Bitterne C of E Primary School

Safeguarding Policy

Headteacher

Andy Peterson

Last review-   February 2020

Next review – February 2021 or sooner based on KCSIE changes

Chair of Governors Amanda Humby

Southampton City Council

Schools and Education Guidance for writing Safeguarding Policy

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Contact	alison.philpott@southampton.gov.uk/	Effective date	February 3rd 2020

Contents

Key documentation used to develop this guidance include:

- **Keeping Children Safe in Education September 2019**
- **Keeping Children Safe in Education (September 2018)**
- **Working Together (2018)**
  [Working Together to Safeguard Children](#)
- **Staffing and Employment advice for schools (February 2017)**
  https://www.gov.uk/government/publications/staffing-and-employment-advice-for -schools
- **Safe working practice for the protection of Children and Staff in education settings (May 2019) https://www.saferrecruitmentconsortium.org/GSWP%20Sept%202019.pdf**
- **Inspecting safeguarding in early years, education and skills (September 2019)**
  [Inspecting safeguarding in early years, education and skills settings - GOV.UK](#)
- **In addition to the above other documents are present throughout the guidance or linked for relevant reading when developing policy for specific aspects of safeguarding. Additional information can be found in KCSiE 2019.**

NOTE: *The Hampshire, Isle of Wight, Portsmouth and Southampton (HIPS) safeguarding children partnership has replaced the 4LSCB, and the Southampton Safeguarding children partnership has replaced the Southampton LSCB. This came into effect October 2019.*
The new website to refer to for all local procedures (across HIPS) can be found at:
[Welcome | Hampshire, Isle of Wight, Portsmouth and Southampton](#)

SCC guidance for education settings Safeguarding Policy

Purpose

1. [Keeping Children Safe in Education](#) 2019 (KCSiE 2019) indicates that a child protection policy is reviewed at least annually, this needs to ensure it fully relates to other relevant policies, such as a wider safeguarding policy*. Any*

additional guidance or legislation that is published after this policy reviewed date will need to be reflected in the policy. Additional updates for safeguarding policy (in part or whole) will be done following any self-evaluation having analysed any incident where there is learning.

2. The information in this guidance has been produced from safeguarding issues, KCSiE 2019, Working Together (2018) and Ofsted Inspecting safeguarding in Early Years, education and skills settings (September 2019) guidance.

3. Links to national and local guidance are included, taken from KCSiE 2019, or other websites are correct as of the date of writing, these will be reviewed by the school on a regular basis.

4. All staff must read and indicate they understand at least Part 1 of KCSiE 2019. It is recommended that sufficient time is given to this so that all staff can sign to confirm they have read and do understand the contents. Staff will be asked to submit any questions required for clarification after reading the above and this may indicate they require additional training/information in order to understand their safeguarding responsibilities which will be provided at the earliest opportunity.

Scope

5. The policy should relate to all staff, volunteers and governors of Bitterne CE Primary, and provides them with the framework they need in order to keep children safe and secure in our school. It will inform parents and guardians how we will safeguard their children whilst they are in our care.

Terms used within the guidance

*   *Should* and *Must* are used throughout KCSiE 2019 – **must** is used when a person is legally required to do something, **should** is used where advice set out should be followed unless there is a good reason not to (KCSIE 2019)

*   *Safeguarding'* is defined in KCSiE 2019 as "protecting children from maltreatment; preventing impairment of children's health and development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes". Our safeguarding practice applies to every child. In Working Together 2018 it is clearly stated that the statutory document should be followed unless there are exceptional reasons to not do so. Both statutory documents apply to young people up to the age of 18.

*   *Staff* applies to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity. This also includes parents and governors. Consideration must also be given to any other organisation that regularly uses the site when pupils are present but whom are employed by others.

*   *Child* refers to all young people who have not yet reached their 18th birthday. On the whole, this will apply to pupils of our school; however the policy will extend to visiting children and students from other establishments.

*   *Parent* refers to birth parents and other adults in a parenting role for example adoptive parents, guardians, step parents and foster carers.

*   **Abuse**: 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 others. 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.

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

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

- **Sexual abuse**: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see paragraph 50).

- **Neglect**: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. It may also be educational neglect that Southampton City Council recognises can be parental, pupil, professional or organisational. This description is set out in Annex 5

- ***The Trigger Trio:*** The term 'Trigger Trio' has been used to describe the issues of domestic violence, mental ill-health and substance misuse which have been identified as common features of families where harm to women and children has occurred. They are viewed as indicators of increased risk of harm to children and young people. In a review of Serious Cases Reviews undertaken by Ofsted in 2011, they found that in nearly 75% of these cases two or more of the issues were present.

