic performance including difficulties completing homework on time
- Poor attendance or late arrival.

These behaviours themselves do not indicate that a child's parent is misusing substances, but should be considered as indicators that this may be the case.

If staff believe that a child is living with parental substance misuse, this will be reported to the DSL for referral to be considered for children's social care to be considered.

## 4.4 Young Carers

As many as 1 in 12 children and young people provide care for another person. This could be a parent, a relative or a sibling and for different reasons such as disability, chronic illness, mental health needs, or adults who are misusing drugs or alcohol.

Pupils who provide care for another are Young Carers. These young people can miss out on opportunities, and the requirement to provide care can impact on school attendance or punctuality, limit time for homework, leisure activities and social time with friends.

As a school, we may refer a young carer to children's social care for a carers assessment to be carried out. We will consider support that can be offered and make use of the resources and guidance from Save the Children in their young carers work.

## 5. Missing, Exploited and Trafficked Children (MET)

Within Hampshire, the acronym MET is used to identify all children who are missing; believed to be at risk of or are being exploited; or who are at risk of or are being trafficked. Given the close links between all these issues, there has been a considered response to view them as potentially linked, so that cross over of risk is not missed.

Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school's or college's unauthorised absence and children missing from education procedures.

### 5.1 Children Missing from Education

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

The school monitors pupil attendance on a regular basis and 'Pupil Attendance' is an agenda item at weekly SLT meetings where pupils causing concern are discussed and appropriate action put in place. This will involve a conversation with the parent/carer and will be undertaken by either the pupil's personal tutor, The Head of Year or the DSL.

If a child is absent from school on any day and no reason has been provided or permission sought from the Headteacher, the school will telephone the parent to establish the reason for absence. The DSL will be informed so that the situation can be monitored and action taken if required.

The school also operates separate policies for EYFS as well as higher up the school should a child go missing from the school premises.

At Yateley Manor we take the following steps to avoid any child going missing from Education:

- All children who join the school are placed on the Admissions register as well as the attendance register [Sims]
- Whenever a child leaves the school either at the end of the school year or part way through the year, the school registrar contacts the child's next school to ensure the child has been placed on role and therefore hasn't gone missing from education
- As a school we will inform the Local Authority as soon as possible if any of the following situations arise:
  - A child has been taken out of Yateley Manor by their parents/carer and is now being home educated
  - A child has ceased to attend Yateley Manor and no longer lives within a reasonable distance of the school
  - A child has been permanently excluded
  - A child who fails to attend school regularly or has been absent without the school's permission for a continuous period of 10 school days or more
  - A child has been certified by a medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age



DSL's and staff should consider:

Missing lessons: Are there patterns in the lessons that are being missed? Is this more than avoidance of a subject or a teacher? Does the child remain on the school site or are they absent from the site?

- Is the child being exploited during this time?
- Are they late because of a caring responsibility?
- Have they been directly or indirectly affected by substance misuse?
- Are other pupils routinely missing the same lessons and does this raise other risks or concerns such as SVSH between pupils, exploitation, gang behaviour or substance misuse?
- Is the lesson being missed one that would cause bruising or injuries to become visible?

## **5.2 Single missing days:**

Is there a pattern in the day missed? Is it before or after the weekend suggesting the child is away from the area? Are there specific lessons or members of staff on these days? Is the parent informing the school of the absence on the day? Are missing days reported back to parents to confirm their awareness?

- Is the child being sexually exploited during this day?
- Is the child avoiding abusive behaviour from peers or staff on this day?
- Do the parents appear to be aware and are they condoning the behaviour?
- Are the pupil's peers making comments or suggestions as to where the pupil is?
- Can the parent be contacted and made aware?

## **5.3 Continuous missing days:**

Has the school been able to make contact with the parent[s]? Is medical evidence being provided? Are siblings attending school (either our or local schools)?

- Did we have any concerns about radicalisation, FGM, forced marriage, honour based abuse, sexual exploitation?
- Have we had any concerns about physical or sexual abuse?
- Does the parent have any known medical needs? Is the child safe?

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

## **5.4 Children Missing from Home or Care**

It is known that children who go missing are at risk of suffering significant harm, and there are specific risks around children running away and the risk of sexual exploitation. The Hampshire Police Force, as the lead agency for investigating and finding missing children, will respond to children going missing based on on-going risk assessments in line with current guidance.

**The Police definition of 'Missing' is:**

**'Anyone whose whereabouts cannot be established will be considered as missing until located, and their well-being or otherwise confirmed.'**

Various categories of risk should be considered and Hampshire Local Safeguarding Children's Partnership provides further guidance:

*Local authorities have safeguarding duties in relation to children missing from home and should work with the police to risk assess and analyse data for patterns that indicate particular concerns and risks.*

*The police will prioritise all incidents of missing children as medium or high risk. Where a child is recorded as being absent, the details will be recorded by the police who will also agree review times and any on-going actions with person reporting. A missing child incident would be prioritised as 'High Risk' where:*

- The risk posed is immediate and there are substantial grounds for believing that the child is in danger through their own vulnerability; or*
- The child may have been the victim of a serious crime; or*
- The risk posed is immediate and there are substantial grounds for believing that the public is in danger.*

*The high-risk category requires the immediate deployment of police resources.*

*Authorities need to be alert to the risk of sexual exploitation or involvement in drugs , gangs or criminal activity, trafficking and aware of local 'hot spots' as well as concerns about any individuals with whom children runaway.*

*Child protection procedures must be initiated in collaboration with children's social care services whenever there are concerns that a child is missing, may be suffering or likely to suffer significant harm.*

Within any case of children who are missing both push and pull factors will need to be considered.

Push factors include:

- Conflict with parents/carers
- Feeling powerless
- Being bullied/abused
- Being unhappy/not being listened to
- The Trigger Trio [domestic abuse, parental mental ill health and parental substance misuse]

Pull factors include:

- Wanting to be with family/friends
- Drugs, money and any exchangeable item
- Peer pressure

- For those who have been trafficked into the United Kingdom as unaccompanied asylum seeking children there will be pressure to make contact with their trafficker.

We will inform all parents of children who are absent (unless the parent has informed us). If the parent is also unaware of the location of their child, and the definition of missing is met, we will either support the parent to contact the police to inform them or do so ourselves with urgency.

## 5.5 Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. Sexual abuse 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 clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media.

CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship. (from KCSiE)

- Exploitation can be isolated (one-on-one) or organised group/criminal activity
- There can be a big age gap between victim and perpetrator, but it can also be child on child
- Boys can be targeted just as easily as girls - this is not gender specific
- Perpetrators can be women and not just men
- Exploitation can be between males and females or between the same genders
- Children with learning difficulties can be particularly vulnerable to exploitation as can children from particular groups, e.g. looked after children, young carers, children who have a history of physical, sexual and emotional abuse or neglect or mental health problems; children who use drugs or alcohol, children who go missing from home or school, children involved in crime, children with parents/carers who have mental health problems, learning difficulties/other issues, children who associate with other children involved in exploitation. However, it is important to recognise that any child can be targeted

Indicators a child may be at risk of CSE include:

- Going missing for periods of time or regularly coming home late;
- Regularly missing school or education or not taking part in education;
- Appearing with unexplained gifts or new possessions;
- Associating with other young people involved in exploitation;
- Having older boyfriends or girlfriends;
- Suffering from sexually transmitted infections or becomes pregnant
- Mood swings or changes in emotional wellbeing;
- Drug and alcohol misuse;
- Displaying inappropriate sexualised behaviour.

CSE can happen to a child of any age, gender, ability or social status. Often the victim of CSE is not aware that they are being exploited and do not see themselves as a victim.

CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

We educate all staff in the signs and indicators of sexual exploitation. Children who have been exploited will need additional support to help maintain them in education. We use the child exploitation risk assessment form (CERAF) and associated guidance from the Hampshire Safeguarding Children Partnership to identify pupils who are at risk; the DSL will share this information as appropriate with children's social care.

We recognise that we may have information or intelligence that could be used to both protect children and prevent risk. Any relevant information that we have will be shared on the community partnership information (CPI) form [Appendix 9]. This form can also be downloaded from

<https://www.safe4me.co.uk/portfolio/sharing-information/>

## 5.6 Child Criminal Exploitation (including county lines)

Child Criminal Exploitation is defined as: - *'where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity (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 threat of violence. The victim may have been criminally exploited even if the activity appears consensual. Child Criminal Exploitation does not always involve physical contact, it can occur through the use of technology'*

The exploitation of children and young people for crime is not a new phenomenon as evidenced by Fagan's gang in Charles Dickens book, Oliver Twist. Children under the age of criminal responsibility, or young people who have increased vulnerability due to push/pull factors who are manipulated, coerced or forced into criminal activity provide opportunity for criminals to distance themselves from crime.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation

A current trend in criminal exploitation of children and young people is 'county lines' which refer to a 'phone line through which drug deals can be made. An order is placed on the number and typically a young person will deliver the drugs to the specified address and collect the money for the deal. These lines are owned and managed by organised crime gangs, often from larger cities, who are expanding their markets into rural areas.

Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation, as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims [and their families] if they attempt to leave the county lines network.

Indicators that a child may be criminally exploited include:



- Increase in **Missing episodes** - particular key as children can be missing for days and drug run in other Counties
- Having unexplained amounts of money, **new high cost items** and multiple mobile phones
- Increased social media and phone/text use, almost always secretly
- **Older males** in particular seen to be hanging around and driving
- Having injuries that are unexplained and unwilling to have them looked at

#### • Increase in aggression, violence and fighting

- Carrying **weapons** - knives, baseball bats, hammers, acid
- Travel receipts that are unexplained
- **Significant missing** from education and disengaging from previous positive peer groups
- Association with other young people involved in exploitation
- Children who misuse drugs and alcohol
- Parent concerns and significant changes in behaviour that affect emotional wellbeing

We will treat any child who may be criminally exploited as a victim in the first instance and using the CERAF form and guidance in our referral to children's social care. If a referral to the police is also required as crimes have been committed on the school premises, these will also be made. Children who have been exploited will need additional support to help maintain them in education

If there is information or intelligence about child criminal exploitation, we will report this to the police via the community partnership information form.

<https://www.safe4me.co.uk/portfolio/sharing-information/>

### 5.7 Serious Violence

Serious violence is becoming a factor for those who are involved in criminal exploitation. It can also be an indication of gang involvement and criminal activity.

All staff will be made aware of indicators, which may signal that pupils, or members of their families, are at risk from or involved with serious violent crime.

These indications can include but are not limited to: increased absence from school; a change in friendships or relationships with older individuals or groups; a significant decline in performance; signs of self-harm; significant change in wellbeing; signs of assault; unexplained injuries; unexplained gifts and/or new possessions; possession of weapons.

Staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

Advice for staff can be found in the Home Office's [Preventing youth violence and gang involvement](#).

We have a duty to not only prevent the individual from engaging in criminal activity, but also to safeguard others who may be harmed by their actions.

We will report concerns of serious violence to police and social care.

If there is information or intelligence about potential serious violence, we will report this to the police via the community partnership information form.

<https://www.safe4me.co.uk/portfolio/sharing-information/>

## 5.8 Trafficked Children and modern slavery

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

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

- Movement (including within the UK);
- Control, through harm/threat of harm or fraud
- For the purpose of exploitation

Any child transported for exploitative reasons is considered to be a trafficking victim. There is significant evidence that children (both of UK and other citizenship) are being trafficked internally within the UK and this is regarded as a more common form of trafficking in the UK. There are a number of indicators which suggest that a child may have been trafficked into the UK, and may still be controlled by the traffickers or receiving adults.

