



Head: Dr Olwen Wright

DSL: Miss Claire Huyton

**In the DSL's absence: Mrs Caroline Egginton
and Dr O Wright**

EYFS: Mrs Julia Tiley (in absence Mr Lee Render)

Link Child Protection Governor: Mr Stephen Mellor

Chair of Governors: Mr Stephen Mellor

Written: September 2009

Last Amended: September 2021

To be reviewed: Autumn Term 2022

All can be contacted via the school office (01252 850121)

Overview

The School is committed to safeguarding and protecting the welfare of pupils and expects all staff to share this commitment.

St Nicholas' School's whole-school child protection policy aims to provide clear direction to staff and others about expected codes of behaviour in dealing with child protection issues. The policy also aims to make explicit the School's commitment to the development of good practice and sound procedures. The purpose of the policy is, therefore, to ensure that child protection concerns and referrals are handled sensitively, professionally and in ways that support the needs of the child.

St Nicholas' School fully recognises the contribution it can make to protect the children and support the pupils in its care. There are three main elements to St Nicholas' School's child protection policy:

1. Prevention (positive school atmosphere, careful and vigilant teaching, pastoral care, support to pupils, providing good adult role models).
2. Protection (following agreed procedures; ensuring staff are trained and supported to respond appropriately and sensitively to child protection concerns).
3. Support (to pupils and school staff and to children who may have been abused).

This policy applies to all employees and governors of St Nicholas' School. It also applies to volunteers and staff whilst working away from the School, for example, on a school trip. It also applies to the Early Years Foundation Stage provision.

Safeguarding is everyone's responsibility and anyone can make a referral to children's social services.

Some areas, such as Health & Safety, are a specialist area of safeguarding and a separate lead for this area is in place in school.

This policy can be made available in larger print or other accessible format if required.

This policy can be made available to parents upon request and is published on the School website.

This policy was drawn up in accordance with the Department for Education guidance 'Keeping Children Safe in Education' (Sept 2021, KCSIE), and 'Working together to Safeguard Children', the Education (Independent School Standards) (England) Regulations 2018 (WT) updated Feb 2019, Prevent Duty Guidance: for England and Wales (July 2015) (Prevent) and the local inter-agency procedure of the Hampshire Safeguarding Children Partnership.

Review

This policy is reviewed in line with DfE, HSCP (Hampshire Safeguarding Children Partnership) and HCC (Hampshire County Council) on an annual basis, and by the Governing Body. In the event that any deficiencies or weaknesses are identified in the School's Child Protection policies and procedures these will be remedied without delay.

Date reviewed & approved by Governing Body: to be reviewed Autumn Term 2021

Aim

Schools do not operate in isolation. Child protection is the responsibility of all adults and especially those working with children. St Nicholas' School aims to help protect the children in its care by working consistently and appropriately with child protection agencies; Children's Services (by child's address), NSPCC and Social Services.

The School ensures all reasonable measures are taken to:

- operate safe recruitment procedures for all staff and volunteers who work with children and young people
- carry out all necessary checks on the suitability of people serving on the governing body of the School
- follow the local inter-agency procedures of Hampshire Safeguarding Children Partnership – Looked after children (children who have suffered abuse and/or neglect); attend review meetings and Personal Education Plan (PEP) meetings; completion of a Common Assessment Form (CAF)
- make prompt and detailed reports to the DBS where the School ceases to employ or use the services of an individual because they were considered unsuitable to work with children; ceasing to use a person's services includes, for example, dismissal; no longer using staff employed by contractors; no longer using volunteers. It is important that reports include as much evidence about the circumstances of the case as possible.

Roles and Responsibilities

All adults working with or on behalf of children have a responsibility and legal duty to protect children from abuse. Every member of the School community must inform the Designated Safeguarding Lead where they have concerns that child abuse is taking place, in accordance with the child protection procedure below.

The school will in every case obtain a statement of assurance that appropriate child protection checks and procedures have been followed by staff employed by other organisations e.g. contractors, those hiring the schools facilities or those working in other institutions on another site.

Within St Nicholas' School there are individuals with special responsibilities:

- A **Designated Safeguarding Lead (DSL)** who will coordinate matters relating to child protection issues. The DSL is the Director of Pastoral Care. The role will include:
 - acting as a source of support, advice and expertise for staff
 - dealing with reports of abuse against children
 - dealing with complaints against staff (employees of St Nicholas' School) and volunteers by children
 - dealing with complaints against the Head by children – these will be raised by the DSL directly with the Chair of Governors
 - making contact with the Hampshire's Children's Social Care where there are concerns that a child may be in need of help or at risk
 - making contact with the Hampshire's Independent Schools' Designated Officer in relation to allegations against someone working in the school
 - making contact with the police if a criminal offence is suspected, also links with Hampshire Safeguarding Children Partnership
 - keeping the Head fully informed of all child protection issues that may arise (save where they involve the Head)
 - ensuring all staff, full or part-time, permanent or temporary (employees of St Nicholas' School) and voluntary staff receive regular safeguarding and child protection updates but at least annually
 - ensuring that all new staff (employees of St Nicholas' School) and volunteers are properly inducted in child protection policies and practice
 - keeping detailed, accurate, secure written records of referrals and/or concerns
 - representing the School at child protection conferences and providing information relevant to the case conferences
 - liaising with the Nominated Link Governor for child protection on all matters relating to child protection
 - ensuring parents are informed of action taken under these procedures in relation to their child (where appropriate)
 - ensuring this policy is updated and reviewed annually and working with the governing body regarding this
 - ensuring that where a pupil leaves the School their child protection file is copied to the new establishment as soon as possible and all such records are separate from pupil records, until the child's 25th birthday.
- A **Nominated Link Governor** with special responsibility for child protection who will liaise with the DSL on matters relating to child protection issues and will participate in the annual review of the policy. Any concerns relating to the Head will be raised with the Chair of Governors.

- The Deputy Head of Infants will be **responsible for child protection in the EYFS** setting and will bring any concerns to the DSL who will make a referral as appropriate.
- Form Tutors as part of their pastoral role:
 - act as sympathetic adults whom children may approach with their concerns
 - will inform the DSL of any child protection issues brought to their attention.
- **The Head** will be informed of all allegations against staff, volunteers and the DSL. If the Head is absent, allegations should be reported to the Chair of Governors. When dealing with any allegations made by the children against the DSL, these will be recorded and raised directly with the Chair of Governors.
- **The Designated Officer** will provide advice and preside over the investigation of any allegation or suspicion of abuse directed against anyone working in the school.

Training and Support

St Nicholas' School ensures that the DSL, the Head, the Head of the Foundation Stage, the nominated DSL if the DSL is unavailable or off-site, and the Nominated Link Governor for child protection receive training relevant to their role at least every other year (at least every 2 years plus updates).

The School also ensures that **all** its teaching and support staff (in conjunction with Hampshire training agencies and in line with advice from the HSCP) staff are kept informed about child protection issues through a programme of Staff Inset and regular updates via emails, staff meetings and briefings. This training helps staff to identify signs of abuse and possible neglect at the earliest opportunity and to respond in a timely and responsive way. This will occur at least yearly as a Staff Inset.

All staff have a responsibility to ensure they understand this policy and the School's safeguarding procedures. All staff are required to have read KCSiE 2021 Part 1 and Appendix A.

All staff, including temporary staff and volunteers, are provided with induction training, at point of entry that includes:

1. The school's child protection and safeguarding policy inc Role of the DSL, pupils missing from education and peer-on-peer abuse
2. The identity of the DSL
3. A copy of Part 1 of KCSiE Sept 2021
4. Whistleblowing Policy
5. Policy to Promote Good Behaviour
6. The Staff Code of Conduct.
7. Use of ICT and Internet Safety Policy

Separate training is provided to all new staff on appointment by using an online provider.

FOUNDATION STAGE POLICY ON THE USE OF MOBILE PHONES AND CAMERAS BY STAFF

Mobile phones

Mobile phones must be kept out of view in the classroom. Mobile phones are not to be used when in a supervisory capacity with the children, either indoors or outdoors. In non-contact times staff may find a discrete place to make urgent calls. Staff are not permitted to use mobile phones or other mobile devices to photograph children.

Cameras

School cameras and password secure iPads and Kindles are provided to allow practitioners to photograph the necessary development and learning activities. Photographs are to be downloaded on to classroom computers. No live copies of photographs should be stored on personal computers.

Staff are permitted to take home still photographs and password secure Kindles to enable them to work with them on developmental records. The school uses Tapestry to store progress development records including photos.

As a school we seek consent from the parent of a pupil (Media Consent Form) 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 5 years after a child (or teacher) appearing in them leaves the school or if consent is withdrawn.

These policies are written to safeguard both staff and children, and this should be remembered when reading them.