Policy statement guidance

6. This policy should be read in conjunction with KCSiE2019, Working Together 2018, the school's Child Protection Policy, SCC policy for retention and transfer of child protection and child welfare records, September 2019 and other policies including E Safety Policy, Social Networking Policy, Intimate Care Policy, Physical Intervention Policy, Site Security Policy, Medical Policy, including Administering of medicines, First Aid, , Health and Safety Policy, Play Apparatus Policy, Smoke Free Policy, Drug Policy, Behaviour Policy and Anti Bullying Policy and Learning Off-site Policy.

7. **Safeguarding** is taken to mean "All agencies working with children, young people and their families take all reasonable measures to ensure that the risk of harm to children's welfare are minimised" and "where there are concerns about

children and young people's welfare, all agencies take all appropriate actions to address those concerns, working to agreed local policies and procedures in full partnership with other agencies". This applies to all young people up to the age of 18.

8. SCC would expect all school aims to be:

   a. to provide an environment in which all adults recognise that safeguarding is everyone's responsibility. It is not solely the responsibility of Designated Safeguarding Leads (DSLs).
   b. To ensure that all children and young people in school will feel safe, secure, valued and respected, and feel confident to approach adults if they are in difficulties and that adults will, at all times, consider what is in the best interests of the child.
   c. to provide an effective PSHE curriculum that encompasses age and developmentally appropriate content enabling pupils to build skills and confidence to help them to manage the challenges of growing up in today's society including knowing how to keep themselves and others safe and where to get help from if they, or others need it.
   d. to raise the awareness of all leaders, teaching and non-teaching staff, volunteers and visitors of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
   e. to develop structured procedures within the school that will be followed by all members of the school community in cases of suspected abuse/ need to safeguard young people.
   f. to provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure the school, contributes to assessments of need and support plans for those children through timely Early Help referral, contact and working with external partners and children's social care team.
   g. to refer to early help services so children, and their wider families can be supported by professionals before referral to children's social care services is required.
   h. ensure that all adults within our school who have access to children have been checked as to their suitability and appropriate supervision is given to visitors and adults on trips, key information or training for visiting staff and adults who may lead for example sports clubs / out of hours activities at or for the school. This includes appropriate raising of awareness for out of hours community users of our facilities and checks and training for governors in line with national guidance and school policy.
   i. Ensure that appropriate safeguarding arrangements are in place for children on work placements or alternative provision offsite.

9. The protection of children is of the highest priority for our school. Children have a right to feel secure and cannot learn effectively unless they do so. All children regardless of age, gender, ethnicity, ability, sexuality, religion, culture, language and beliefs have a right to be protected from harm. All staff have a key role in prevention of harm and an equal responsibility to act on any suspicion or disclosure that may indicate a child is at risk of harm in accordance with the guidance. We acknowledge that working in partnership with other agencies protects children and reduces risk and so we will proactively engage in partnership working throughout the child protection process to safeguard children. Whilst the school will work openly with parents as far as possible, the school reserves the right to contact Southampton's Multi-agency Safeguarding Hub (in line with current safeguarding procedures) and Local Safeguarding Children's Board Child and Family Early Intervention Model and Threshold Document or the Police, without notifying parents if this is in the child's best interests KCSiE 2019. In all cases consent will be sought unless it is not in the child's best interests to do so. These decisions will be clearly recorded with their reason in the school safeguarding information log CPOMS.

10. Safeguarding processes are intended to put in place measures that minimise harm to children. There may be situations where new national guidance, gaps or deficiencies in the policies and processes we have in place will be highlighted. In these situations urgent review will be carried out by the DSL and governors in order to identify learning and inform the policy, practice and culture of the school. This review may involve the Local Authority or other agencies and may require policies to be amended sooner than the annually scheduled review.

11. Some areas, such as Health and Safety, are a specialist area of safeguarding and a separate lead for this area is in place in the school. There is a named governor/committee with responsibility for health and safety.
Clare Horan Business Manager and Lisa Benham
The remit of the health and safety lead is:
To ensure compliance with all health and safety policies including statutory testing processes. This will also involve a joint termly site audit and a review of actions from previous audit.
Please refer to the Health and Safety Policy

12. All pupils in our school are encouraged to talk to any member of staff to share concerns or talk about situations which are giving them worries. The staff will listen to the pupil, take their worries seriously and share the information with the safeguarding lead by recording on CPOMs or for immediate concerns on the yellow form or verbally.