These are as follows:

- Shows signs of physical or sexual abuse, and/or has contracted a sexually transmitted infection or has an unwanted pregnancy
- Has a history of going missing and unexplained moves
- Is required to earn a minimum amount of money every day
- Works in various locations
- Has limited freedom of movement
- Appears to be missing for periods
- Is known to beg for money
- Is being cared for by adult/s who are not their parents and the quality of the relationship between the child and their adult carers is not good
- Is one among a number of unrelated children found at one address
- Has not been registered with or attended a GP practice
- Is excessively afraid of being deported.

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

- Physical symptoms (bruising indicating either physical or sexual assault)
- Prevalence of a sexually transmitted infection or unwanted pregnancy
- Reports from reliable sources suggesting the likelihood of involvement in sexual exploitation/the child has been seen in places known to be used for sexual exploitation
- Evidence of drug, alcohol or substance misuse
- Being in the community in clothing unusual for a child i.e. inappropriate for age, or borrowing clothing from older people
- Relationship with a significantly older partner
- Accounts of social activities, expensive clothes, mobile phones or other possessions with no plausible explanation of the source of necessary funding
- Persistently missing, staying out overnight or returning late with no plausible explanation

- Returning after having been missing, looking well cared for despite having not been at home
- Having keys to premises other than those known about
- Low self- image, low self-esteem, self-harming behaviour including cutting, overdosing, eating disorder, promiscuity
- Truancy / disengagement with education
- Entering or leaving vehicles driven by unknown adults
- Going missing and being found in areas where the child or young person has no known links; and/or
- Possible inappropriate use of the internet and forming on-line relationships, particularly with adults.

These behaviours themselves do not indicate that a child is being trafficked, but should be considered as indicators that this may be the case.

When considering modern slavery, there is a perception that this is taking place overseas. The government estimates that tens of thousands of slaves are in the UK today.

Young people being forced to work in restaurants, nail bars, car washes and harvesting fruit, vegetables or other foods have all been slaves 'hiding in plain sight' within the U.K and rescued from slavery. Other forms of slavery such as sex slaves or household slaves are more hidden but have also been rescued within the UK.

If staff believe that a child is being trafficked or is a slave, this will be reported to the DSL for referral to be considered to children's social care.

## 5.9 Child Abduction

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers. Further information is available at:

[www.actionagainstabduction.org](http://www.actionagainstabduction.org)

When we consider who is abducted and who abducts

- Nearly three-quarters of children abducted abroad by a parent are aged between 0 and 6 years-old
- Roughly equal numbers are boys and girls
- Two-thirds of children are from minority ethnic groups.
- 70% of abductors are mothers. The vast majority have primary care or joint primary care for the child abducted.
- Many abductions occur during school holidays when a child is not returned following a visit to the parent's home country (so-called 'wrongful retentions')

If we become aware of an abduction we will follow the HIPS procedure and contact the police and children's social care (if they are not already aware).

If we are made aware of a potential risk of abduction we will seek advice and support from police and children's social care to confirm that they are aware and seek clarity on what actions we are able to take.

### **5.10 Returning home from care**

When children are taken into care, consideration may be given in the future to those children being returned to the care of their parents, or one of their parents. Other children are placed in care on a voluntary basis by the parents and they are able to removed their voluntary consent.

While this is a positive experience for many children who have returned to their families, for some there are different challenges and stresses in this process.

As a school, if we are aware of one of our children who is looked after is returning to their home, we will consider what support we can offer and ensure as a minimum that the child has a person, that they trust, who they can talk to or share their concerns with.

## **6. Technologies**

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

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- content: being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes’.
- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
- commerce - risks such as online gambling, inappropriate advertising, phishing and or financial scams.

### **6.1 Online Safety and Social Media**

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

- Unwanted contact
- Grooming
- Online bullying including sexting
- Digital footprint
- Accessing and generating inappropriate content

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

- Acceptable use agreements for children, teachers, parents/carers and governors
- Curriculum activities involving raising awareness around staying safe online. The 4 C's of E-Safety [Content, Contact, Conduct & Commerce] are taught to children of all ages across the school in an age appropriate way. These areas are covered in 'Computing Lessons' and through PSHE lessons [Jigsaw Programme] [See Appendix 4](#)
- Information included in letters, newsletters, web site, VLE
- Parents evenings/sessions
- High profile events/campaigns e.g. Safer Internet Day
- Building awareness around information that is held on relevant web sites and or publications
- Social media policy

## 6.2 Cyberbullying

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

The school also recognises that it must take note of bullying perpetrated outside school, which has an impact within the school; therefore once aware we will respond to any cyber-bullying we become carried out by pupils when they are away from the site.

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

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

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

Cyber-bullying may be at a level where it is criminal in character. It is unlawful to disseminate defamatory information in any media including internet sites.

Section 127 of the Communications Act 2003 makes it an offence to send, by public means of a public electronic communications network, a message or other matter that is grossly offensive or one of an indecent, obscene or menacing character.

The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.

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

The school has a separate Cyber Bullying Policy which should be read alongside this guidance.

## 6.3 Sexting

'Sexting' often refers to the sharing of naked or 'nude' pictures or video through mobile phones and/or the internet. It also includes underwear shots, sexual poses and explicit text messaging. It is sometimes referred to as youth produced sexual imagery.

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

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

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

## 6.4 On-Line Sexual abuse

As a school we will:

- **Report** to the police, CEOP or any other relevant body any on-line sexual abuse or harmful content we are made aware of. This could include sending abusive, harassing and misogynistic messages; sharing nude and semi-nude images and videos; and coercing others to make and share sexual imagery. We will seek guidance from the NPCC '[when to call the police](#)' document and the internet watch foundations '[report harmful content](#)' website
- **Educate** to raise awareness of what on-line sexual abuse is, how it can happen, how to limit the impact and what to do if you become aware of it.
- **Support** victims of on-line abuse within the school community

## 6.5 Gaming

Online gaming is an activity in which the majority of children and many adults get involved. The school will raise awareness:

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

## 6.6 Online reputation

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

## 6.7 Grooming

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

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

- Only has friends on-line that they know in real life
- Is aware that if they communicate with somebody that they have met on-line, that relationship should stay on-line.

That the school will support parents to:

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

The school will raise awareness by:

- Running sessions for parents
- Include awareness around grooming as part of their curriculum
- Identifying with parents and children how they can be safeguarded against grooming.

Additionally to being targeted for sexual motivations, some young people are also groomed online for exploitation or radicalisation. While the drivers and objectives are different, the actual process is broadly similar to radicalisation, with the exploitation of a person's vulnerability usually being the critical factor. Those who are targeted are often offered something ideological, such as an eternal spiritual reward, or sometimes something physical, such as an economic incentive, that will make them 'feel better' about themselves or their situation.

Anyone can be at risk. Age, social standing and education do not necessarily matter as much as we previously thought, and we have seen all kinds of people become radicalised, from young men and women with learning difficulties to adults in well-respected professions. What is clear is that, the more vulnerable the person, the easier it is to influence their way of thinking.

Signs of grooming can include:

- isolating themselves from family and friends;
- becoming secretive and not wanting to talk or discuss their views;
- closing computers down when others are around;
- refusing to say who they are talking to; using technology such as anonymous browsing to hide their activity; and
- sudden changes in mood, such as becoming angry or disrespectful.

Of course, none of these behaviours necessarily mean someone is being radicalised and, when displayed, could be a symptom of bullying or other emotional issues.

## Part 4 - Safeguarding Issues Relating to Individual Pupil Needs

### 1.1 Homelessness.

We recognise that being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The impact of losing a place of safety and security can affect a child's behaviour and attachments.

In line with the Homelessness Reduction Act 2017 this school will promote links into the Local Housing Authority for the parent or care giver in order to raise/progress concerns at the earliest opportunity.

We recognise that whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

### 1.2 Children & the Court System

We recognise that children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. We know that this can be a stressful experience and therefore the school will aim to support children through this process.

Along with pastoral support, the school will use age-appropriate materials published by HM Courts and Tribunals Services (2017) that explain to children what it means to be a witness, how to give evidence and the help they can access.

We recognise that making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. This school will support children going through this process.

Alongside pastoral support this school will use online materials published by The Ministry of Justice (2018) which offers children information & advice on the dispute resolution service.

These materials will also be offered to parents and carers if appropriate.

### 1.3 Children with family members in prison

Children who have a family member in prison are at greater risk of poor outcomes including poverty, stigma, isolation and poor mental health.

This school aims to:-

- **Understand and Respect the Child's Wishes**

We will respect the child's wishes about sharing information. If other children become aware the school will be vigilante to potential bullying or harassment

- **Keep as Much Contact as Possible with the Parent and Caregiver**

We will maintain good links with the remaining caregiver in order to foresee and manage any developing problems. Following discussions, we will develop appropriate systems for keeping the imprisoned caregiver updates about their child's education.



## • **Be Sensitive in Lessons**

This school will consider the needs of any child with an imprisoned parent during lesson planning.

## • **Provide Extra Support**

We recognise that having a parent in prison can attach a real stigma to a child, particularly if the crime is known and particularly serious. We will provide support and mentoring to help a child work through their feelings on the issue.

Alongside pastoral care the school will use the resources provided by the National Information Centre on Children of Offender in order to support and mentor children in these circumstances.

### **1.4 Pupils with medical conditions (in school)**

The school operates a separate First Aid and Medical Policy

We will make sure that sufficient staff are trained to support any pupil with a medical condition. As well as having a full time school matron we have a number of staff who are first Aid trained across all areas of the school.

All relevant staff will be made aware of the condition to support the child and be aware of medical needs and risks to the child.

As a school a significant number of children have their own individual healthcare plan [Medical Risk Assessment] and these are put in place to support the child and their medical needs. These are reviewed at least annually by the school matron and more frequently should a child's medical circumstances change.

### **1.5 Pupils with medical conditions (out of school)**

There will be occasions when children are temporarily unable to attend our school on a full-time basis because of their medical needs. These children and young people are likely to be:

- Children and young people suffering from long-term illnesses
- Children and young people with long-term post-operative or post-injury recovery periods
- Children and young people with long-term mental health problems (emotionally vulnerable).

Where it is clear that an absence will be for more than 15 continuous school days the Education and Inclusion branch of Children Services will be contacted to support with the pupil's education.

### **1.6 Special educational needs and disabilities**

Children who have special educational needs and/or disabilities can have additional vulnerabilities when recognising abuse and neglect. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- The potential for a disproportionate impact on children with SEND for example by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers
- Have fewer outside contacts than other children

- Receive intimate care from a considerable number of carers, which may increase the risk of exposure to abusive behaviour and make it more difficult to set and maintain physical boundaries
- Have an impaired capacity to resist or avoid abuse
- Have communication difficulties that may make it difficult to tell others what is happening
- Being inhibited about complaining for fear of losing services
- Being especially vulnerable to bullying and intimidation
- Being more vulnerable than other children to abuse by their peers.

We will respond to this by:

- Making it common practice to enable disabled children to make their wishes and feelings known in respect of their care and treatment
- Ensuring that disabled children receive appropriate personal, health and social education (including sex education)
- Ensuring disabled children know how to raise concerns and give them access to a range of adults with whom they can communicate. This could mean using interpreters and facilitators who are skilled in using the child's preferred method of communication
- Recognising and utilising key sources of support including staff in schools, friends and family members where appropriate
- Developing the safe support services that families want, and a culture of openness and joint working with parents and carers on the part of services
- Ensuring that guidance on good practice is in place and being followed in relation to: intimate care; working with children of the opposite sex; managing behaviour that challenges families and services; issues around consent to treatment; anti-bullying and inclusion strategies; sexuality and safe sexual behaviour among young people; monitoring and challenging placement arrangements for young people living away from home.

### 1.7 Intimate and personal care

**'Intimate Care'** can be defined as care tasks of an intimate nature, associated with bodily functions, bodily products and personal hygiene, which demand direct or indirect contact with, or exposure of, the sexual parts of the body. The Intimate Care tasks specifically identified as relevant include:

- Dressing and undressing (underwear)
- Helping someone use the toilet
- Changing continence pads (faeces/urine)
- Bathing/showering
- Washing intimate parts of the body
- Changing sanitary wear
- Inserting suppositories
- Giving enemas
- Inserting and monitoring pessaries.