Transporting Pupils

Staff members should not arrange to transport pupils in their own car, or give a lift to pupils. If there are exceptional circumstances that make unaccompanied transportation of a pupil(s) unavoidable, permission for the journey must be sought from the Head and the parents of the pupil(s) beforehand. Parental permission should be sought in writing. It is also vital that the member of staff ensures that they are covered by the correct level of motor vehicle insurance and that their vehicle is road worthy, before making any such journey to transport pupils. Details of the circumstances and permissions given should then be recorded on the files of the pupil(s).

This also applies to parents who assist with transportation.

Professional Confidentiality

Confidentiality is an issue which needs to be understood by all those working with children, particularly in the context of child protection.

The School will keep all records confidential and ensure they are kept securely in a locked location. Staff, pupils and parents should be aware that if there is a lawful basis for child protection concerns that disclosure of information may be necessary to the police or social services in order to safeguard and promote the welfare of children.

Records of Monitoring

Well-kept records are essential to good child protection practice. St Nicholas' School is clear about the need to record any concerns held about a child or children within its care, the status of such records and when these records should be passed over to outside agencies.

Bullying incident

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. Procedures laid out in the anti-bullying policy will be followed. If appropriate it will be referred to the local authority.

Procedures

Stage 1: Initial concern or complaint

It can take a great deal of courage for a child to talk to an adult about their abuse because the child is 'telling' on someone more powerful than they are. Therefore, this should be kept in mind: the child may be having to betray a person who is not only close to them but also loved by them and they are risking a great deal in the hope that you will believe what they say.

Guiding principles, the seven R's:

Receive, Reassure, Respond, Report, Record, Remember, Review (DSL led)

If a member of staff hears, suspects or has cause for concern that abuse is taking place, they must:

- Remain calm, approachable and receptive. Do not pre-judge, make assumptions or speculate. Do not make negative comments about the alleged abuser.
- Listen carefully, without interrupting. You must **not** ask leading questions.
- Make it clear that you are taking the matter seriously.
- Reassure the pupil and explain that you need to pass on the information to the DSL who will ensure the right action is taken. You must not guarantee absolute confidentiality.
- Let them know what may happen as a result of their disclosure.

What to do next:

- You must make an immediate, careful and accurate record of what has been said, using the child's actual words wherever possible (not your interpretation of them). If you record opinions, ensure these cannot be confused with the facts.
- Where possible reports should be made using CPOMS which will allow the safeguarding team to be immediately notified.

Recording requirements: paper or computer based.

Make an accurate record (which may be used in subsequent court proceedings) as soon as possible and within 24 hours of the occurrence, of all that has happened, including details of:

- Dates and times of their observations

- Dates and times of any discussions in which they were involved
- Any injuries
- Explanations given by the child
- What action was taken
- Any actual words or phrases used by the child

The records must be signed and dated by the author. Record, in writing, the fact that you have reported the situation to the DSL; this is for your own protection.

- Immediately contact the DSL as soon as is practical that day. If the DSL is not contactable immediately, the Deputy DSL should be informed and the Head (if the Head is absent contact the Chair of Governors).
 - If the allegation involves the DSL, immediately contact the Head without first informing the DSL.
 - If the allegation involves the Head, immediately contact the DSL (who will raise the matter directly with the Chair of Governors) without first notifying the Head.

A decision will be made based on your report, judging whether the issue should be referred to outside agencies or not. Details of how the concern was followed up and resolved alongside a note of any action taken, decisions reached and the outcome will be recorded on CPOMS.

In the absence of the DSL the Chair of Governors should be informed immediately.

- Remain caring and supportive to the child.

The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

There is no more to your role.

Concern Recording form

Concerns should be uploaded onto CPOMS, if access is not available please use the below form and hand to the DSL.

Child's name:			
Date and time:		D.O.B:	
Name and role of person raising concern:			

Details of concern (where? when? what? who? behaviours? Use child's words)

Actions taken			
Date	Person taking action	Action taken	Outcome of action

Name:

Position:

Copied to:

Flowchart for child protection procedures

DSL – Designated Safeguarding Lead

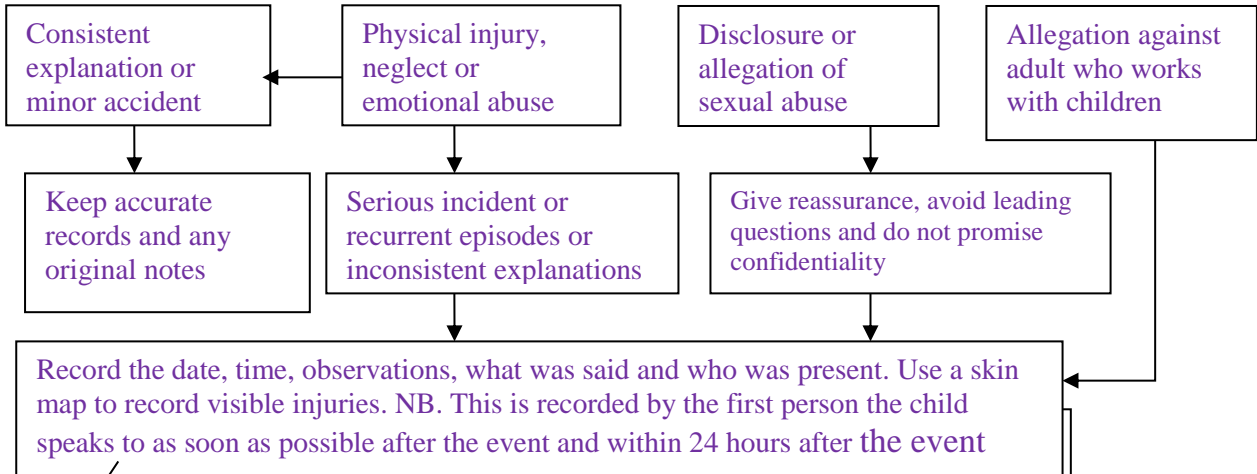
MASH – Multi Agency Safeguarding Hub

CRT – Children’s Reception Team

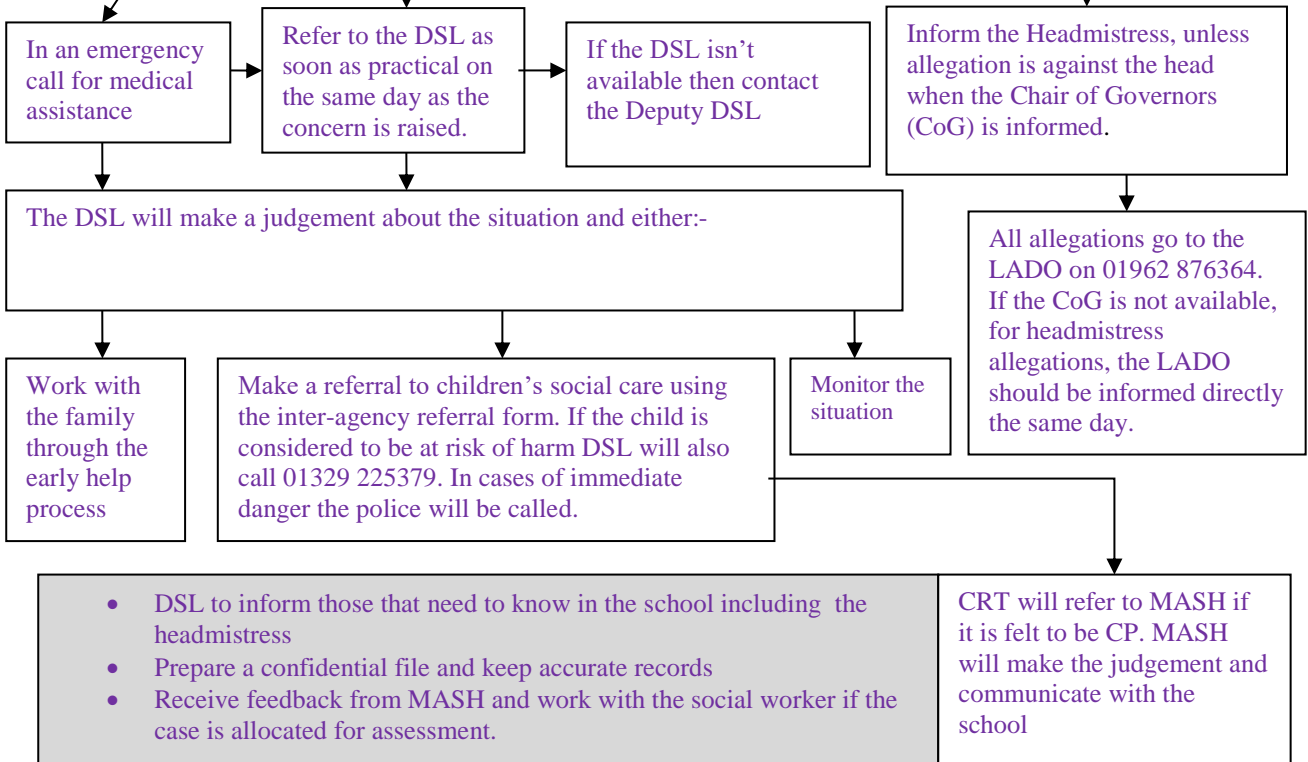
CP – Child protection

Child

STAFF

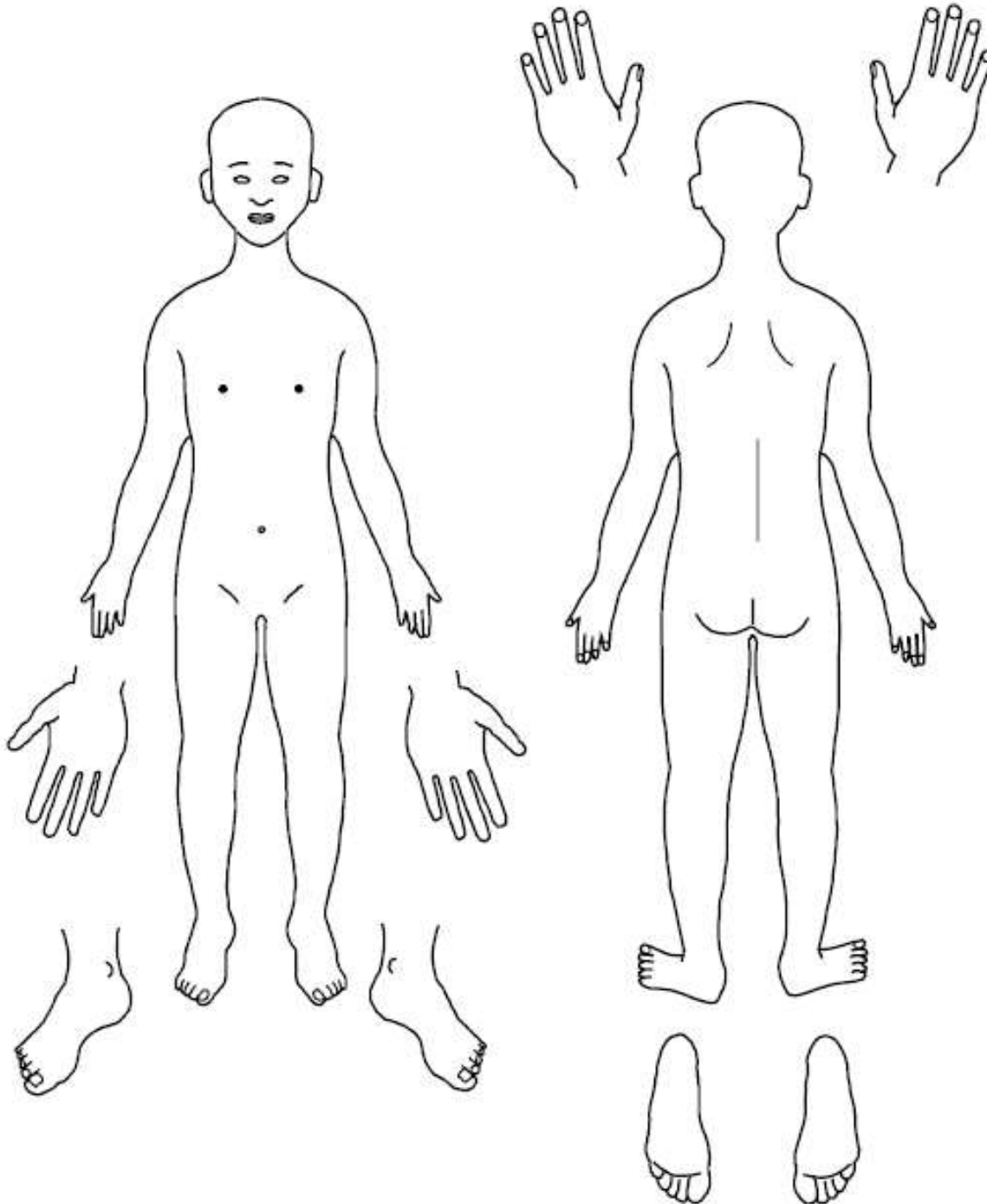


DSL



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

Skin Map



Name of Child:.....

Date of Birth:.....Date of Recording:.....

Name of staff member:.....



Any additional comments:

Stage 2: Action by the DSL

The DSL will be informed immediately by an employee, pupil or parent of the School or other persons, in the following circumstances:

- suspicion that a child is being abused
- there is evidence that a child is being abused
- in the event of a complaint made by a child against an employee of the School.

The DSL will:

- take into account Hampshire Safeguarding Children Partnership's local interagency procedure
- keep a full record of reports made in a separate confidential file
- consider the wishes of the pupil concerned (taking into account the pupil's maturity and understanding), provided they have been properly informed and consulted. Circumstances may arise where the pupil's wishes need to be overridden.
- consider the parents' wishes, provided informing the parents does not put the pupil at risk and they have no interest which would conflict with the pupil's best interests.
- consider the nature and seriousness of the concern or complaint and whether to make a referral (under stage 3 below) to child protection agencies.
- keep the Head informed (except where the allegation involves the Head in which case the Chair of Governors will be informed).

Stage 3: What Happens Next?

Once a concern or complaint has been reported to the DSL, the DSL will make a decision in conjunction with the Head (unless the allegation involves the Head) about whether to make a referral.

The Head and DSL should not make their own decision over what appears to be borderline cases. If there is room for doubt as to whether a referral should be made, the DSL and the Head will consult with the Hampshire Children's Services Department on a no names basis.

The School will not do anything that may jeopardise a police investigation. As soon as sufficient concern exists that **a child is suffering or is likely to suffer harm/significant harm**, the DSL or staff member will refer the matter **immediately** to the local authority children's social care services, children's reception team (CRT) and the police if it is appropriate (and in any event within 24 hours of disclosure or suspicion of abuse), **without further investigation within the School. Refer to NPCC guidance – When to call the police for further information.**

The DSL will confirm their referral in writing within 48 hours and if no acknowledgment is received from children's services within three working days, the DSL will contact the LA children's services again.

All further responsibility for gathering information and deciding what happens next will rest primarily with Children's Services. In some cases, a brief assessment might reveal the child to have needs which can be met by providing specific support. In other, more serious cases, the information provided to agencies by the DSL will trigger a full child protection investigation.

Whilst referrals are normally done by the DSL all members of staff are able to make a referral. Referrals are made to the County Council of the child's home address. For St Nicholas' School this is normally Hampshire or Surrey County Council. Contact details:

Hampshire County Council Children's Services (Aldershot and Fleet, Farnborough, Alton, Basingstoke and Church Crookham addresses):

0300 555 1384 – 9.00 to 5.00pm. Mon to Fri

0300 555 1373 – out of hours number

Email: childrens.services@hants.gov.uk

Children's Reception Team (CRT) – 01329 225379 (for cases of significant harm)

For allegations against a member of staff;

LADO for Independent Schools – 01962 876364 Email: child.protection@hants.gov.uk

Hampshire Police: 101

If you are concerned about immediate harm then the police should be contacted on 999. The NPCC guidance 'when to call the police' can provide further information.

Surrey County Council's Children's Services:

C-SPA; 0300 470 9100 Mon to Fri 9am to 5pm

01483 517 898 – Emergency Duty Team (out of hours)

LADO for Independent Schools – 0300 123 1650 9am to 5pm Mon to Fri

Email: LADO@surreycc.gov.uk

Surrey Police: 101

NSPCC Child Protection Line: 0808 800 5000 Mon to Fri 8am – 10pm

Weekends 9am – 6pm

Childline: 0800 1111

Allegations against pupils

It must be recognised that abuse can be inflicted on one pupil by another pupil, or group of students. Whilst this might be physical/verbal/emotional, it might also take the form of cyber-bullying and/or posting bullying statements on social network sites, and/or 'sexting' on mobiles. Peer-on-peer abuse will never be tolerated, or excused as 'banter' or 'part of growing up'. Any bullying incident or peer-on-peer abuse will be treated as a child protection concern where there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm, and it will be referred to the local authority. (See 'Peer-on-peer Abuse' guidance, Anti-Bullying Policy and Acceptable Use of ICT Policy).

Where an allegation is made against a pupil of the School, the School's Policy to Promote Good Behaviour (Parent Handbook) shall apply. The School will take advice from Children's Services as to appropriate action to ensure the safety and welfare of all members of the School community involved including the alleged abuser. Parents will be informed as soon as possible, unless it is not in the best interests of the child to do so (see Anti Bullying Policy - Academic & Parent Handbooks).

Allegations against staff (including volunteers)

The School's procedure for managing allegations against staff follows the Department for Education guidance KCSIE Part 4 (2021) and LSCP local arrangements.