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

14. As a school, we review this policy at least annually so as to be in-line with the child protection policy annual review as well as in line with DfE, Southampton Safeguarding children's partnership (September 2019 onwards), SCC and any other relevant guidance and update mid-review where key changes are made to national safeguarding policy or procedure.
The person responsible for ensuring that any necessary updates are completed is the Headteacher / DSL Andy Peterson.

15. It is acknowledged by our school that no one person or organisation holds all information about a young person. The DSL's at our school will proactively work with external agencies where concerns exist around the safeguarding of any young person to enable reduction of risk or refer for support appropriately.

   Date Approved by Governing Body: original policy Sep 2020 with revisions - 1 April 2020

   Date policy is to be implemented: immediately

   Date for scheduled review: Sep 2020 – then Feb 2022

The child's wishes

Where there is a safeguarding concern, governing bodies, proprietors and school or college leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place for children to express their views and give feedback. Ultimately, all decisions should be taken in the best interests any the child (KCSiE 2019). This cannot include keeping their concerns confidential and all adults have a responsibility to ensure that concerns are recorded and acted upon appropriately and in a timely manner, this may include referrals to agencies and this will always be communicated to the child (may be communicated differently for different ages of children/ develop.
At Bitterne CE Primary the system to ensure the child's wishes are taken into account include:
- Having a nominated person to listen to the views of the child and informing DSL of the child's wishes.
- Reviewing what children are reported to have said to other professionals such as social workers, health workers etc.
- Discussing the child's wishes with other professionals to ensure agreement that actions are in the best interests of the child.

Safeguarding issues

Health and Safety

1. The site, the equipment and the activities carried out as part of the curriculum are all required to comply with the Health and Safety at Work act 1974 and regulations made under the Act.

2. All risks are required to be assessed and recorded plans of how to manage the risk are in place. The plans should always take a common sense and proportionate approach to allow activities to be safe rather than preventing them from taking place. The school has a Health and Safety policy which details the actions that we take in more detail and this is available on the website.

Site Security

3. We aim to provide a secure site, but recognise that the site is only as secure as the people who use it. Therefore all people on the site have to adhere to the rules which govern it. These are:
   - All gates are locked except at the start and end of the school day
   - Doors are kept closed to prevent intrusion
   - Visitors and volunteers enter at the reception and must sign in.
   - Visitors and volunteers are identified by showing school staff their identification.
   - Children are only allowed home during the school day with adults/carers with parental responsibility or permission being given.
   - All children leaving or returning during the school day have to sign out and in.
   - Empty classrooms have windows closed
   - Arrangements for before and after school meetings and activities are clear and followed at all times

Physical Intervention (use of reasonable force)

4. As a school, we have a separate policy outlining how we will use physical intervention. This can be found on the school's website.

Taking and the use and storage of images

5. As a school we will seek consent from the parent of a pupil and from teachers and other adults before taking and publishing photographs or videos that contain images that are sufficiently detailed to identify the individual in school publications, printed media or on electronic publications. We will not seek consent for photos where you would not be able to identify the individual. School needs to ensure it is compliant with Data Protection Act 2018 regarding processing of images.

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

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

8. We will take and print photographs to show what a child can do or has participated in. These may also be displayed within school, or in books. They may be shared with visitors, inspectors, moderators or other professionals as a part of sharing practice or achievement. We ensure parents/carers understand this as part of the school's use of images agreement form.

Transporting pupils

Home-to-school travel and transport - GOV.UK

http://www.southampton.gov.uk/schools-learning/in-school/school-travel-support/

9. We will follow the home-school transport policy from SCC for all pupils who have regular transport to and from school arranged through the needs identified in their EHCP, or admission agreement.

10. The school will give consideration to the transport needs of our pupils in an emergency situation and out of hours. Safeguarding the needs of our pupils when travelling in school owned / private hire minibus or coaches / taxis with staff or parents as drivers in cars.

11. For school trips private providers may be used such as coach companies. Copies of any insurance will be sought by the school and retained with trip documentation.