**'Personal Care'** involves touching another person, although the nature of this touching is more socially acceptable. These tasks do not invade conventional personal, private or social space to the same extent as Intimate Care.

Those Personal Care tasks specifically identified as relevant here include:

- Skin care/applying external medication

- Feeding
- Administering oral medication
- Hair care
- Dressing and undressing (clothing)
- Washing non-intimate body parts
- Prompting to go to the toilet.

Personal Care encompasses those areas of physical and medical care that most people carry out for themselves but which some are unable to do because of disability or medical need. Children and young people may require help with eating, drinking, washing, dressing and toileting.

Where Intimate Care is required we will follow the following principles:

#### **A. Involve the child in the intimate care**

Try to encourage a child's independence as far as possible in his or her intimate care. Where a situation renders a child fully dependent, talk about what is going to be done and give choices where possible. Check your practice by asking the child or parent about any preferences while carrying out the intimate care.

#### **B. Treat every child with dignity and respect and ensure privacy appropriate to the child's age and situation.**

Staff can administer intimate care alone however we will be aware of the potential safeguarding issues for the child and member of staff. Care should be taken to ensure adequate supervision primarily to safeguard the child but also to protect the staff member from potential risk.

#### **C. Be aware of your own limitations**

Only carry out activities you understand and with which you feel competent. If in doubt, ASK. Some procedures must only be carried out by members of staff who have been formally trained and assessed.

#### **D. Promote positive self-esteem and body image**

Confident, self-assured children who feel their body belongs to them are less vulnerable to sexual abuse. The approach you take to intimate care can convey lots of messages to a child about their body worth. Your attitude to a child's intimate care is important. Keeping in mind the child's age, routine care can be both efficient and relaxed.

#### **E. If you have any concerns you must report them.**

If you observe any unusual markings, discolouration or swelling, report it immediately to the designated practitioner for child protection.

If a child is accidentally hurt during the intimate care or misunderstands or misinterprets something, reassure the child, ensure their safety and report the incident immediately to the DSL. Report and record any unusual emotional or behavioural response by the child. A written record of concerns must be made available to parents and kept in the child's child protection record.

## **F. Helping through communication**

There is careful communication with each child who needs help with intimate care in line with their preferred means of communication (verbal, symbolic, etc.) to discuss the child's needs and preferences. The child is aware of each procedure that is carried out and the reasons for it.

## **G. Support to achieve the highest level of autonomy**

As a basic principle children will be supported to achieve the highest level of autonomy that is possible given their age and abilities. Staff will encourage each child to do as much for themselves as they can. This may mean, for example, giving the child responsibility for washing themselves. Individual intimate care plans will be drawn up for particular children as appropriate to suit the circumstances of the child. These plans include a full risk assessment to address issues such as moving and handling, personal safety of the child and the carer and health.

### **7.1 Perplexing Presentations [PP]/ Fabricated or induced illness [FII]**

The Royal College of Paediatrics and Child Health have added the term “Perplexing presentations” to the guidance around FII.

Perplexing Presentations (PP) has been introduced to describe those situations where there are indicators of possible FII, which have not caused or brought on any actual significant harm.

It is important to highlight any potential discrepancies between reports, presentations of the child and independent observations of the child. What is key to note are implausible descriptions and/or unexplained findings and/or parental behaviour.

There are three main ways that a parent/carer could fabricate or induce illness in a child. These are not mutually exclusive and include:

- fabrication of signs and symptoms. This may include fabrication of past medical history
- fabrication of signs and symptoms and falsification of hospital charts and records, and specimens of bodily fluids. This may also include falsification of letters and documents
- induction of illness by a variety of means.

If we are concerned that a child may be suffering from fabricated or induced illness, we will follow the HIPS protocol and inform children's social care.

### **7.2 Mental Health**

Form tutors and class teachers see their pupil's day in, day out. They know them well and are well placed to spot changes in behaviour that might indicate an emerging problem with the mental health and emotional wellbeing of pupils.

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

The balance between the risk and protective factors are most likely to be disrupted when difficult events happen in pupils' lives. These include:

- **Loss or separation** - resulting from death, parental separation, divorce, hospitalisation, loss of friendships (especially in adolescence), family conflict or breakdown that results in the child having to live elsewhere, being taken into care or adopted
- **Life changes** - such as the birth of a sibling, moving house or changing schools or during transition from primary to secondary school, or secondary school to sixth form
- **Traumatic events** such as abuse, domestic violence, bullying, violence, accidents, injuries or natural disaster.

When concerns are identified, school staff will provide opportunities for the child to talk or receive support within the school environment. Parents will be informed of the concerns and a shared way to support the child will be discussed.

Where the needs require additional professional support referrals will be made to the appropriate team or service with the appropriate agreement.

If staff have a mental health concern about a child that is also a safeguarding concern, they will take immediate action, raising the issue with the designated safeguarding lead [DSL] or one of the Deputy Designated Safeguarding Leads [DDSL]

# Part 5 - Other Safeguarding Issues that may potentially have an impact on pupils

## 1.1 Bullying

The school has separate bullying and cyber bullying policies that can be found on the school website as well as on the internal staff Sharepoint.

## 1.2 Prejudice based abuse

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

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

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

This can be evidenced by:

- Threatened or actual physical assault
- Derogatory name calling, insults, for example racist jokes or homophobic language
- Hate graffiti (e.g. On school furniture, walls or books)
- Provocative behaviour e.g. Wearing of badges or symbols belonging to known right wing, or extremist organisations
- Distributing literature that may be offensive in relation to a protected characteristic • Verbal abuse
- Inciting hatred or bullying against pupils who share a protected characteristic
- Prejudiced or hostile comments in the course of discussions within lessons
- Teasing in relation to any protected characteristic e.g. Sexuality, language, religion or cultural background
- Refusal to co-operate with others because of their protected characteristic, whether real or perceived
- Expressions of prejudice calculated to offend or influence the behaviour of others
- Attempts to recruit other pupils to organisations and groups that sanction violence, terrorism or hatred.

We will respond by:

- Clearly identifying prejudice based incidents and hate crimes and monitor the frequency and nature of them within the school. This is an agenda item every Monday afternoon at SLT meetings.
- Taking preventative action to reduce the likelihood of such incidents occurring
- Recognising the wider implications of such incidents for the school and local community
- Providing regular reports of these incidents to the Governing body

- Ensuring that staff are familiar with formal procedures for recording and dealing with prejudice based incidents and hate crimes
- Dealing with perpetrators of prejudice based abuse effectively
- Supporting victims of prejudice based incidents and hate crimes
- Ensuring that staff are familiar with a range of restorative practices to address bullying and prevent it happening again

### 1.3 Drugs and substance misuse

The school works to a separate drug policy that can be found on the internal staff Sharepoint.

## 1.4 Faith Abuse

The number of known cases of child abuse linked to accusations of ‘possession’ or ‘witchcraft’ is small, but children involved can suffer damage to their physical and mental health, their capacity to learn, their ability to form relationships and to their self-esteem.

Such abuse generally occurs when a carer views a child as being ‘different’, attributes this difference to the child being ‘possessed’ or involved in ‘witchcraft’ and attempts to exorcise him or her.

A child could be viewed as ‘different’ for a variety of reasons such as, disobedience; independence; bed-wetting; nightmares; illness; or disability. There is often a weak bond of attachment between the carer and the child.

There are various social reasons that make a child more vulnerable to an accusation of ‘possession’ or ‘witchcraft’. These include family stress and/or a change in the family structure.

The attempt to ‘exorcise’ may involve severe beating, burning, starvation, cutting or stabbing and isolation, and usually occurs in the household where the child lives.

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

## 1.5 Gangs and Youth Violence

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

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

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

We will:

- Develop skills and knowledge to resolve conflict as part of the curriculum
- Challenge aggressive behaviour in ways that prevent the recurrence of such behaviour
- Understand risks for specific groups, including those that are gender-based, and target interventions
- Safeguard, and specifically organise child protection, when needed

- Make referrals to appropriate external agencies
- Carefully manage individual transitions between educational establishments especially into pupil referral units (PRU's) or alternative provision
- Work with local partners to prevent anti-social behaviour or crime.

## 1.6 Private Fostering

Private fostering is an arrangement by a child's parents for their child (under 16 or 18 if disabled) to be cared for by another adult who is not closely related and is not a legal guardian with parental responsibility for 28 days or more.

It is not private fostering if the carer is a close relative to the child such as grandparent, brother, sister, uncle or aunt.

The Law requires that the carers and parents must notify the Children's Services Department of any private fostering arrangement.

If the school becomes aware that a pupil is being privately fostered we will inform the Children's Services Department and inform both the parents and carers that we have done so.

## 1.7 Parenting

All parents will struggle with the behaviour of their child(ren) at some point. This does not make them poor parents or generate safeguarding concerns. Rather it makes them human and provides them with opportunities to learn and develop new skills and approaches to deal with their child(ren).

Some children have medical conditions and/or needs e.g. Tourette's Syndrome, some conditions associated with autism or ADHD that have a direct impact on behaviour and can cause challenges for parents in dealing with behaviours. This does not highlight poor parenting either.

Parenting becomes a safeguarding concern when the repeated lack of supervision, boundaries, basic care or medical treatment places the child(ren) in situations of risk or harm.

In situations where parents struggle with tasks such as setting boundaries and providing appropriate supervision, timely interventions can make drastic changes to the wellbeing and life experiences of the child(ren) without the requirement for a social work assessment or plan being in place.

As a school, we will support parents in understanding the parenting role and provide them with strategies that may assist:

- Providing details of community based parenting courses  
<http://www3.hants.gov.uk/childrens-services/familyinformationdirectory.htm>
- Linking to web based parenting resources (for example <http://www.familylives.org.uk/>)
- Referring to the school parenting worker/home school link worker (where available)
- Discussing the issue with the parent and supporting them in making their own plans of how to respond differently (using evidence based parenting programmes)
- Considering appropriate early help services  
<http://www3.hants.gov.uk/childrensservices/childrens-trust/earlyhelp.htm>
- Signposting to Support Services



# Part 6 - THE SCHOOL'S ARRANGEMENTS TO FULFIL OTHER SAFEGUARDING RESPONSIBILITIES

## 1. Teaching children how to keep safe

The governing body ensures that all pupils are taught about safeguarding, including online, through the curriculum and PSHEE [Jigsaw Programme] to help children to adjust their behaviours in order to reduce risks and build resilience, including to radicalisation. This includes teaching pupils about the safe use of electronic equipment and the internet and the risks posed by adults or young people, who use the internet and social media to bully, groom, abuse or radicalise other people, especially children, young people and vulnerable adults.

Internet safety is an integral part of the School's Computing curriculum and is also embedded in PSHEE and Relationships & Sex Education [RSE].

The School has appropriate filters and monitoring systems in place to safeguard children from potentially harmful and inappropriate material online. The School's systems are monitored by RM who filter inappropriate content. Such systems aim to reduce the risk of children being exposed to illegal, inappropriate and harmful materials online; reduce the risk of children being subjected to harmful online interaction with others; and help manage online behaviour that can increase a child's likelihood of, or causes, harm. Further detail of the School's approach to online safety can be found in the School's E-Safety Policy which also includes detail on the use of mobile technology in school and the School's IT arrangements to ensure that children are safe from terrorist and extremist material when accessing the internet through the School's systems.

## 2. Safer Recruitment

The school operates a separate safer recruitment process as part of its Recruitment Policy. On all recruitment panels there is at least one member who has undertaken safer recruitment training. Members of SLT as well as The Head and Deputy Head of Nursery will be undertaking 'Safer Recruitment Refresher Training' using the Educare On-line facility during the Autumn Term 2022.