The School's whistleblowing policy (see section in Staff Handbook) enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

The procedure below is followed when staff or volunteers have (or are alleged to have):

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

All staff, governors and volunteers (including those senior pupils in a position of responsibility) have a responsibility to familiarise themselves with this policy so that they can understand what to do if they receive an allegation against a member of staff or have concerns about the behaviour of a member of staff.

The School will make every reasonable effort to maintain confidentiality and guard against unwanted publicity whilst an allegation is being investigated or considered. The School will liaise with Hampshire's Designated Officer, police and children's services as to managing confidentiality appropriately.

When dealing with allegations regarding supply staff not directly employed by the school the school will inform the relevant supply agency and inform the duty LADO. The agency will be kept informed of all procedures and invited to meetings.

Procedure for managing allegations against staff

1. An allegation made against teachers and other staff (including volunteers who work with children) must be reported immediately to the Head. Should the initial allegation first be made to the DSL or any other member of staff then the DSL or that member of staff must either request the person raising the allegation to report it to the Head or if that is not possible to pass details of the allegation to the Head immediately.

Where the allegation is made against the Head, the person must immediately inform the Chair of Governors, or in their absence the Governor responsible for Child Protection, without first notifying the Head.

If the allegations involve the DSL or the Chair of Governors, the person must immediately inform the Head without first informing the DSL or the Chair of Governors.

2. The Designated Officer (LADO) will be informed of all allegations which appear to meet the above criteria.
3. The Head will discuss the matter with the Designated Officer – immediately or within one working day at the latest and where necessary, the Designated Officer will obtain further details of the allegation and the circumstances in which the allegation was made. The School will act in accordance with any advice given by the Designated Officer and will not investigate allegations or inform any individuals without the Designated Officer's consent. If a crime may have been committed, the matter should be reported to the police.
4. The School may take action in the event of allegations against staff in accordance with its disciplinary procedures. The report will be submitted to the Teaching Regulation Agency (TRA) where a teacher has been dismissed or would have been dismissed had they not resigned for "unacceptable professional conduct" or "conduct that may bring the profession into disrepute" or a "conviction at any time for a relevant offence". Where a dismissal does not reach the threshold for earlier DBS referral, consideration will be made for TRA referral.
5. If the member of staff (including a volunteer or Governor) is deemed unsuitable to work with children and the School may cease to use their services, the School will make a detailed and prompt report to the Disclosure and Barring Service (DBS), as soon as possible but certainly within one month of any person (whether employed, contracted, a volunteer or a student) who is considered no longer suitable to work with children. The DBS address for referrals is PO Box 3961, Royal Wootton Bassett SN4 4HF (Tel: 03000 200 190). A referral to the DBS may now require a referral to be made to the TRA as well.
6. *Early Years Foundation Stage* – the Head will inform Ofsted as soon as reasonably practicable and at the very latest within 14 days of the allegation being made of any allegation of serious harm or abuse by any person living, working or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere).

Suspension

Suspension will not be an automatic response to an allegation but will be considered where the circumstances warrant it, including:

- there is cause to suspect a child or other children at the School is or are at risk of significant harm
- the allegation warrants investigation by the police
- the allegation is so serious that it might be grounds for dismissal
- it is necessary to progress the investigation.

If suspension is deemed appropriate, the reasons and justifications will be recorded by the School and the individual will be notified of the reasons usually within one working day.

Duty of care

The School recognises that it has a duty of care towards its employees and will ensure support is in place for individuals facing an allegation. Individuals should be informed of concerns or allegations and given an explanation of the likely course of action as soon as possible, unless external agencies object to this. A representative will be appointed by the School to keep the individual informed of progress of the case and to consider what other professional support is available and appropriate for the individual.

Malicious or unfounded allegations

The Head will consider whether to take disciplinary action in accordance with the School's Policy on Promoting Good Behaviour where an allegation by a pupil is shown to be malicious, false, unfounded or deliberately invented.

The allegation will also be removed from the personnel records and will not be included in references. The child's behaviour will be dealt with as a breach of school policies.

Record keeping

For all other allegations, the School will keep a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached. The School will provide the accused person with a copy of the summary following consultation with the appropriate agencies and when an agreement has been reached as to what information can be disclosed.

The record will be kept confidentially on the personnel file.

Timescales

It is in everyone's interest for cases to be resolved as quickly as possible consistent with a fair and thorough investigation. All allegations will be investigated as a priority to avoid any delay.

APPENDIX 1: Guidance

Part 1 - Good Practice

Children trust and depend on adults to protect and safeguard their wellbeing. It is therefore our responsibility as adults who come into contact with children on a daily basis to report any suspicions or evidence of abuse which may have occurred or is occurring to a young person whether it is outside or inside School and whether we are a paid employee or volunteer.

Children in Need:

A child in need is defined, in law, if:

- they are unlikely to achieve or maintain or to have the opportunity to achieve or maintain a reasonable standard of health or development without provision of services from the local authority
- their development is likely to be significantly impaired, or further impaired, without the provision of services from the local authority
- the child has a disability.

Children suffering or likely to suffer significant harm:

A child at risk of harm, is one that is suffering, or is likely to suffer, significant harm. That the harm or likelihood of harm must be attributable to one of the following:

- maltreatment, including all forms of abuse and neglect
- female genital mutilation or other so-called honour based violence
- extra-familial threats like radicalisation and sexual exploitation
- the child being beyond parental control.

Supporting Children at Risk

St Nicholas' School recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. St Nicholas' School may be the only stable, secure and predictable element in the lives of some of the children under its care. The School, therefore, recognises that such children might exhibit challenging and defiant behaviour and will take careful note of the context of such behaviour.

St Nicholas' School also recognises that some children who have experienced abuse may in turn abuse others. This requires a considered and sensitive approach in order that the child can receive appropriate help and support.

St Nicholas' School will endeavour to support all its pupils through:

- the curriculum, to encourage self-esteem and self-motivation
- the School ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued
- a coherent management of behaviour
- a consistent approach which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all pupils are supported within the School setting

- liaison with other professionals and agencies who support children and parents
- a commitment to develop productive, supportive relationships with parents whenever it is in the child's interests to do so
- the development and support of a responsive and knowledgeable staff group whose role it is to respond appropriately in child protection issues.

St Nicholas' School recognises that, statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems will need to be particularly sensitive to signs of abuse.

St Nicholas' School also recognises that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and in need of support and protection.

Our Role

- to keep our eyes and ears open
- to report and discuss concerns about abuse with the DSL
- to be excellent adult role models

NB: Identifying and investigating actual child abuse is the responsibility of child protection agencies.

Sharing concerns with Parents

Generally this is to be encouraged, but in cases that may come under the child protection umbrella, the DSL after discussion with the concerned member of staff, will discuss concerns with parents if appropriate. If concerns still exist after discussing the matter with parents, the issue may be a child protection one and should be reported immediately.

All non-academic members of staff should discuss their concerns immediately with the DSL.

When is it not Appropriate to Share Concerns with Parents?

Do not share concerns with parents if you believe that you may put the child at greater risk, or if you suspect that abuse is occurring for which the parent appears to be responsible. Under these circumstances report immediately to the DSL.

Handling Inappropriate Behaviour from Colleagues

It is our responsibility to behave well in all our dealings with children.

If, however, you believe that a colleague is behaving inappropriately, you must immediately follow the procedures laid down in the child protection policy. Loyalty to colleagues should not and must not deflect us from our duty of care to the children within the School. The rule is: safety and wellbeing of children comes first.

If you receive an allegation about any adult (or even about yourself) including members of staff, the Head, the DSL volunteers or students, you must report this immediately to the appropriate person listed above. Record the facts as you know them and follow the child protection procedures. Always refer, never investigate.

Part 2 - Principles of Good Practice

Safety

- The School must ensure that the site is a clean and safe environment for children.
- All staff must have an up-to-date copy of the child protection policy and know who the DSL is.
- The School must ensure that all accidents are recorded in the accident book.
- The School must ensure that it has an accurate and up-to-date database detailing contact numbers and medical information. These databases are confidential and stored safely.
- The School must ensure that there are regular safety audits of all equipment (first aid kits, fire extinguishers, telephones etc.) and practise the fire drill.
- The School must ensure that a responsible adult is on site when children arrive and ensure the full safety of children whilst on site.