12. On occasion parents and volunteers may support with the task of transporting children to visits and off-site activities arranged by the school. (This is in addition to any informal arrangements made directly between parents for after school clubs etc.). In managing these arrangements the school will put in place measures to ensure the safety and welfare of young people carried in parents' and volunteers' cars. This is based on guidance from the local authority and follows similar procedures for school staff using their cars on school business. These arrangements are set out in Annex 1.
(See Annex 1)

13. Where parents'/volunteers/staff cars are used on school activities the school will notify parents/ volunteers/ staff of their responsibilities for the safety of pupils, ensure sight and record of suitable insurance cover and evidence recorded to ensure their vehicle is roadworthy. A record will be kept in school of insurance, evidence of roadworthiness and understanding of responsibilities.

Off site visits / provision including overnight stay

https://evolve.edufocus.co.uk/evco10/evchome_public.asp?domain= the evolve site is used for preparing and recording offsite visits.

14. The school has the following arrangements in place to safeguard children who participate in, are affected by, extended services or activities taking place offsite within and outside of the normal school day. These are to be found in the school's Offsite Policy

Our full process for Offsite visits is set out in our Offsite policy, which is found on the website
15. A particular strand of health and safety is looking at risks when undertaking off site visits. Some activities, especially those happening away from the school and residential visits, can involve higher levels of risk. If these are annual or infrequent activities, a specific review of an existing assessment may be needed to take in to account staffing and pupils in addition to the activity. If it is a new activity, a visit involving adventure activities, residential, overseas or an 'Open Country' visit, a specific assessment of significant risks must be carried out. The school has an educational visits coordinator (Andy Peterson) who liaises with the county outdoor education adviser and helps colleagues in school to manage risks and support with off site visits and provides training in the management of groups during off site visits, as well as First Aid in an outdoor context. SCC recommends that the EVC should to be appointed to the role and receive training for the role. It is recommended that any EVC

completes suitable training for the role or refresher training at least every five years. The EVC will also provide in house training within school for those who run regular off-site visits as well as staff new to off site visits.

16. Where a visit includes at least one overnight stay in UK the school will have risk assessed the accommodation, and where it is with a family carried out an enhanced DBS check with barred list for adults responsible in the household, and consider and record if any persons over 16 in the house will also have these checks carried out. If the family stay is outside of the UK these checks may not be able to be carried out. Parents should be made aware of this and children given clear information about who to contact at any time if they need to report something or feel uncomfortable. The school may consider contacting the relevant embassy to confirm what checks could be carried out. (**Annex E KCSiE 2019 – Host families and homestay exchanges**)

17. The following arrangements are in place for those pupils on offsite work-based learning and any alternative provision. These include first day absence procedures, site checks, supervising adults checks, first aid for site and any additional checks/ procedures for the specific offsite provision)

Behaviour and Safety

18. The school has a behaviour policy in place that meets the relevant requirements, and is found of the school's website, and takes account of DfE publications such as [Behaviour and Discipline in schools](), and DfE advice for governors. This policy forms part of all staff induction.

19. We have a staff code of conduct that is a part of all staff induction and all staff sign this annually in September to show they have read and understood the contents.

20. The school has sought and retained signed and dated assurances in writing from users of the premises that they have appropriate awareness or policy and procedure in place relating to the safeguarding of children, are aware of preventing extremism and how to report concerns to the school designated safeguarding lead, head teacher or Multi-agency safeguarding hub through Southampton Children's Advice and Duty Service in line with SCC and Association of Chief Police Officers (replaced by National police chiefs council, NPCC, 1/4/2015) regarding speakers, that can be applied to groups ([http://www.hampshirepreventboard.org.uk/wp-content/uploads/2016/05/Prevent-Extremist-Speaker-Guidance.pdf]()) that they have appropriate policies and procedures in place related to safeguarding of children are aware of preventing extremism and how to report concerns to the multi-agency safeguarding hub (MASH).

21. In school, systems for monitoring visitors and volunteers can be found in our school visitor and onsite security procedures. These also will include lockdown/scatter procedures that can be implemented in an emergency in addition to fire evacuation procedures.

22. Procedures for pupils (and visitors who has concerns) to know how and where to seek support in school are available on main reception.

23. As a school we encourage staff to act upon patterns of absence for all pupils, especially the most vulnerable by discussing their observations with staff e.g. Attendance Officer or DSL if an unexplained absence of a vulnerable pupil.