The recruitment process checks the identity, criminal record (enhanced DBS), mental and physical capacity, right to work in the U.K., professional qualification and seeks confirmation of the applicant's experience and history through references.

## 3. Staff Induction

The DSL or one of the DDSL's will provide all new staff with training to enable them to both fulfil their role and also to understand the child protection policy, the safeguarding policy, the staff behaviour policy/code of conduct, and part one of Keeping Children Safe in Education September 2022 [KCSIE] including Annex A.

This induction may be covered within the annual training if this falls at the same time; otherwise it will be carried out separately during the initial starting period. See section on induction.

## 4. Health and Safety

There is a requirement that all schools must have a Health and Safety Policy that details the organisation, roles and responsibilities and arrangements in place at the premises for the

managing and promoting of Health and Safety in accordance with the Health and Safety at Work Act 1974 and regulations made under the act.

Schools must assess all their hazards and record any significant findings along with what control measures are required. The plans should, wherever possible take a common sense and proportionate approach with the aim to allow activities to continue rather than preventing them from taking place. The school has a Health and Safety policy which details the actions that we take in more detail and this can be found on the staff internal SharePoint.

## **5. Site Security**

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

- All gates are locked and are opened only by a key fob handed to all staff
- Doors are kept closed to prevent intrusion
- Visitors and volunteers enter at the reception and must sign in
- Visitors and volunteers are identified by a visitor's badge
- Children are only allowed home during the school day with adults/carers with parental responsibility or permission being given
- All children leaving or returning during the school day have to sign out and in e.g. medical appointment
- Empty classrooms have windows closed.

## **6. Off site visits**

A particular strand of health and safety is looking at risks when undertaking off site visits. Some activities, especially those happening away from the school and residential visits, can involve higher levels of risk. If these are annual or infrequent activities, a review of an existing assessment may be all that is needed. If it is a new activity, a visit involving adventure activities, residential, overseas or an 'Open Country' visit, a specific assessment of significant risks must be carried out. The school has an educational visits co-ordinator (EVC) who liaises with the local authority's outdoor education adviser and helps colleagues in schools to manage risks and support with off site visits and provides training in the management of groups during off site visits, as well as First Aid in an outdoor context.

The school also has a separate Educational Visits policy which covers procedures for residential and non-residential school trips. This can be found on the Internal staff SharePoint.

## **7. First Aid**

There is a separate First Aid policy, which can be found on the Internal School SharePoint.

## **8. Physical Intervention (use of reasonable force)**

As a school we have a separate policy outlining how we will use physical intervention. This can be found on the Internal School SharePoint.

All teaching members of staff and Teaching Assistants completed On-Line Refresher Training in the 'Use of Reasonable Force' using the On-line Educare facility during the Autumn Term 2021.

## 9. Use of Mobile Phones and Cameras

The School acknowledges that personal use of mobile phones may occur from time to time, e.g. when a member of staff has a domestic crises and needs to remain in contact with home. Any such use must be in accordance with this Policy and must not disrupt staff duties. Abuse or excessive use of mobile phones will be dealt with through the disciplinary procedure.

Mobile phones should not be used during lessons or formal school time (this includes checking and sending texts) and should be turned off in class other than when acting as the emergency 'phone during an activity (e.g. sport, field visit). The sending of abusive or inappropriate text messages is forbidden at all times.

We will seek consent from the parent/carer of a pupil and from teachers and other adults before taking and publishing photographs or videos that contain images that are sufficiently detailed to identify the individual in school publications, printed media or on electronic publications.

We will not seek consent for photos where you would not be able to identify the individual.

We will seek consent for the period the pupil remains registered with us and, unless we have specific written permission we will remove photographs after a child [or teacher] appearing in them leaves the school or if consent is withdrawn.

Photographs will only be taken on school owned equipment and stored on the school network. No images of pupils will be taken or stored on privately owned equipment by staff members.

## 10. EYFS Mobile Phone and Camera Policy

Neither staff nor children may use their own mobile phones to take photographs within the EYFS setting; nursery and up to Reception year.

EYFS staff will store their mobiles in the following areas:

- Reception - Pre Prep Office
- Nursery - Upstairs Nursery Office

No member of staff in the EYFS setting will have their mobile phone in use whilst in the classroom during the children's school day.

## 11. Transporting pupils

<http://documents.hants.gov.uk/education/LADOsafeguardingchildrenineducation2014templateletterforparent.doc>

On occasions parents and volunteers support with the task of transporting children to visits and off-site activities arranged by the school. (This is in addition to any informal arrangements made directly between parents for after school clubs etc.)

In managing these arrangements the school will put in place measures to ensure the safety and welfare of young people carried in parents' and volunteers' cars. This is based on guidance from

the local authority and follows similar procedures for school staff using their cars on school business.

Where parents'/volunteers' cars are used on school activities the school will notify parents/volunteers of their responsibilities for the safety of pupils, to maintain suitable insurance cover and to ensure their vehicle is roadworthy.

All parents/volunteers are therefore asked to complete and return the form attached as **Appendix 10** to the school before they offer to use their car to help with transporting pupils.

## **12. Disqualification under the childcare act**

The Childcare Act of 2006 was put in place to prevent adults who have been cautioned or convicted of a number of specific offences from working within childcare.

We will check for disqualification under the Childcare Act as part of our safer recruitment processes for any offences committed by staff members or volunteers.

## **13. Community Safer Incidents**

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation, or gang related activity.

As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff. It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: [www.clevernevergoes.org](http://www.clevernevergoes.org).

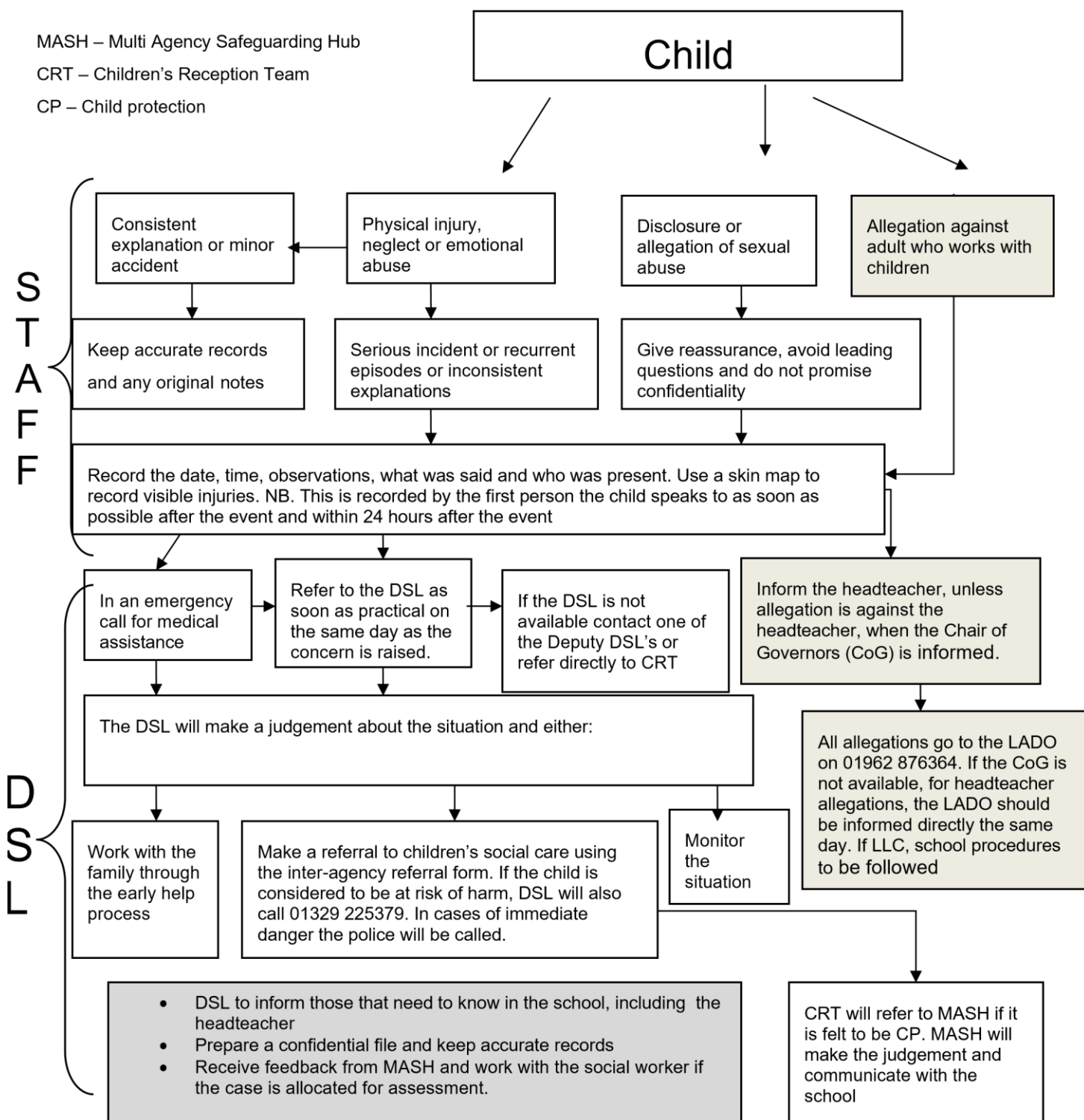
# Part 7 Appendices

## Appendix 1 - Flowchart for child protection procedures

MASH – Multi Agency Safeguarding Hub

CRT – Children's Reception Team

CP – Child protection



DSL - Designated Safeguarding Lead

LLC - Low Level Concern

\*In the cases of known FGM, the teacher who was made aware will also make contact with the police.

## Appendix 2 - Dealing with Disclosures

A member of staff who is approached by a child should maintain a positive attitude and try to reassure them. They should not promise complete confidentiality and should explain that they may need to pass information to other professionals to help keep the child or other children safe. The degree of confidentiality should always be governed by the need to protect the child.

Additional consideration needs to be given to children with communication difficulties and for those whose preferred language is not English. It is important to communicate with them in a way that is appropriate to their age, understanding and preferred communication method.

All staff should know who the DSL is and who to approach if the DSL is unavailable e.g. the DDSL's. Ultimately, all staff have the right to make a referral to the police or social care directly and should do this if, for whatever reason, there are difficulties following the agreed protocol, e.g. they are the only adult on the school premises at the time and have concerns about sending a child home.

### Guiding principles, the seven R's

#### Receive

- Listen to what is being said, without displaying shock or disbelief
- Accept what is said and take it seriously
- Make a note of what has been said as soon as practicable

#### Reassure

- Reassure the pupil, but only so far as is honest and reliable
- Don't make promises you may not be able to keep e.g. 'I'll stay with you' or 'everything will be alright now' or 'I'll keep this confidential'
- Do reassure e.g. you could say: 'I believe you', 'I am glad you came to me', 'I am sorry this has happened', 'We are going to do something together to get help'

#### Respond

- Respond to the pupil only as far as is necessary for you to establish whether or not you need to refer this matter, but do not interrogate for full details
- Do not ask 'leading' questions i.e. 'did he touch your private parts?' or 'did she hurt you?' Such questions may invalidate your evidence (and the child's) in any later prosecution in court
- Do not ask the child 'Why' something has happened
- Do not criticise the alleged perpetrator; the pupil may care about him/her, and reconciliation may be possible
- Do not ask the pupil to repeat it all for another member of staff. Explain what you have to do next and whom you need to talk to. Reassure the pupil that it will be a senior member of staff in confidence.

## **Report**

- Share concerns with the DSL or if unavailable one of the DDSL's as soon as possible. This should be done verbally if possible and should then be followed up with an electronic entry on 'My Concern', which automatically flags the concern up to all members of the 'Safeguarding Team.'
- If you are unable to contact the DSL or one of the Deputy DSL's and the child is at risk of immediate harm, contact the children's services department directly.