Recruitment, General Supervision and Code of Conduct

- When recruiting staff and volunteers the School must ensure all appropriate checks are made including enhanced DBS checks, completion of the 'disqualification by association' form, ensuring compliance with Independent Schools Standard Regulations, the Early Years Foundation Stage statutory framework and the details recorded in the School's central register (see section in Staff Handbook – Recruitment and Selection Policy and Code of Conduct).
- For volunteers, check that regular training as specified by Hampshire Safeguarding Children Partnership must be completed.
- The School must keep a careful check on all visitors and guests whether their visit is by invitation or unsolicited.
- The School must ensure that there are sufficient staff (male/female balance) to run all activities.
- All school staff must act as role models for children and young people: courteous, friendly and kind. No member of staff should make suggestive or discriminatory comments.
- All school staff should respect children and young people at all times regardless of their sex, ethnicity, disability or sexual orientation.
- No member of school staff must ever allow or engage in inappropriate verbal or physical contact of any description. It is easy for certain types of behaviour to be misinterpreted.
- All school staff should be firm and fair with children. Favouritism should be avoided, as should singling out troublemakers. All staff should keep in mind the distinction between bad behaviour and the child exhibiting unacceptable behaviour.
- No member of school staff should allow children or adults to engage in abusive activities such as initiation rites, ridiculing or bullying.
- All members of staff should redirect excessive attention-seeking behaviour into positive activity where possible.

- The School must develop an ethos that allows staff to feel comfortable and caring enough to point out any inappropriate attitudes or behaviour to each other.
- The School must encourage children to trust their own feelings about adult behaviour and to assert their right to determine (within sensible limits) the behaviour with which they are comfortable.
- All school staff should avoid unobserved one to one contact with a child or young person for example entrance examinations, one to one tuition or coaching sports. When such a situation is unavoidable, the door must be left open and a colleague must be within sight and hearing.
- Staff should not engage in inappropriate email or text or other form of electronic communication with pupils (see the Staff Handbook for the Social Media and Whistleblowing Policies).
- No male member of staff may enter an all-female room/dressing room etc. or vice versa.
- All school staff should report disclosures or concerns to the DSL.
- School staff should never trivialise child abuse issues.
- In cases where personal care tasks are required, school staff must carry out these tasks with the knowledge and agreement of parents.
- No member of school staff should drive or walk a young person home on their own unless the circumstances are exceptional. In any one to one situation that is not a clear and proper part of your work you put yourself at risk of false allegations.
- All staff are advised to maintain an attitude of 'it could happen here' where child protection and safeguarding are concerned.

Whistleblowing

(Refer to the Whistleblowing Policy in the Staff Handbook)

The Whistleblowing Policy is to enable members of staff to raise concerns internally and in a confidential fashion about fraud, malpractice, breach of trust, negligence, health and safety, criminal offences, miscarriages of justice, and failure to comply with legal obligations or unethical conduct. The policy also provides if necessary, for such concerns to be raised outside the organisation. All staff have a responsibility to speak up about safeguarding welfare matters within the School and to external agencies where necessary. This policy applies to all members of staff including those employed through agencies as supply staff.

Allegations

- Never let allegations by a child or young person go unrecorded or unreported, including any made against you. In all instances, the DSL must be informed.
- If you receive a disclosure it is important to reassure the child that what he/she says will be taken very seriously and everything possible done to help.
- Staff should reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Protective Behaviours

Teaching 'protective behaviours' is part of the School's PSHE programme. Children and young people are therefore made aware of the following:

- Potential dangers and how to avoid them.
- That if in trouble they should find an appropriate person in authority such as a teacher or policeman.
- That sometimes it is all right to scream and shout to attract attention if they think they are in danger.
- That they should not have to accept touching, kissing or language that makes them feel uncomfortable.
- What constitutes peer-on-peer abuse including bullying, online bullying, distribution of indecent images, sexual consent and how to get help.
- That adults will listen to them if they reveal a secret.
- Their right to say 'No' if someone tries to touch them in a way that frightens or confuses them.
- That their bodies are their own, particularly their sexual organs.
- Online risks – internet, intranet (school network), FROG (school VLE) and email, desktop computers, laptops and tablet computers, iPads and mobile phones (Refer to Parents Handbook – Use of IT and Internet Safety Policy)

Conclusions: Key Points

- If you are concerned about a child or young person, or suspect that abuse is taking place, it is your statutory duty to act on it by reporting as directed by the School's child protection policy. The individual may benefit from early help.
- You must always report your concerns immediately, whether this is inappropriate adult behaviour, a false allegation, a disclosure from a child or you merely have concerns about a child. Never wait to 'see what happens'.
- Never question a child or try to investigate yourself. You could prejudice a case by probing for more information than is given. If an investigation is necessary it will be handled by child protection professionals.
- Ensure that your own behaviour is appropriate at all times and never believe that 'it won't happen to me'.
- Make sure you have in your possession a copy of the School's child protection policy and that you are well acquainted with its contents. This is a requirement.

APPENDIX 2 - TYPES OF CHILD ABUSE AND THEIR POSSIBLE SIGNS/SYMPTOMS

Abuse is a form 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. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.

Child abuse manifests itself in a wide variety of ways and can be categorised into five distinct categories:

1. **Physical Abuse**
2. **Sexual Abuse**
3. **Emotional Abuse**
4. **Neglect**
5. **Peer-on-peer Abuse**

Physical Abuse

This involves physical injury to a child, including deliberate poisoning, attempted drowning or 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 - where there is definite knowledge or a reasonable suspicion, that the injury was inflicted or knowingly not prevented.

The body/skin 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.

Typical signs of Physical Abuse are:

- bruises and abrasions - especially about the face, head, genitals or other parts of the body where they would not be expected to occur given the age of the child. Some types of bruising are particularly characteristic of non-accidental injury especially when the child's explanation does not match the nature of injury or when it appears frequently. Marks indicating injury by an instrument – e.g. linear bruising (stick), parallel bruising (belt), marks of a buckle
- slap marks – these may be visible on cheeks or buttocks.
- twin bruises on either side of the mouth or cheeks - can be caused by pinching or grabbing, sometimes to make a child eat or to stop a child from speaking.
- bruising on both sides of the ear – this is often caused by grabbing a child that is attempting to run away. It is very painful to be held by the ear, as well as humiliating and this is a common injury.
- grip marks on arms or trunk - found in babies who are handled roughly or held down in a violent way. Gripping bruises on arm or trunk can be associated with shaking a child. Shaking can cause one of the most serious injuries to a child, i.e. a brain haemorrhage as the brain hits the inside of the skull. X-rays and other tests are required to fully diagnose the effects of shaking. Grip marks can also be indicative of sexual abuse.
- black eyes/bilateral black eyes - are most commonly caused by an object such as a fist coming into contact with the eye socket. N.B. A heavy bang on the nose however, can cause bruising to spread around the eye but a doctor will be able to tell if this has occurred.
- damage to the mouth - e.g. bruised/cut lips or torn skin where the upper lip joins the mouth.

- bite/teeth marks.
- fractures - in children less than 2 years.
- poisoning and other misuse of drugs - e.g. overuse of sedatives.
- burns and/or scalds - a round red burn on tender, non-protruding parts like the mouth, inside arms and on the genitals will almost certainly have been deliberately inflicted. Any burns that appear to be cigarette burns should be cause for concern. Some types of scalds known as 'dipping scalds' are always cause for concern. An experienced person will notice skin splashes caused when a child accidentally knocks over a hot cup of tea. In contrast a child who has been deliberately 'dipped' in a hot bath will not have splash marks.
- unexplained injuries or refusal to discuss them
- fear of medical treatment
- self destructive tendencies
- unexplained patterns of absence that could be in order to hide injuries
- bald patches.

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. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

The key elements in any definition of child sexual abuse are:

- betrayal of trust and responsibility
- abuse of power for the sexual gratification of the abuser

Typical signs of Sexual Abuse are:

- a detailed sexual knowledge inappropriate to the age of the child.
- behaviour that is excessively affectionate or sexual towards other children or adults.
- attempts to inform by making a disclosure about the sexual abuse often begin by the initial sharing of limited information with an adult. It is also very characteristic of such children that they have an excessive pre-occupation with secrecy and try to bind the adults to secrecy or confidentiality.
- a fear of medical examinations.
- a fear of being alone – this applies to friends/family/neighbours/ baby-sitters, etc.
- a sudden loss of appetite, compulsive eating, anorexia nervosa or bulimia nervosa.
- physical contact, including assault by penetration (for example rape or oral sex)
- non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing (excessive masturbation is especially worrying when it takes place in public.)
- promiscuity.
- unusually explicit or detailed sex play in young children.
- sexual approaches or assaults - on other children or adults.
- pregnancy, urinary tract infections (UTI), sexually transmitted disease (STD) are all cause for immediate concern in young children, or in adolescents if his/her partner cannot be identified.
- bruising to the breasts, buttocks, lower abdomen, thighs and genital/rectal areas. Bruises may be confined to grip marks where a child has been held so that sexual abuse can take place.
- discomfort or pain particularly in the genital or anal areas.
- the drawing of pornographic or sexually explicit images.

- 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).
- Appears at school with unexplained gifts or new possessions, has an older boyfriend or girlfriend, goes missing for periods of time or regularly returns home late
- Online - technology can be used to facilitate offline abuse.

Child sexual exploitation is a form of child sexual abuse – see section.