## **Record**

- If possible make some very brief notes at the time, and write them up as soon as possible
- Ensure that these notes are entered into 'My Concern' as soon as possible so that all members of the Safeguarding Team are aware of the situation.
- Record the date, time, place, persons present and noticeable non-verbal behaviour, and the words used by the child. If the child uses sexual 'pet' words, record the actual words used, rather than translating them into 'proper' words
- Complete a body map to indicate the position of any noticeable bruising or marks
- Record facts and observable things, rather than your 'interpretations' or 'assumptions'

## **Remember**

- Support the child: listen, reassure, and be available
- Complete confidentiality is essential. Share your knowledge only with appropriate professional colleagues
- Try to get some support for yourself if you need it.
- All staff should be aware that children may not feel ready or know how to tell somebody that they are being abused, exploited or neglected and/or may not recognise their experiences as harmful.

## **Review (led by DSL)**

- Has the action taken provided good outcomes for the child?
- Did the procedure work?
- Were any deficiencies or weaknesses identified in the procedure? Have these been remedied?
- Is further training required?

## **What happens next?**

It is important that concerns are followed up and it is everyone's responsibility to ensure that they are. The member of staff should be informed by the DSL what has happened following the report being made. If they do not receive this information they should be proactive in seeking it out.

If a staff member believes that their concerns have not been dealt with effectively or that the child remains at risk, they should initially ask the DSL to reconsider ensuring that the risks are understood. If this does not result in a satisfactory outcome, or the DSL rational appears to miss the risk to the child, then the Whistleblowing procedures of the school should be followed. If the DSL is unhappy with the response from Children's Social Care, they should consider following the HSCP escalation protocol.



Receiving a disclosure can be upsetting for the member of staff and schools should have a procedure for supporting them after the disclosure. This might include reassurance that they have followed procedure correctly and that their swift actions will enable the allegations to be handled appropriately.

For some staff, use of an employee based counselling service may be appropriate.

## **Appendix 3 - Allegations against adults who work with children**

Working Together to Safeguard Children [2018] states that organisations should have clear policies for dealing with allegations against people who work with children. Those policies should make a clear distinction between an allegation, a complaint or a concern about the quality of care or practice.

Allegations as defined by KCSiE should be reported to the Local Authority Designated Officer [LADO]. Complaints or concerns can be managed independently by the school under internal procedures.

Complaints could include:

- Breaches of the Code of conduct
- Any breach of data protection or confidentiality
- Poor behaviour management
- Inappropriate use of social media
- Misadministration of medication

Concerns could include:

- Inappropriate use of language, shouting or swearing
- Discussing personal or sexual relationships with, or in the presence, of pupils
- Making [or encouraging others to make] unprofessional comments which scapegoat, demean or humiliate children, or might be interpreted as such.

Lower Level Concerns [LLC's] which do not reach the allegations harm threshold [or complaints criteria] should be dealt with under the school LLC procedure. See Separate LLC's Policy.

### **Procedure for Allegations that meet the harm threshold**

This procedure should be used in all cases in when it is alleged a member of staff, supply teacher volunteer, Governor or another adult who works with children has either:

- behaved in a way that has harmed a child, or may have harmed a child; or
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

When considering allegations of suitability, [the fourth criteria above] the LADO would consider the following situations:

- Parents of children who are placed on a CIN plan or are receiving Early Help;
- Arrests for offences against adults;
- Presentation to other professionals around mental health, domestic abuse and/or substance misuse
- Extreme political or religious viewpoints which could be considered Hate Crime
- Concerns about behaviour in their private lives which may impact on children

In any of these situations the LADO criteria for intervention will be assessed against the likelihood and impact of transferrable risk to children.

In line with our referral process:

- Staff will report any concerns about the conduct of any member of staff, supply staff or volunteer to the Headteacher as soon as possible.
- If an allegation is made against the Headteacher, the concerns need to be raised with the Chair of Governors as soon as possible. If the Chair of Governors is not available, then the LADO should be contacted directly.
- There may be situations when the Headteacher or Chair of Governors will want to involve the police immediately if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence.
- Once an allegation has been received by the Headteacher or Chair of Governors they will contact the LADO on 01962 876364 or [child.protection@hants.gov.uk](mailto:child.protection@hants.gov.uk) as soon as possible and before carrying out any investigation into the allegation.
- Inform the parents of the allegation unless there is a good reason not to

In liaison with the LADO, the school will determine how to proceed and if necessary, the LADO will refer the matter to Children's Social Care and/or the police.

When receiving information from outside agencies about school staff, the LADO will assess the potential for transferrable risk, and make a disclosure to the school where there is a likelihood of transferrable risk to children and there is a pressing need.

If the matter is investigated internally, the LADO will advise the school to seek guidance from their personnel/HR provider in following procedures set out in Chapter 4 of 'Keeping Children Safe in Education' (2022) and the HSCP procedures

### **Supply Staff**

While supply staff are not the employees of the school, it is still required that the school report the allegation to the LADO.

If the matter requires an internal investigation, this will be carried out by the school in liaison with a HR rep [acting as the employer] from the supply agency.

### **Lower Level Concerns (LLCs)**

The School's LLC Policy sits with the Staff Code of Conduct and is an integral part of the Safeguarding Process at Yateley Manor.

The LLC policy is part of the whole school approach to safeguarding. The purpose of the policy is to encourage an open and transparent culture, which enables the school to identify concerning, problematic or inappropriate behaviour at an early stage. It should also empower staff to share LLCs with the DSL. LLC's will be managed independently by the school or college under internal procedures.

Examples of LLCs include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;

- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

The LLC policy will:-

- Ensure that staff are clear about what constitutes appropriate behaviour, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others;
- Empower staff to share any low-level safeguarding concerns with the DSL
- Address unprofessional behaviour and support the individual to correct this at an early stage.
- Provide a responsive, sensitive and proportionate handling of such concerns when they are raised.
- Help identify any weakness in the school's safeguarding system.

In line with the LLC policy:-

- All LLC's will be shared responsibly with the DSL, recorded in writing and dealt with in an appropriate and timely manner.
- All LLC's will be reviewed, so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.
- If LLC's are found to be escalating and are reaching the harm threshold, A referral will be made to the LADO.

**If there is any doubt about the level at which behaviour needs to be addressed, LADO advice will be taken.**

### **Contacting the DBS and TRA**

The school will contact the **DBS** promptly when the services of an adult, whether employed, contracted, a volunteer or student are no longer required for a regulated activity and the DBS referral criteria has been met e.g. the person has caused harm or poses a risk of significant harm to a child. Contact Details for the DBS can be found in **Appendix 7**.

As a school, we will also consider making a referral to the **TRA [Teaching Regulation Agency]** where a teacher has been dismissed (or would have been dismissed had he/she not resigned).

The reasons such a referral would be considered are:

- unacceptable professional conduct
- conduct that may bring the profession into disrepute
- A conviction, at any time for a relevant offence.

Advice about whether an allegation against a teacher is sufficiently serious to refer to the TRA can be found in 'Teacher misconduct: the prohibition of teachers' (October 2015).

Further guidance is published on the Teaching Regulation Agency website. Contact details for the TRA can be found in **Appendix 8**

## Appendix 4 - Online Safety and how the 4 C's are delivered

As a school it is essential that we safeguard children from potentially harmful and inappropriate online material.

A comprehensive approach to online safety empowers staff to protect and educate pupils, students, and colleagues in their use of technology and establishes the following mechanisms to identify, intervene in, and escalate any concerns where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- **content:** being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, extremism & radicalisation.
- **contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes'.
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
- **commerce** - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If we feel pupils, students or staff are at risk, we will report it to the Anti-Phishing Working Group (<https://apwg.org/>).

We ensure that online safety is a running and interrelated theme when devising and implementing policies and procedures.

We will consider how online safety is reflected as required in all relevant policies and embedded across all areas of the curriculum, included in teacher training and within the role and responsibilities of the designated safeguarding lead as well as discussions with parents.

### E-Safety through the PSHE Programme

The school follows the 'Jigsaw' PSHE/RSHE programme and the following is an example of the topics covered:

- Years 7/8 - Positive relationships with Social media, on-line etiquette and privacy, social media and the law, legal responsibilities on line, sexting.
- Years 5/6 - Taking responsibility on line, safe on-line communication, rights and responsibilities online, online gaming and gambling, SMARRT Internet safety rules
- Years 3 & 4 - Keeping safe on line and who to turn to for help.

In addition, children cover on-line safety in their Computing lessons. This important area is covered at the beginning of every Autumn term as the children move through the school. See below for details of the course followed:

All pupils in Years 3-8 cover online safety in various formats over a 5/6-week period (one lesson per week) at the beginning of the Autumn Term. The grid below shows what elements of the 4'C's are covered in each year group.

	YEAR 3	YEAR 4	YEAR 5	YEAR 6	YEAR 7	YEAR 8
<b>CONTENT</b>						
Exposed to: illegal inappropriate			✓	✓	✓	✓
Harmful			✓	✓	✓	✓
Fake (Reliability of websites)	✓	✓	✓	✓	✓	✓
Self Harm						
Radicalization + Social Media Age Limits					✓	✓
<b>CONTACT</b>						
Harmful interaction with other users eg. Peer pressure, advertising (popups) adults posing as children	✓ Peer Pressure & Advertising	✓ Peer Pressure & Advertising	✓	✓	✓	✓
<b>CONDUCT</b>						
Personal online Behaviour	✓	✓	✓	✓	✓	✓
Sending or receiving explicit images					✓	✓
Sharing or receiving nudes/semi nudes					✓	✓
Online Bullying (Cyberbullying)	✓	✓	✓	✓	✓	✓
<b>COMMERCE</b>						
Online-Gambling						
Inappropriate advertising			✓	✓	✓	✓
Phishing			✓	✓	✓	✓
Financial Scams						

## Resources Used:

Year group	Resources
Year 3	Hector's World, E-Safety Quiz (Teams)
Year 4	Hector's World, E-Safety Quiz (Teams)
Year 5	S.M.A.R.T. Crew (Childnet), Google Interland, E-Safety Quiz (Teams)
Year 6	S.M.A.R.T. Crew (Childnet), Google Interland, E-Safety Quiz (Teams)
Year 7	Protecting yourself (Horrible Histories), What your online behaviour looks like in real life (Video resource), digital Footprint & the future (Digital Dirt – orange), Caught in the Web (BBC), How to beat the online Bullies (BBC), Your experience of online bullies (BBC/Childline), Online Spam and Privacy Settings (Horrible Histories) Google Interland, E-Safety Quiz (Teams)
Year 8	Protecting yourself (Horrible Histories), What your online behaviour looks like in real life (Video resource), digital Footprint & the future (Digital Dirt – orange), Caught in the Web (BBC), How to beat the online Bullies (BBC), Your experience of online bullies (BBC/Childline), Online Spam and Privacy Settings (Horrible Histories) Google Interland, E-Safety Quiz (Teams)

## Notes:

### **Hector's World:**

Students will learn how to become safe and responsible digital citizens by only sharing personal information with people they trust and keeping their computers safe. They will also learn about the importance of seeking guidance from a trusted adult when they feel unsafe or uneasy online or if they experience cyberbullying.

### **S.M.A.R.T.**

The animation has 5 short episodes that highlight the five different SMART rules. In each episode, the main characters are faced with a difficult online situation and call on the help of the SMART crew. The SMART Crew are a group of online 'experts', who listen carefully to Kara and Winston and assist them in making safe and responsible decisions online.

**S** - Keep safe by being careful not to give out personal information when you're chatting or posting online. Personal information includes your email address, phone numbers and passwords.

**M** - Meeting someone you have only been in touch with online can be dangerous; not everyone online is who they say they are. Only do so with your parents' or carers' permission and even then only when they can be present. Remember online friends are still strangers even if you have been talking to them for a long time. If you like chatting online it's best to only chat to your real world friends and family.

**A** - Accepting emails, instant and direct messages, or opening files, images or texts from people you don't know or trust can lead to problems – they may contain viruses or nasty messages.

**R** – Information on the internet may not always be true; it may be factually incorrect, out of date, or reflect someone's personal opinion or beliefs. Anyone can put information on the

internet, so always check by looking at other websites, in books, or with someone who knows.

**T** - Tell a parent, carer or a trusted adult if someone, or something, makes you feel upset, worried or uncomfortable, or if you or someone you know is being bullied online. You can also report the behaviour of others to the sites, games and services that you are using.

### **Google Interland:**

Interland is an adventure-packed online game that makes learning about digital safety and citizenship interactive and fun—just like the Internet itself. Here, kids will help their fellow Internauts combat badly behaved hackers, phishers, overshangers, and bullies by practicing the skills they need to be good digital citizens.

### **Caught in the Web is a Newsround special programme all about staying safe on the internet.**

The show, which is voiced by David Tennant, tells the story of a girl called Lost Princess, who gets into danger after meeting someone in a chatroom.

It also has lots of tips on how to be safe, and case studies of children with real-life experiences of how things can go wrong.



## **Appendix 5 - Sexual Violence & Sexual Harassment between children in School**

### **Context**

This policy is about how staff should respond to all reports and concerns of child-on-child sexual violence and sexual harassment, including those that have happened outside of school or college premises, and or online. All staff are advised to maintain an attitude of “It could happen here”

Schools and colleges not recognising, acknowledging or understanding the scale of harassment and abuse, and /or downplaying some behaviours relating to abuse can lead to a culture of unacceptable behaviour, an unsafe environment and in a worst case scenario a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This can adversely affect their educational attainment as well as their emotional well-being. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. It is also important to recognize that some perpetrators may themselves be victim.

Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children and young people including school and college staff are supported and protected as appropriate.

### **Policy**

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 by other children.

We recognise that children are capable of abusing their peers and this will be dealt with under our child protection policy and in line with KCSIE [2022]

This policy is underpinned by the principle that there is a zero-tolerance approach to sexual violence and sexual harassment. We are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up. We will minimise the risk of child on child abuse by:-

### **Prevention**

- Taking a whole school approach to safeguarding & child protection
- Providing training to all staff at least annually both ‘face to face’ and through On-line Educare Training modules.
- Providing a clear set of values and standards, underpinned by the school’s behaviour policy and pastoral support system, and by a planned programme of evidence based content delivered through the curriculum including the delivery of the PSHEE programme
- Engaging with specialist support and interventions.

### **Responding to reports of sexual violence and sexual harassment:**

- Children making a report of sexual violence or sexual harassment will be taken seriously, kept safe and be supported.
- Understanding that our initial response to a report from a child is incredibly important and can encourage or undermine the confidence of victims of sexual violence and harassment to report or to come forward in future.
- If the report includes an online element, staff will be mindful of the Searching, Screening and Confiscation: advice for schools (DfE 2018) guidance.
- Staff taking the report will inform the DSL or one of the DDSL's as soon as practicably possible but at least within 24 hours.
- Staff taking a report will never promise confidentiality.
- Parents or carers will normally be informed (unless this would put the child at greater risk).
- If a child is at risk of harm, is in immediate danger, or has been harmed, a referral will be made to **Children's Social Care (01329 225379)**.

### **Risk Assessment:**

Following a report the DSL will make an immediate risk and needs assessment on a case-by-case basis **[See Appendix 15]**

The Risk assessment will consider:

- The victim, especially their protection and support.
- The alleged perpetrator, their support needs and any discipline action.
- All other children at the school.
- The victim and the alleged perpetrator sharing classes and space at school.

The risk assessment will be recorded and kept under review.

Where there has been other professional intervention and/or other specialist risk assessments, these professional assessments will be used to inform the school's approach to supporting and protecting pupils.

### **Action: The DSL will consider:-**

- The wishes of the victim.
- The nature of the incident including whether a crime has been committed and the harm caused.
- Ages of the children/young people involved.
- Developmental stages of the children/young people
- Any power imbalance between the children/young people
- Any previous incidents.
- On-going risks.
- Other related issues or wider context.

### **Options: The DSL will manage the report with the following options:-**

- Manage internally
- Refer to Early Help
- Refer to Children's Social Care
- Report to the police (generally in parallel with a referral to Social Care)

### **Ongoing Response:**

- All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified and addressed.
- The DSL will keep the risk assessment under review.
- The DSL will manage each report on a case-by-case basis and will keep the risk assessment under review.
- Where there is a criminal investigation into a rape, assault by penetration or sexual assault, the alleged perpetrator should be removed from any classes they share with the victim during that investigation.
- The DSL will consider how best to keep the victim and perpetrator a reasonable distance apart on school premises and on transport where appropriate.
- Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, the school will take suitable action. In all but the most exceptional of circumstances, the rape or assault is likely to constitute a serious breach of discipline and lead to the view that allowing the perpetrator to remain in the same school or college would seriously harm the education or welfare of the victim (and potentially other pupils or students).
- Where a criminal investigation into sexual assault leads to a conviction or caution, the school will, if it has not already, consider any suitable sanctions in light of their behaviour policy, including consideration of permanent exclusion. Where the perpetrator is going to remain at the school, the principle of keeping the victim and perpetrator in separate classes where possible would be maintained and continued. Consideration would be given to the most appropriate way to manage potential contact on school premises and transport. The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases.
- The victim, alleged perpetrator and other witnesses (children & adults) will receive appropriate support and safeguards on a case-by-case basis.
- When on-going support is required by the victim, the victim should be asked whether they would find it helpful to have a designated trusted adult to talk about their needs. The choice of any such adult should be made by the victims (as far as reasonably possible) and this choice should be supported.
- The school will take any disciplinary action against the alleged perpetrator in line with behaviour and discipline in schools.
- The school recognises that taking disciplinary action and providing appropriate support are not mutually exclusive actions and will occur at the same time if necessary.

### **Unsubstantiated, unfounded, false, or malicious reports**

If a report is determined to be unsubstantiated, unfounded, false or malicious, the designated safeguarding lead should consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and whether this is a cry for help. In such circumstances, a referral to children's social care may be appropriate.

If a report is shown to be deliberately invented or malicious, the school or college, should consider whether any disciplinary action is appropriate against the individual who made it as per their own behaviour policy.

## **Physical Abuse**

While a clear focus of peer-on-peer abuse is linked to sexual abuse and harassment, physical assaults, initiation violence and rituals from pupils to pupils can also be abusive.

These are equally not tolerated and, if it is believed that a crime has been committed, will be reported to the police.

The principles from the Whole School Behaviour Policy and Anti-bullying policy will be applied in these cases, with recognition that any police investigation will need to take priority.

References:

KCSIE(DfE 2022)

Sexual Violence and Sexual Harassment between Children in Schools and Colleges (DfE 2022)

## **Appendix 6 - What is child abuse?**

The following definitions are taken from *working together to safeguard children* HM Government (2018). In addition to these definitions, it should be understood that children can also be abused by being sexually exploited, through honour based abuse [Violence], forced marriage or female genital mutilation. To support the local context, all staff have access to the Hampshire Safeguarding Children Partnership [HSCP] threshold chart.

### **What is abuse and neglect?**

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or children.

### **Physical abuse**

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.

### **Emotional abuse**

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It 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. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

### **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. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse [including via the internet]. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

### **Neglect**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect 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

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

The HSCP neglect strategy is used to provide a more detailed summary of neglect and the local thresholds for referrals.

## **Indicators of abuse**

### **Neglect**

#### **The nature of neglect**

Neglect is a lack of parental care but poverty and lack of information or adequate services can be contributory factors.

Far more children are registered to the category of neglect on child protection plans than to the other categories. As with abuse, the number of children experiencing neglect is likely to be much higher than the numbers on the plans.

#### **Neglect can include parents or carers failing to:**

- provide adequate food, clothing and shelter
- protect a child from physical and emotional harm or danger
- ensure adequate supervision or stimulation
- ensure access to appropriate medical care or treatment.

#### **NSPCC research has highlighted the following examples of the neglect of children under 12:**

- frequently going hungry
- frequently having to go to school in dirty clothes
- regularly having to look after themselves because of parents being away or having problems such as drug or alcohol misuse
- being abandoned or deserted
- living at home in dangerous physical conditions
- not being taken to the doctor when ill
- not receiving dental care.

Neglect is a difficult form of abuse to recognise and is often seen as less serious than other categories. It is, however, very damaging: children who are neglected often develop more slowly than others and may find it hard to make friends and fit in with their peer group.

Neglect is often noticed at a stage when it does not pose a risk to the child. The duty to safeguard and promote the welfare of children (***what to do if you're worried a child is being abused 2015***), would suggest that an appropriate intervention or conversation at this early stage can address the issue and prevent a child continuing to suffer until it reaches a point when they are at risk of harm or in significant need.

Neglect is often linked to other forms of abuse, so any concerns school staff have should at least be discussed with the DSL.

## Indicators of neglect

The following is a summary of some of the indicators that may suggest a child is being abused or is at risk of harm. It is important to recognise that indicators alone cannot confirm whether a child is being abused. Each child should be seen in the context of their family and wider community and a proper assessment carried out by appropriate persons. What is important to keep in mind is that if you feel unsure or concerned, do something about it. Don't keep it to yourself. The HSCP neglect toolkit provides a more detailed list of indicators of neglect and is available to all staff.

### Physical indicators of neglect

- Constant hunger and stealing food
- Poor personal hygiene - unkempt, dirty or smelly
- Underweight
- Dress unsuitable for weather
- Poor state of clothing
- Illness or injury untreated

### Behavioural indicators of neglect

- Constant tiredness
- Frequent absence from school or lateness
- Missing medical appointments
- Isolated among peers
- Frequently unsupervised
- Stealing or scavenging, especially food
- Destructive tendencies

## Emotional abuse

### The nature of emotional abuse

Most harm is produced in *low warmth, high criticism* homes, not from single incidents.

- Emotional abuse is difficult to define, identify/recognise and/or prove.
- Emotional abuse is chronic and cumulative and has a long-term impact.
- All kinds of abuse and neglect have emotional effects although emotional abuse can occur by itself.
- Children can be harmed by witnessing someone harming another person - as in domestic violence.

It is sometimes possible to spot emotionally abusive behaviour from parents and carers to their children, by the way that the adults are speaking to, or behaving towards children. An appropriate challenge or intervention could affect positive change and prevent more intensive work being carried out later on.

## **Indicators of emotional abuse**

### **Developmental issues**

- Delays in physical, mental and emotional development
- Poor school performance
- Speech disorders, particularly sudden disorders or changes.

### **Behaviour**

- Acceptance of punishment which appears excessive
- Over-reaction to mistakes
- Continual self-deprecation (I'm stupid, ugly, worthless etc)
- Neurotic behaviour (such as rocking, hair-twisting, thumb-sucking)
- Self-mutilation
- Suicide attempts
- Drug/solvent abuse
- Running away
- Compulsive stealing, scavenging
- Acting out
- Poor trust in significant adults
- Regressive behaviour - e.g., wetting
- Eating disorders
- Destructive tendencies
- Neurotic behaviour
- Arriving early at school, leaving late

### **Social issues**

- Withdrawal from physical contact
- Withdrawal from social interaction
- Over-compliant behaviour
- Insecure, clinging behaviour
- Poor social relationships

### **Emotional responses**

- Extreme fear of new situations
- Inappropriate emotional responses to painful situations ("I deserve this")
- Fear of parents being contacted
- Self-disgust
- Low self-esteem
- Unusually fearful with adults
- Lack of concentration, restlessness, aimlessness
- Extremes of passivity or aggression



## Physical abuse

### The nature of physical abuse

Most children collect cuts and bruises quite routinely as part of the rough and tumble of daily life. Clearly, it is not necessary to be concerned about most of these minor injuries. But accidental injuries normally occur on the *bony prominences* - e.g., shins. Injuries on the *soft* areas of the body are more likely to be inflicted intentionally and should therefore make us more alert to other concerning factors that may be present.