Emotional Abuse

The severe and adverse effect on the behaviour and emotional development of a child caused by persistent emotional maltreatment or rejection. Its diagnosis will require medical, psychological, psychiatric, social and educational assessment. Most harm is produced in *low warmth, high criticism* homes, not from single incidents.

All abuse involves some emotional maltreatment - this category should be used where it is the main or sole form of abuse.

The typical signs of Emotional Abuse are:

- conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- not giving the child opportunities to express their views
- deliberately silencing them or 'making fun' of what they say or how they communicate
- age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
- seeing or hearing the ill-treatment of another
- serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children
- acceptance of punishment which appears excessive
- over-compliant behaviour

Neglect

The persistent failure to meet a child's basic physical and/or psychological needs (for example, by exposure to any kind of danger, including cold and starvation), which results in serious impairment of the child's health or development. Persistent stomach aches, feeling unwell and apparent anorexia can be associated with physical neglect.

The typical signs of Neglect are:

- Underweight – a child may be frequently hungry or pre-occupied with food or in the habit of stealing food or with the intention of procuring food. There is particular cause for concern where a persistently underweight child gains weight when away from home, for example, when in hospital or on a school trip. Some children also lose weight or fail to gain weight during school holidays when school lunches are not available and this is a cause for concern.

- Inadequately clad - a distinction needs to be made between situations where children are inadequately clad, dirty or smelly because they come from homes where neatness and cleanliness are unimportant and those where the lack of care is preventing the child from thriving.
- Lack of shelter - including exclusion from home or abandonment.
- Not protecting a child from physical and emotional harm or danger - this may include neglect of, or unresponsiveness to, a child's basic emotional needs.
- Inadequate supervision or stimulation - including the use of inadequate care-givers.
- Failure to ensure access to appropriate medical care or treatment.

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

Neglect is a difficult category because it involves the making of a judgement about the seriousness of the degree of neglect. Much parenting falls short of the ideal but it may be appropriate to invoke child protection procedures in the case of neglect where the child's development is being adversely affected.

Peer-on-Peer Abuse

Abuse by another pupil or young person. It must be recognised that abuse can be inflicted on one pupil by another pupil, group of pupils, or other young person, either as a single event or as part of a more sustained pattern of bullying. Whilst this might be

- Physical – hitting kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Verbal
- Emotional

it might also take the form of

- cyber-bullying
- prejudice- based and discriminatory bullying
- abuse in intimate personal relationships between peers
- posting bullying statements on social network sites
- sexting incidents – also known as youth produced sexual imagery
- sexual violence and sexual harassment
- involvement in gang-related activities – initiation/hazing type violence and rituals.

Peer-on-peer abuse will never be tolerated, or excused as 'banter' or 'part of growing up'. Any bullying incident or peer-on-peer abuse will be treated as a child protection concern when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. Such incidents will be referred to Children's Services as a child protection concern and the police will be involved if appropriate.

The School takes the following steps to minimise the risk of peer-on-peer abuse:

- Classroom behaviour expectations are set out by staff and should ensure that all pupils feel comfortable in their learning environment.
- Staff are on duty around the School before School, during break time and during lunchtime.
- Staff are available at reception until 6.00pm every day – pupils always have a safe place to go if they are concerned.

- Via PSHE, Assemblies and during the normal running of the School day, pupils are encouraged to treat each other with respect and understanding.
- All allegations of peer-on-peer abuse are dealt with immediately, in consultation with all parties, and often include mediation meetings between pupils, where appropriate.

The School recognises its responsibility to educate pupils about the dangers of making themselves vulnerable via social media, as well as highlighting the legalities surrounding sexting. If necessary, pupils will be referred to Early Help, by the DSL, for support and intervention.

All allegations of peer-on-peer abuse will be taken seriously. The allegation should be reported to the DSL who will immediately inform the Head. The DSL/Head will:

- Investigate if the incident is abuse, or an isolated instance of bullying or ‘experimentation’, in which case this will be handled in the normal framework for discipline (see Behaviour and Discipline Policy).
- Determine the frequency, nature and severity of the incident.
- Ascertain if the victim was coerced by physical force, fear or by a pupil or pupils significantly older than himself/herself or with power or authority over them.
- Ascertain whether the incident involved a potentially criminal act. If it is established that an investigation is necessary, the Head will inform the parents of all children involved and seek advice from Children’s Services.

All concerns/allegations of peer-on-peer abuse will be handled sensitively, appropriately and promptly and will be investigated including consideration of the wider context in which it may have occurred (as appropriate). The School treats all children involved as being at potential risk and ensures a safeguarding response is in place for both the child who has allegedly experienced the abuse, and the child who has allegedly been responsible for it. Immediate consideration will therefore be given as to how best to support and protect all children involved/impacted.

All children affected by peer-on-peer abuse will be supported by their Form Tutor, Head of Phase, The Director of Pastoral Care (DSL) and support from external agencies will be sought, as appropriate. “Victims” will be reassured that they are being taken seriously and that they will be supported and kept safe.

The School recognises that even if there are no reported cases of peer-on-peer abuse, such abuse may still be taking place and is simply not being reported.

The School recognises that children with special educational needs and disabilities can be more prone to peer-on-peer group isolation than other children and will consider extra pastoral support for those children in the form of:

- 1-2-1 SEND support providing academic and emotional support where necessary.
- Access to ELSA support
- All staff and form tutors are aware of any pupils with SEND and are briefed in how best to support them academically and emotionally both in and out of the classroom.

A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation. The School will take advice from the relevant local safeguarding partners on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the alleged “victim” and “perpetrator”. If it is necessary for a

pupil to be interviewed by the Police in relation to allegations of abuse, the School will ensure that, subject to the advice of the relevant local safeguarding partners, parents are informed as soon as possible and that the pupils involved are supported during the interview by an appropriate adult and until the investigation is completed. Confidentiality will be an important consideration for the School and advice will be sought as necessary from the relevant local safeguarding partners such as children's social care and/ or the Police as appropriate.

See also Anti-Bullying Policy and Acceptable Use of ICT Policy.

The Symptoms of Stress and Distress

When a child is suffering from any one or more of the previous four 'categories of abuse', or if that child is 'at risk', they will nearly always suffer from/display signs of stress and distress.

An abused child is likely to show signs of stress and distress as listed below:

- a lack of concentration, a sudden change in/a fall-off in school performance;
- extreme passivity or aggressive/hostile behaviour;
- moodiness, depression, irritability, listlessness, fearfulness, tiredness, temper tantrums, short concentration span, acting withdrawn or crying at minor occurrences;
- difficulties in relationships with peers/social isolation;
- regression to more immature forms of behaviour, e.g. thumb sucking;
- self-mutilation/self harming or suicidal behaviour;
- low self-esteem;
- wariness, insecurity, running away or truancy - children who persistently run away from home may be escaping from sexual/physical abuse;
- disturbed sleep/tiredness;
- general personality changes such as unacceptable behaviour or severe attention seeking behaviour;
- fear of medical treatment;
- unexplained patterns of absence to hide injuries;
- 'chronic' medical problems (stomach pains/headaches);
- drug/solvent abuse;
- telling of a 'friend with a problem of abuse';
- anorexic/bulimic;
- excessive fear of certain situations or people

Prejudice based abuse

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

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

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

This can be evidenced by:

- threatened or actual physical assault
- derogatory name calling, insults, for example racist jokes or homophobic language
- hate graffiti (e.g. on school furniture, walls or books)
- provocative behaviour e.g. wearing of badges or symbols belonging to known right wing, or extremist organisations
- distributing literature that may be offensive in relation to a protected characteristic
- verbal abuse
- inciting hatred or bullying against pupils who share a protected characteristic
- prejudiced or hostile comments in the course of discussions within lessons
- teasing in relation to any protected characteristic e.g. sexuality, language, religion or cultural background
- refusal to co-operate with others because of their protected characteristic, whether real or perceived
- expressions of prejudice calculated to offend or influence the behaviour of others
- attempts to recruit other pupils to organisations and groups that sanction violence, terrorism or hatred.

As a school we will respond by:

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

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 parent/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 in to children's social care.