A body map can assist in the clear recording and reporting of physical abuse. A body map should only be used to record observed injuries and no child should be asked to remove clothing by a member of staff of the school.

### Indicators of physical abuse / factors that should increase concern

- Multiple bruising or bruises and scratches (especially on the head and face)
- Clusters of bruises - e.g. fingertip bruising (caused by being grasped)
- Bruises around the neck and behind the ears - the most common abusive injuries are to the head
- Bruises on the back, chest, buttocks, or on the inside of the thighs
- Marks indicating injury by an instrument - e.g., linear bruising (stick), parallel bruising (belt), marks of a buckle
- Bite marks
- Deliberate burning may also be indicated by the pattern of an instrument or object - e.g., electric fire, cooker, cigarette
- Scalds with upward splash marks or *tide marks*
- Untreated injuries • Recurrent injuries or burns
- Bald patches.

In the social context of the school, it is normal to ask about a noticeable injury. The response to such an enquiry is generally light-hearted and detailed. So, most of all, concern should be increased when:

- The explanation given does not match the injury
- The explanation uses words or phrases that do not match the vocabulary of the child (adults words)
- No explanation is forthcoming
- The child (or the parent/carer) is secretive or evasive
- The injury is accompanied by allegations of abuse or assault

### You should be concerned if the child or young person:

- Is reluctant to have parents/carers contacted
- Runs away or shows fear of going home
- Is aggressive towards themselves or others
- Flinches when approached or touched
- Is reluctant to undress to change clothing for sport
- Wears long sleeves during hot weather
- Is unnaturally compliant in the presence of parents/carers.
- Has a fear of medical help or attention

- Admits to a punishment that appears excessive.

## **Sexual abuse**

### **The nature of sexual abuse**

Sexual abuse is often perpetrated by people who are known and trusted by the child - e.g. relatives, family friends, neighbours, babysitters, people working with the child in school, faith settings, clubs or activities. Children can also be subject to child sexual exploitation.

Sexual exploitation is seen as a separate category of sexual abuse. Indicators of CSE can be found in the school's safeguarding policy.

### **Characteristics of child sexual abuse:**

- It is often planned and systematic - people do not sexually abuse children by accident, though sexual abuse can be opportunistic
- Grooming the child - people who abuse children take care to choose a vulnerable child and often spend time making them dependent
- Grooming the child's environment - abusers try to ensure that potential adult protectors (parents and other carers especially) are not suspicious of their motives.

Most people who sexually abuse children are men, but some women sexually abuse too.

### **Indicators of sexual abuse**

#### **Physical observations**

- Damage to genitalia, anus or mouth
- Sexually transmitted diseases
- Unexpected pregnancy, especially in very young girls
- Soreness in genital area, anus or mouth and other medical problems such as chronic itching
- Unexplained recurrent urinary tract infections and discharges or abdominal pain

#### **Behavioural observations**

- Sexual knowledge inappropriate for age
- Sexualised behaviour or affection inappropriate for age
- Sexually provocative behaviour/promiscuity
- Hinting at sexual activity
- Inexplicable decline in school performance
- Depression or other sudden apparent changes in personality as becoming insecure or clinging
- Lack of concentration, restlessness, aimlessness
- Socially isolated or withdrawn
- Overly-compliant behaviour
- Acting out, aggressive behaviour
- Poor trust or fear concerning significant adults
- Regressive behaviour
- Onset of wetting, by day or night; nightmares
- Onset of insecure, clinging behaviour
- Arriving early at school, leaving late, running away from home
- Suicide attempts, self-mutilation, self-disgust

- Suddenly drawing sexually explicit pictures
- Eating disorders or sudden loss of appetite or compulsive eating
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Become worried about clothing being removed
- Trying to be 'ultra-good' or perfect; overreacting to criticism.

## Appendix 7 - Brook Sexual Behaviours Traffic Light Tool

### Behaviours: age 0 to 5

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

#### What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability. They are reflective of natural curiosity, experimentation, consensual activities and positive choices

#### What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

#### Green behaviours

- holding or playing with own genitals
- attempting to touch or curiosity about other children's genitals
- attempting to touch or curiosity about breasts, bottoms or genitals of adults
- games e.g. mummies and daddies,
- doctors and nurses
- enjoying nakedness
- interest in body parts and what they do
- curiosity about the differences between boys and girls

#### What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.

#### What can you do?

#### Amber behaviours

- preoccupation with adult sexual behaviour
- pulling other children's pants down/skirts up/trousers down against their will
- talking about sex using adult slang
- preoccupation with touching the genitals of other people
- following others into toilets or changing rooms to look at them or touch them
- talking about sexual activities seen on TV/online

#### What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur

#### What can you do?

Red behaviours indicate a need for immediate intervention and action.

#### Red behaviours

- persistently touching the genitals of other children
- persistent attempts to touch the genitals of adults
- simulation of sexual activity in play
- sexual behaviour between young children involving penetration with objects
- forcing other children to engage in sexual play

## Behaviours: age 5 to 9 and 9 to 13

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

### What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability and reflective of natural curiosity, experimentation, consensual activities and positive choices

### What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

### Green behaviours 5-9

- feeling and touching own genitals
- curiosity about other children's genitals
- curiosity about sex and relationships, e.g. differences between boys and girls, how sex happens, where babies come from, same-sex relationships
- sense of privacy about bodies
- telling stories or asking questions using swear and slang words for parts of the body

### Green behaviours 9-13

- solitary masturbation
- use of sexual language including swear and slang words
- having girl/boyfriends who are of the same, opposite or any gender
- interest in popular culture, e.g. fashion, music, media, online games, chatting online
- need for privacy
- consensual kissing, hugging, holding hands with peers

### What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.

### What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

### Amber behaviours 5-9

- questions about sexual activity which persist or are repeated frequently, despite an answer having been given
- sexual bullying face to face or through texts or online messaging
- engaging in mutual masturbation
- persistent sexual images and ideas in talk, play and art
- use of adult slang language to discuss sex

### Amber behaviours 9-13

- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- verbal, physical or cyber/virtual sexual bullying involving sexual aggression
- LGBT (lesbian, gay, bisexual, transgender) targeted bullying
- exhibitionism, e.g. flashing or mooning
- giving out contact details online
- viewing pornographic material
- worrying about being pregnant or having STIs

### What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur

### What can you do?

Red behaviours indicate a need for immediate intervention and action.

### Red behaviours 5-9

- frequent masturbation in front of others
- sexual behaviour engaging significantly younger or less able children
- forcing other children to take part in
- sexual activities
- simulation of oral or penetrative sex
- sourcing pornographic material online

### Red behaviours 9-13

- exposing genitals or masturbating in public
- distributing naked or sexually provocative images of self or others
- sexually explicit talk with younger
- children
- sexual harassment
- arranging to meet with an online acquaintance in secret
- genital injury to self or others
- forcing other children of same age, younger or less able to take part in sexual activities
- sexual activity e.g. oral sex or intercourse
- presence of sexually transmitted infection (STI)
- evidence of pregnancy

## Behaviours: age 13 to 17

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

### What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability and reflective of natural curiosity, experimentation, consensual activities and positive choices

### What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

### Green behaviours

- solitary masturbation
- sexually explicit conversations with peers
- obscenities and jokes within the current cultural norm
- interest in erotica/pornography
- use of internet/e-media to chat online
- having sexual or non-sexual relationships
- sexual activity including hugging, kissing, holding hands
- consenting oral and/or penetrative sex with others of the same or opposite gender who are of similar age and developmental ability
- choosing not to be sexually active

### What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.

### What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

### Amber behaviours

- accessing exploitative or violent pornography
- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress,
- withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- concern about body image
- taking and sending naked or sexually provocative images of self or others
- single occurrence of peeping, exposing, mooning or obscene gestures
- giving out contact details online
- joining adult- only social networking sites and giving false personal information
- arranging a face to face meeting with an online contact alone

### What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur

### What can you do?

Red behaviours indicate a need for immediate intervention and action.

### Red behaviours

- exposing genitals or masturbating in public
- preoccupation with sex, which interferes with daily function
- sexual degradation/humiliation of self or others
- attempting/forcing others to expose genitals
- sexually aggressive/exploitative behaviour
- sexually explicit talk with younger children
- sexual harassment
- non-consensual sexual activity
- use of/acceptance of power and control in sexual relationships
- genital injury to self or others
- sexual contact with others where there
- is a big difference in age or ability
- sexual activity with someone in authority and in a position of trust
- sexual activity with family members
- involvement in sexual exploitation and/or trafficking
- sexual contact with animals
- receipt of gifts or money in exchange

## Appendix 8 - Useful Contact Numbers

Yateley Manor School		
Designated Safeguarding Lead (DSL) Designated Teacher for Looked After Children Designated 'Prevent' Lead  Simon Head inc EYFS	Int 503	01252 405503
Deputy Designated Safeguarding Leads		
Carly Skillett inc EYFS	Int 314	01252 405500
Clare Boyd	Int 506	01252 405506
Claire Thompson	Int 502	01252 405502
Laura Ball [SENCO]	Int 508	01252 405500
Emma Sewell [Holiday Club]	Int 408	01252 405500
Chair of Governors - John Ashworth	<a href="mailto:chairman@yateleymanor.com">chairman@yateleymanor.com</a>	
Headmaster Mr Robert Upton [DDSL]		01252405500
Safeguarding Governor [John Ashworth]	<a href="mailto:chairman@yateleymanor.com">chairman@yateleymanor.com</a>	01252 405500
General		
Hampshire Children's Services Professional Line	8.30-5.00 pm [Monday-Thursday] 8.30-4.30 pm [Friday]	01329 225379
Hampshire Children's Services	Out of Hours	0300 555 1373
Multi Agency Safeguarding Hub [Hants]		0300 555 1384
Hampshire Police (including for Prevent - advice and support about extremism) Dept for Education	<a href="mailto:counter.extremism@education.gsi.gov.uk">counter.extremism@education.gsi.gov.uk</a>	101 or in emergency 999  020 7340 7264
East Hampshire LADO - Barbara Piddington or Mark Blackwell		01962 876364
Disclosure & Barring Service	PO Box 181, Darlington DL1 9FA	01325 953795
National Domestic Abuse Helpline	24 Hours a Day	0808 200 247
NSPCC Child Protection Line		0800 800 5000
NSPCC Whistle-blowing Helpline		0800 028 0285
Operation Encompass Helpline	Mon- Fri 8.00 am -11.00am	0204 513 9990
Ofsted Safeguarding Children	[Mon-Fri 8am-6pm]	0300 123 4666
Teaching Regulation Agency	53-55 Butts Road, Earlsdon Park, Coventry, CV1 3BH	0207 5935393
West Berkshire Children's Services		01635 503090
West Berkshire Children's Services	[Out of Hours]	01344 786535
Surrey Children's Service		0300 2001006
Surrey Children's Service	[Out of Hours]	01483 517898

## Appendix 9 - Community Partnership Information Form

### Guidance

This form is for the sharing of non-urgent information by partner agencies that relates to the **Missing, Exploited and Trafficked** agenda and related issues, such as **Modern Slavery**. This form can also be used for information relating to **Community Cohesion** and related concerns such as; **Tensions, Political Unrest, Racial and Religious** issues, **Immigration, Asylum and Refugees**, and **Anti-Social Behaviour**. Information associated with **Organised Crime Group** activity, including rural, is also sought. This form is not a referral form, nor does it replace any preexisting referral or notification mechanism. This information may be sanitised and used in subsequent partnership forums for the purposes of identifying and mitigating risk. Any questions or concerns regarding this form can be raised with your Police contact, or to FIB.