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 to make a difference by:

- 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/>)
- 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/childrens-services/childrens-trust/earlyhelp.htm>

Parental Signs of Child Abuse

Particular forms of parental behaviour that could raise or reinforce concerns are:

- implausible explanations of injuries;
- unwillingness to seek appropriate medical treatment for injuries;
- injured child kept away from school until injuries have healed without adequate reason;
- a high level of expressed hostility to the child;
- grossly unrealistic assumptions about child development;
- general dislike of child-like behaviour;
- inappropriate labelling of child's behaviour as bad or naughty

Online Safety

The use of technology has now become a significant component of many safeguarding issues. Technology often provides the platform that facilitates harm, particularly regarding peer-on-peer abuse, sexual predation, child sexual exploitation and radicalisation. There is a wide range of issues classified within online safety, but they can be categorised into three areas of risk:

- content: being exposed to illegal, inappropriate or harmful material
- contact: being subjected to harmful online interaction with other users
- conduct: personal online behaviour that increases the likelihood of, or causes, harm

The school's online safety lead is C Huyton, the Designated Safeguarding Lead. See Use of ICT and Internet Safety Policy for more information on:

- Online Safety & Social Media
- Upskirting – illegal (Voyeurism Offences Act 2019)
- Cyberbullying
- Sexting
- Gaming
- Online reputation
- Grooming

Looked After Children

The most common reason for children becoming looked after is as a result of abuse and/or neglect. The Head should ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe. In particular, they should ensure that appropriate staff, via the DSL, have the information they need in relation to a child's looked after status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The DSL should be responsible for holding the details of the child's social worker and any other relevant contacts.

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 who are being exploited; or who are at risk of or are being trafficked. Given the close links between all of these issues, there has been a considered response to join all these issues, so that cross over of risk is not missed.

Child Sexual Exploitation (CSE)

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology.

CSE can affect any child or young person (male or female) under the age of 18 years, including 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. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity. CSE can occur over time or be a one-off occurrence and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

The below CCE indicators can also be indicators of CSE, as can:

- children who have older boyfriends or girlfriends;
- children who suffer from sexually transmitted infections or become pregnant.

The department provide: Child sexual exploitation: guide for practitioners

For further details refer to 'Safeguarding update Sept 2018.' WT (working together) to Safeguard Children, July 2018).

Any information or intelligence will be shared via the community partnership information (CPI).

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

Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology. CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten/committing serious violence to other young people.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late;
- children who regularly miss school or education or do not take part in education

Any information or intelligence will be shared via the community partnership information (CPI).

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

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children’s homes and care homes. 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.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

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.

There are a 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.

As a school 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.

Information or intelligence about potential serious violence, will be reported via the community partnership information form (CPI).

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

Trafficked Children and modern slavery

Human trafficking is defined by the United Nations Human Rights Council (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 with missing links and unexplained moves
- Is required to earn a minimum amount of money every day
- Works in various locations
- Has limited freedom of movement
- Appears to be missing for periods
- Is known to beg for money
- Is being cared for by adult/s who are not their parents and the quality of the relationship between the child and their adult carers is not good
- Is one among a number of unrelated children found at one address
- Has not been registered with or attended a GP practice
- Is excessively afraid of being deported.

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

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

- Entering or leaving vehicles driven by unknown adults
- Going missing and being found in areas where the child or young person has no known links; and/or
- Possible inappropriate use of the internet and forming on-line relationships, particularly with adults.

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

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 UK 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.

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, forced marriage and practices such as breast ironing – typically girls aged 8 -16, where the breasts are pounded using tools such as spatulas, grinding stones, hot stones, and hammers to delay the appearance of puberty. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. All forms of honour based violence are abuse (regardless of the motivation) and the school will handle and escalate them as such. If in any doubt staff should speak to the DSL. If a concern is raised regarding a child that might be at risk of honour based abuse, the school will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with the Police and Children's Services.

HBA 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

Female Genital Mutilation (FGM)

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it

may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found in Annex B of the Multi-Agency Practice Guidelines. FGM is internationally recognised as a violation of human rights of girls and women. 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. It is **illegal** in most countries including the UK.

It will be rare for teachers to see visual evidence, and staff should not be examining pupils or students, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. As of October 2015 it is mandatory for teachers to report to the police cases where they discover that an act of FGM appears to have been carried out on a girl under the age of 18.

For further details refer to ‘Safeguarding update WT July 2018, KCSIE 2021 & FGM Act 2003 Mandatory Reporting Guidance 2016.’

Forced Marriage (FM)

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical, financial, sexual, emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly (WT, July 2018).

Common characteristics include:

- an extended absence from school, 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
- evidence of family disputes/conflict, domestic violence/abuse or running away from home

Contact Details: Forced Marriage Unit – 020 7008 0151

Email: fmufco.gov.uk

All staff are advised to maintain an attitude of ‘it could happen here’ where safeguarding, preventing radicalisation and extremism, honour based violence, female genital mutilation, forced marriage, child sexual and child crime exploitation are concerned.

Domestic violence and abuse:

The cross-government definition of domestic violence and abuse is:

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

- psychological
- physical
- sexual
- financial
- emotional

Exposure to 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. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life. Children witnessing domestic abuse is recognised as 'significant harm' in law.

Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

NSPCC- UK domestic-abuse Signs Symptoms

Effects Refuge what is domestic violence/effects of domestic violence on children

Safelives: young people and domestic abuse

Operation Encompass operates in the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs. Police forces not signed up to operation encompass will have their own arrangements in place.

Controlling behaviour

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

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.

This is not a legal definition.

Sexual violence and sexual harassment between children

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 will, in all likelihood, 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 physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “girls being girls”
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts
 - not tolerate 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

Dismissing or tolerating such behaviours risks normalising them. In the case of a report of indecent images having been shared, the DSL should be informed and the government’s ‘sharing nudes and semi nudes advice for education settings’ guidance will be followed.

Sexual violence

When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- up skirting, which is a criminal offence and typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation distress or alarm.
- sexual "jokes" or taunting
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - non-consensual sharing of sexual images and videos
 - sexualised online bullying
 - unwanted sexual comments and messages
 - sexual exploitation; coercion and threats

Brook sexual behaviours traffic light tool

This is intended to be used as a guide only. Please refer to the guidance tool at <https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool> for further information

Print date: 01/10/2015 - Brook has taken every care to ensure that the information contained in this publication is accurate and up-to-date at the time of being published. As information and knowledge is constantly changing, readers are strongly advised to use this information for up to one month from print date. Brook accepts no responsibility for difficulties that may arise as a result of an individual acting on the advice and recommendations it contains.

Brook sexual behaviours traffic light tool adapted from Family Planning Queensland. (2012). Traffic Lights guide to sexual behaviours. Brisbane: Family Planning Queensland, Australia.

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.

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

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

Sexual Violence and Sexual Harassment between Children Risk and Needs Assessment Template

(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
<p>Red Behaviour: 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.</p> <p>Subject is under the age of criminal responsibility. Subject has no known CP history There have been no previous concerns about the Subject.</p>	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	✓01/02/2019. 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"> Referral to CAMHS Increased monitoring & toilet supervisor Keep safe work. 	DSL	01/02/19	✓01/02/19 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	01/02/19	✓01/02/19 Children & Family Assessment to be completed by CAST
		Victims parents informed, and child's views gained. Child offered keep safe work.	DSL	01/02/19	✓Parents are satisfied with the school's actions & safeguarding measures so far. Child & family want child to remain in the same class. Keep safe work accepted.
		Referral to CAMHS	DSL	02/02/19	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	09/02/19	No additional concerns raised. ACTION - Review plan again in one week's time

		Keep safe work to be completed. Combination of whole class and targeted work to be carried out	ELSA	23/02/2019	OUTSTANDING Work planned and due to be delivered w/c 16/02
	Community Impact Assessment 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.	DSL and SLT to be aware of any community noises about the incidents.	DSL and SLT	05/04/2019	
	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	05/04/2019	
	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.	DSL		
	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	05/04/2019	

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:					

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 children with SEN and disabilities being disproportionately impacted 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
- Have an impaired capacity to resist or avoid abuse
- Have communication difficulties that may make it difficult to tell others what is happening
- Be inhibited about complaining for fear of losing services
- Be especially vulnerable to bullying and intimidation
- Be more vulnerable than other children to abuse by their peers.

As a school 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)
- Making sure that all 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: 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.

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) – providing a change of underwear
- Helping someone use the toilet

'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
- Administering oral medication
- 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:

1. 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.

2. 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. Records to be kept.

3. 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

4. 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.

5. **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.

6. **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.

7. **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.

Fabricated or induced illness

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 inform children's social care.

Mental Health

Form tutors and class teachers see their pupils 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. 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. Staff members who are concerned about a pupil's mental health should inform the DSL.

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 parent's agreement or child's if they are considered to be competent.

More information can be found in the Mental health and behaviour in schools - GOV.UK (www.gov.uk) and in the schools wellbeing policy.

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
- Child's physical and emotional needs neglected
- A child acting as a young carer for a parent or a sibling
- Child having restricted social and recreational activities
- Child finds it difficult to concentrate- impacting on educational achievement
- A child missing school regularly as she is being kept home as a companion for a parent/carer
- A child adopts 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.

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 designated safeguarding lead for referral to be considered for children's social care.

Gangs and Youth Violence

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

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

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

As a school we will:

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

- make referrals to appropriate external agencies
- work with local partners to prevent anti-social behaviour or crime.