Completed forms should be sent electronically to **24/7-Intel@hampshire.pnn.police.uk**

Your Details			
Name			
Organisation			
Telephone		Email	

Information
<i>including date and location</i>

Information Source	
Where did this information come from?	
Name	
Date of Birth	
Address	



<p>Can they be re-contacted?</p> <p><i>If yes, provide details</i></p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Telephone                      Email</p>
<p>How did they find this information out?</p>	
<p>When did they find this information out?</p>	
<p>Who else have you shared this information with?</p>	

## Appendix 10 - Transporting of pupils by parents



### YATELEY MANOR SCHOOL

#### USE OF PRIVATE VEHICLES FOR TRANSPORTING SCHOOL PUPILS

**Consent form to be signed by all drivers of private vehicles before transport of school pupils.**

Thank you very much for volunteering to help with school transport. We greatly appreciate your assistance. Please would you complete the form below to help us to ensure that children's transport is carried out as safely as possible.

- 1 I confirm that my vehicle is taxed, insured and maintained in a roadworthy condition. (Note, for school parents, your normal insurance should cover the transport of school pupils, as this is not part of business use. **Please check with your insurance company that this is the case;** for school staff, Yateley Manor holds insurance that covers all employees using their own cars for school business.)
- 2 I confirm that I hold a current, valid driving license
- 3 I confirm that I will drive in a safe manner, obeying speed limits and the rules of the road. I confirm that each child will have a properly designed individual seat fitted with a three-point seat belt and that each child will wear a seat belt. All children under 135cm and under the age of 12 will use an appropriate booster seat (these are available for loan from Matron if you do not have one).

Name of driver .....

Car Reg No.....

(BLOCK CAPITALS, please)

Signature .....

Date.....

## **Appendix 11**

## Request for Child Protection Records

In accordance with child Protection Procedures, please could you pass on any protection records you may have relating to the pupil listed below who has enrolled with us from your School

### Name of Pupil

If you have any child protection records for this student, or safeguarding concerns, please send them to me in a sealed envelope marked '**strictly confidential**'. Please could return the attached student list even if there are no child protection records relating to the student mentioned, by ticking the relevant box and signing the attached form.

If there are any particular concerns relating to the above mentioned student, I would be happy to discuss them by phone, in order that we can ensure appropriate provision and support is offered. My contact details are:

Telephone Number 01252 405503

Email: [pastoral@yateleymanor.com](mailto:pastoral@yateleymanor.com)

Any records passed on to me will be kept confidentially in a locked cabinet in accordance with Child Protection Procedures and only accessed by the Designated Person for Child Protection at the school. If I receive further information or disclosures, it may become necessary to share those records with the appropriate external agency.

I appreciate a response to this request by return.

Yours sincerely

Simon Head

Deputy Head/DSL

## Safe Guarding and Child Protection Records

We confirm that we have checked our Welfare folders and have the following Safeguarding and Child Protection documents for:

### Pupil X

- ☐ We have no Safeguarding and Child Protection documents for this child.
- ☐ We have documents for this child regarding Safeguarding and Child Protection and enclose them within this envelope. We confirm the items are sent sealed, via recorded delivery mail.
- ☐ We have enclosed documents within the envelope, but will also be contacting you to discuss further.  
(Please tick as appropriate)

I would also be grateful if you could forward any disclosures of, or safeguarding concerns relating to:

- Self-harming behaviour and disordered eating
- Involvement in bullying
- Mental health
- Acrimonious family relations
- Attendance record (please specify attendance percentage) \_\_\_\_\_
- Referrals to Child Social Services
- Any other concerns you may have had for the pupil(s)

Signed for and on behalf of

(Name of school)

## Appendix 12 - Prevent Duty: Visiting Speaker, Workshop Leader or Organisation Visit Risk Assessment

<b>Date of proposed visit:</b>	
<b>Purpose of visit:</b>	
<b>Staff member organising the event:</b>	
<b>Names(s) of speaker, workshop leader or organisation:</b>	
<b>Contact details of speaker, workshop leader or organisation:</b>	
<b>How has the speaker, workshop leader or organisation been sourced?</b> (e.g. recommendation from another school or colleague)	
<b>In your internet search on the speaker, workshop leader or organisation, has anything materialised that would suggest our pupils might be at risk from political indoctrination or radicalisation?</b>	
<b>If yes, please specify:</b>	
<b>With which pupils (class or Year group) will they be talking to/working with?</b>	
<b>Will the visiting speaker, workshop leader or organisation be accompanied by Yateley Manor staff throughout the visit?</b>	
<b>(If no, DBS &amp; Barred List checks may need to be made before the visit can be confirmed). State check result.</b>	
<b>Could the content of their visit have the potential to radicalise pupils?</b>	

**Signed (organising member of staff):**

**Date:**

**Signed (DSL):**

**Date:**

## Appendix 13 - Whistleblowing in a safeguarding context

While the school has a separate whistleblowing policy, this is a summary sheet that outlines the process when there is a concern that safeguarding issues have not been reported or followed correctly.

This does not replace the whistle blowing policy and should be read in conjunction with the school policy.

**Whistleblowing** is a term that is used when staff want to report a concern within their organisation that involves their manager or a person senior to them in the organisation which may prevent them from following the normal reporting systems.

There are a limited number of areas that can be called Whistleblowing, and the policy protects staff from being punished for raising concerns.

Within **Yateley Manor** school, the Head teacher **Robert Upton** is the senior manager and responsible for all staff. If you are concerned that any member of staff within the school is not following safeguarding processes or behaving in a way that is placing children at risk, you should in the first place make the head teacher aware.

If your concern is about the head teacher then you would raise this with the **Chair of Governors [Mr John Ashworth]** by e mailing him [chairman@yateleymanor.com](mailto:chairman@yateleymanor.com)

If you would prefer to raise your concerns outside of the school then you are able to contact the NSPCC whistleblowing line on 0800 028 0285 or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk) for national organisations or make contact with Hampshire County Council.

If you believe that a member of the school staff is harming a child (an allegation) and this has been reported to the Headteacher and no action has been taken, or the member of staff you have concerns about is the Headteacher, then you are able to contact the **Local Authority Designated Officers (LADOs)** on **01962 876364** or [child.protection@hants.gov.uk](mailto:child.protection@hants.gov.uk)

If you believe that a child is being abused by individuals outside of the school, you should make a referral to Children's Social Care by calling **0300 555 1384** [Office hours] or **0300 555 1373** [Outside of office hours]

## Appendix 14 - Briefing sheet for temporary and supply staff

### For supply staff and those on short contracts in Yateley Manor school

While working in *Yateley Manor* school, you have a duty of care towards the children and young people here. This means that at all times you should act in a way that is consistent with their safety and welfare.

In addition, if at any time you have a concern about a child or young person, particularly if you think they may be at risk of abuse or neglect, it is your responsibility to share that concern with the school designated safeguarding lead (DSL), who is **Simon Head**

This is not an exhaustive list but you may have become concerned as a result of:

- Observing a physical injury, which you think may have been non-accidental.
- Observing something in the appearance of a child or young person which suggests they are not being sufficiently well cared for.
- Observing child behaviour that leads you to be concerned about a child or young person.
- a child or young person telling you that they have been subjected to some form of abuse.
- Observing adult behaviour that leads you to be concerned about their suitability to work with children or young people.

In any of the circumstances listed here, you must write down what you saw or heard, date and sign your account, and give it to the DSL as soon as possible and no longer than 24 hours later. This may be the beginning of a legal process – it is important to understand that legal action against a perpetrator can be seriously damaged by any suggestion that the child has been led in any way.

If a child talks to you about abuse, you should follow these guidelines:

- Rather than directly questioning the child, just listen and be supportive
- Never stop a child who is freely recalling significant events, but don't push the child to tell you more than they wish.
- Make it clear that you may need to pass on information to staff in other agencies who may be able to help – do not promise confidentiality. You are obliged to share any information relating to abuse or neglect.
- Write an account of the conversation immediately, as close to verbatim as possible. Put the date and timings on it, and mention anyone else who was present. Then sign it, and give your record to the DSL, who should follow due process, including contacting Children's Social Care if appropriate.

The school has a policy on safeguarding children and young people which you can find, together with the local procedures to be followed by all staff on the school SharePoint as well as the school website.

If your concern involves the DSL or a member of the senior staff, contact the **LADO on 01962 847364** or the **NSPCC Whistleblowing line on 0800 028 0285**



**Remember, if you have a concern, report it to the DSL.**

## Appendix 15 - Sexual Violence and Sexual Harassment between Children Risk and Needs Assessment Template

(This template is offered as a framework and should be seen as a starting point for development to fit your school's individual context. Each reported incident should be managed on a case-by-case basis) **EXAMPLE assessment**

Brook Traffic Light Assessment	What are the risks? Who might be harmed & how?	Action	Action by Who?	Action by when?	Action status or Date Completed & Outcome including further actions
<b>Red Behaviour:</b> Forcing other children to engage in sexual activity.  Subject is a male child. A female child has been taken into the boys' toilets. Subject has exposed himself, grabbed the girl by the wrist and forced her to touch his genitals.  Subject is under the age of criminal responsibility.	All pupils in the class may be forced or coerced into sexual activity. Early indication is that female pupils may be more at risk.	Key members of staff with supervisory responsibility have been briefed by the DSL and will increase monitoring at break times.  Subject will be escorted to the toilet.	DSL Staff AB, CD & EF ELSA	From Immediate effect	01/02/2020. Increased monitoring & toilet supervision in place
	Other children within the community	Subject's parents Informed re: Incident & behaviour and the risk plan put in place. Made aware of referral to CSD. Agreement for <ul style="list-style-type: none"> <li>Referral to CAMHS</li> <li>Increased monitoring &amp; toilet supervisor</li> <li>Keep safe work.</li> </ul>	DSL	01/02/20	01/02/20  Contract of agreement has been signed by the parents to include increased. monitoring, toilet supervision and keep safe work.
		Referral to Children's social care	DSL	01/02/20	01/02/20  Children & Family Assessment to be completed by CAST

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<p>Subject has no known CP history</p> <p>There have been no previous concerns about the Subject.</p>	Other children within the community	<p>Victims parents informed, and child's views gained.</p> <p>Child offered keep safe work.</p>	DSL	01/02/20	<p>Parents are satisfied with the school's actions &amp; safeguarding measures so far. Child &amp; family want child to remain in the same class.</p> <p>Keep safe work accepted.</p>
		Referral to CAMHS	DSL	02/02/20	Referral made. ACTION – follow up with CAMHS as to the status of referral after 10 working days if not heard before
		Safeguarding measures to be reviewed.	DSL & Key Staff members	09/02/20	No additional concerns raised. ACTION - Review plan again in one weeks time
		Keep safe work to be completed. Combination of whole class and targeted work to be carried out	ELSA	23/02/2020	<p>OUTSTANDING</p> <p>Work planned and due to be delivered w/c 16/02</p>
	<p>Community Impact Assessment</p> <p>LOW The parents of the Subject and the victim are satisfied that the school is taking all necessary safeguarding measures to manage the risk. There are no indications at this stage for community unrest. This will be kept under review.</p>	DSL and SLT to be aware of any community noises about the incidents.	DSL and SLT	05/04/2020	

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	Media Media and communication team to be informed if community impact assessment risk increases	SLT to contact HCC communication team if required. Monitor during term	SLT	05/04/2020	
	Information Sharing. All information sharing has been completed in line with the school's CP and GDPR policies.	Relevant information to be recorded on each child's CP file as required.			
	Social Media There are no current risks from community use of social media. This will be kept under review.	Monitoring of social media during the term	Key staff	05/04/2020	

Brook Traffic Light Assessment	What are the risks? Who might be harmed & how?	Action	Action by Who?	Action by when?	Action status or Date Completed & Outcome including further actions
Red Behaviour:					
Red Behaviour:					
Amber Behaviour:					