Preventing Radicalisation and Extremism Policy

Rationale

In today's modern world, children are vulnerable to extremist ideology and radicalisation, both through the people they may meet and through a wide range of media.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

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 the armed forces.

Policy and Procedure

Children at St Nicholas' School are privy to a host of avenues where radicalisation and extremism is discussed.

- Pupils have assemblies on the topic and learn about what radicalisation and extremism are, with examples in the world. They are also taught about having their own voice and not always heeding the views of other people, especially if they have doubts about them.
- The PSHE curriculum covers aspects of radicalisation and extremism too, as well as the close links to bullying and rights.
- RS is taught across all Key Stages and students learn about the right and wrongs in society.

At St Nicholas' School we encourage the use of external agencies or speakers to enrich the experiences of our students, however we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our pupils.

We will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to students support Fundamental British Values
- Any messages communicated to students are consistent with the ethos of the school and do not marginalise any communities, groups or individuals
- Any messages communicated to students do not seek to glorify criminal activity or violent extremism or seek to radicalise students through extreme or narrow views of faith, religion or culture or other ideologies
- Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication
- Activities are matched to the needs of students

We recognise, however, that the ethos of our school is to encourage pupils to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this.

Therefore by delivering a broad and balanced curriculum, augmented by the use of external sources where appropriate, we will strive to ensure our pupils recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help students develop the critical thinking skills needed to engage in informed debate.

Website: Educate Against Hate

The school has an internal referral process whereby staff can flag up any concerns they have around radicalisation and extremism. Any colleague with concerns should complete the R and E Concern Form and forward immediately to the Deputy Head (Pastoral) DSL.

All staff have the responsibility to disclose any concerns and should be alert to:

- Disclosures by students of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where students have not actively sought these out
- Graffiti symbols, writing or art work promoting extremist messages or images
- Students accessing extremist material online, including through social networking sites
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Local schools, Local Authority services, and police reports of issues affecting pupils in other schools or settings
- Students voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or 'hate' terms to exclude others or incite violence
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture
- Attempts to impose extremist views or practices on others
- Anti-Western or Anti-British views

Staff complete Prevent awareness training every 3 years, via Educare.

The concern is logged and a timeline started. The Police and Social Services will be contacted. Please see Radicalisation and Extremism Risk Assessment and Concern Form.

The school has a risk assessment in place and also identifies pupils who may be at risk of R and E.

The school works closely with the Police and their Prevent Agenda.

Contact details:

Hampshire Constabulary non-emergency number: 101

Email: prevent.engagement@hampshire.pnn.police.uk

Anti – Terrorism Hotline: 0800 789 321

DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and governors: 020 7340 7264 and counter-extremism@education.gsi.gov.uk.

Extremism material online: Report online content which you think might be illegal or which you find offensive, to this dedicated web page.

www.direct.gov.uk/reportingonlineterrorism.



Radicalisation and Extremism Risk Assessment

The School

Does the school have a policy	YES	
Does the school work with outside agencies on R and E	YES	Police and Social Care
Has the school got a nominated R and E Lead	YES	Claire Huyton – Director of Pastoral Care DSL
Do staff have a process to voice their concerns	YES	Internal Concern Form
Do children have a process to voice their concerns	YES	Form Tutor, Staff, Heads of Phase, SMT
Are there opportunities for pupils to learn about R and E	YES	PSHE, Assemblies and RS
Are there documented cases of R and E at the school	NO	
Is the school particularly prone to R and E	NO	Cohort of pupils are mainly white British
The school supports the British Legion by selling poppies in school. The local area has links to the Armed Forces – Aldershot, home of the British Army and Odiham, RAF. Some parents are in the forces.		
<u>Evaluation</u>	<u>LOW RISK</u>	Policy needs to be reviewed by Governing Body every new academic year. Assemblies and curriculum are sufficient to provide pupils knowledge of R and E and what to look for

The Pupils

Are pupils aware of what R and E is	YES	assemblies given by members of the SMT on topic and delivered through PSHE and RS
Are individual pupils risk assessed	YES	if an R and E Concern form is filled in. Pupils who are perceived to be vulnerable are identified early and flagged up to all staff
Pupils at risk	NONE	
<u>Evaluation</u>	<u>LOW RISK</u>	staff to continue to monitor cohort and continue to educate via appropriate curriculum content



Radicalisation and Extremism Concern Form

Concerns can be logged online using CPOMS or via the below form.

Student's name :	Staff logging concern :	Date:

Nature of concern – please tick

Inappropriate content on phone	Inappropriate material held by pupil
Overheard conversation	Propaganda material
Gang mentality	

Describe in as much detail as possible your concern and note any behaviours observed.

(continue on extra sheet and attach if necessary)

Once complete please return this form immediately to Claire Huyton, DSL.

MISSING PUPILS POLICY

St Nicholas' School is committed to the well-being and safety of all our pupils and ensuring that their whereabouts are known at all times. For the purpose of this policy, the term 'missing' refers to a pupil being not present without authorisation or explanation.

On occasions when a staff member identifies a pupil as missing from their expected location, immediate action is required as outlined in the procedures below. Communications with parents and the appropriate services (particularly the police) are an integral part of the procedure and all instances of missing pupils will be reported to the Head so that appropriate investigations may be made.

This policy applies to all members of our school community.

St Nicholas' School is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010).

School Procedures

Instructions for Registration

Tutors:

- If a pupil is present in your form at registration, mark them present.
- If a pupil is absent and you have not had confirmation from a parent or reception of the reason for this, they should be marked **N – no reason yet provided for absence**.
- If you have had confirmation from a parent or school office that a pupil is off school, they should be marked as an **authorised absence** with a note to clarify what confirmation has been received.
- Where a pupil is away for a specific reason – e.g. a school trip or medical appointment, you should use the relevant codes.
- **PLEASE DO NOT ACCEPT OTHER PUPILS' EXPLANATIONS FOR A CLASSMATE'S ABSENCE**

School Office

Any pupil who is late should register at the school office – Admin staff will then change the **absent** to **late**.

Admin staff will investigate any pupils marked as **absent**. Where there is a satisfactory explanation, Staff will change the **absent** to **authorised absence** with a note to this effect on the register.

If unable to contact parents for a satisfactory explanation, this **absence** will be changed to **authorised absence** within 24 hours of the child's return to school once a tutor or reception has been able to follow it up.

Where no explanation is forthcoming and it is clear that a pupil has tranted or has been allowed to miss school for holidays etc. without the Head's permission, the register will be marked to show **unauthorised absence**.

A printout will be made twice each day to act as a fire register.

Missing Pupils

Where it has been established that a pupil is missing from school without explanation the following protocol must be followed:

- The Head or in her absence the Deputy must be informed
- Parents or an Emergency Contact (in the absence of parents) will be informed and asked to attempt to make contact with their child and inform the school if they are successful

- The Head or Deputy Head will arrange for a thorough search of the school premises
- Appropriate staff will be asked to speak to the missing pupil's peer group in order to establish knowledge of their whereabouts
- After discussion with the parents, the Head will contact the Police if no contact has been made with the missing pupil

Educational Visits

On Educational Visits, Lead Staff will follow these procedures in the event of a missing pupil.

Lost pupil on Outings Procedures

We attempt to minimise the opportunity for a 'lost pupil' by ensuring they are properly supervised by a parent, carer or member of staff.

- If coach travel is part of the outing, the pupils will be counted onto the coach and double checked prior to leaving by taking the register. This safety procedure is explained to the pupils and they should be made aware of the importance of answering loudly and quickly if the register is taken at any time during the outing
- If a pupil is lost at the outing's venue, the supervisor of the group should alert the nearest adult but stay in the area where the pupil was last with them
- The teacher leading the outing will find out when the pupil was last seen and what clothes he/she was wearing. All other group leaders will be informed and will be asked to look for the pupil as they proceed with the outing with their group
- The teacher in charge will telephone the school and then alert officials at the venue that there is a missing pupil and take their advice
- The police will be telephoned to report the situation and staff will follow their advice
- Where possible, at the end of the outing a member of staff will remain at the venue to assist in the search, and if successful to bring the pupil back. If the parents are not on the outing, the Head will telephone the parents and advise them of the situation.

CHILD MISSING FROM EDUCATION (CME)

All schools have a duty to inform their local authority of any pupil who is going to be deleted from the admission register where they:

- have been taken out of school by their parents and are being educated outside the school system e.g. home education
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered
- have been certified by medical professionals, as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither pupil nor parent has indicated the intention to continue to attend school
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period
- have been permanently excluded.

A child going missing from education is a potential indicator of abuse or neglect. Staff should follow the school's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual abuse or exploitation, child criminal exploitation and to help prevent the risks of them going missing in future.

The local authority must be notified when a school is to delete a pupil from its register under the above circumstances. This should be done as soon as the grounds for deletion are met. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

All schools must inform the local authority of any pupil 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, at such intervals as are agreed between the school and the local authority.