Curriculum

24. Details of our school curriculum for all subjects can be found on our school website. This information includes details of regular PSHE learning planned to support pupils in age appropriate safeguarding issues as well as how we teach on-line / e-safety and the content of this. It also includes our intention to respond to significant local, national or international events or issues in addition to the planned curriculum, sometimes at short notice. We welcome discussion with parents regarding the content of the curriculum to support our safeguarding aims and also ensure that where appropriate pupils are able to input and determine the effectiveness of such provision.

25. During Spring/Summer term 2020 we will be updating our curriculum and policy for Relationships education, Relationships and sex education and health education in line our phase of schooling, as well as the statutory guidance that will become mandatory from September 2020.
We will consult parents and other stakeholders and ensure they are kept informed of any changes and what the statutory duties of the school in this aspect are. We will develop our policy in line with the statutory guidance and any local advice from statutory groups such as Southampton SACRE which is expected to be available from January 2020.

Exploitation

26. This can take many forms.

For example, it can be sexual, emotional or criminal and can lead to increased vulnerability, for example, through grooming or radicalisation into other aspects of safeguarding concerns. Exploitation occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive any child or young person under the age of 18. We recognise that any chid or young person is vulnerable to this activity and ensure through our annual safeguarding training for all staff that awareness of raising concerns is vital, including the use of CPI form (safe4me website- https://www.safe4me.co.uk/portfolio/sharing-information/) if concerns exist and could be important in a wider context that the police may hold in addition to our own internal reporting to DSL and CPOMs system.

Missing, Exploited and Trafficked Children (MET)

MET action plan 2018 http://southamptonlscb.co.uk/wp-content/uploads/2018/05/MET-Plan-final-Apr-2016-updated-May-18-1.pdf

27. Within the local area, the acronym MET is used to identify all children who are missing; believed to be at risk of or being sexually 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 three issues so that cross over of risk is not missed. (add own info)

28. We recognise that any chid or young person is vulnerable to exploitation and ensure through our annual safeguarding training for all staff that they are aware of the importance of identifying risks, raising safeguarding concerns, and sharing intelligence with Police using the CPI form (safe4me website https://www.safe4me.co.uk/portfolio/sharing-information/).

29. Locally the Southampton Safeguarding Children Partnership (September 2019) will retain a sub-group to oversee these safeguarding issues. At (add school) we will ensure our DSLs keep up to date with these issues through attendance at local DSL networks and awareness of published guidance or recommendations from partners, practice reviews or government documents.

Child Sexual Exploitation (CSE)

Child sexual exploitation: definition and guide for practitioners - GOV.UK
http://staffinfo.southampton.gov.uk/Images/CSE-Concern-Process-Flowchart_tcm67-397285.pdf
http://staffinfo.southampton.gov.uk/Images/CSE-Practitioner-Guidance_tcm67-397286.pdf
https://ceop.police.uk/
http://www.barnardos.org.uk/what_we_do/our_projects/sexual_exploitation.htm
https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/child-sexual-exploitation/

30. *National definition of Child Sexual Exploitation is "Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 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. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology".

31. *Like all forms of child sexual abuse, child sexual exploitation:*
    - *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;*
    - *can still be abuse even if the sexual activity appears consensual;*
    - *can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;*
    - *can take place in person or via technology, or a combination of both;*
    - *can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;*
    - *may occur without the child or young person's immediate knowledge (through others copying videos or images they have created and posting on social media, for example);*
    - *can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and*
    - *is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.*

32. *Child sexual exploitation is a complex form of abuse and it can be difficult for those working with children to identify and assess. The indicators for child sexual exploitation can sometimes be mistaken for 'normal adolescent behaviours'. It requires knowledge, skills, professional curiosity and an assessment which analyses the risk factors and personal circumstances of individual children to ensure that the signs and symptoms are interpreted correctly and appropriate support is given. Even where a young person is old enough to legally consent to sexual activity, the law states that consent is only valid where they make a choice and have the freedom and capacity to make that choice. If a child feels they have no other meaningful choice, are under the influence of harmful substances or fearful of what might happen if they don't comply (all of which are common features in cases of child sexual exploitation) consent cannot legally be given whatever the age of the child.*

33. *Indicators a child may be at risk of CSE include:*
    - *Leaving home/care without explanation and persistently going missing or returning late;*
    - *Exclusion or unexplained absences from school, college or work;*
    - *Associating with other young people being sexually exploited*
    - *Relationships with controlling or significantly older individuals or groups;*
    - *Acquisition of money, clothes, mobile phones etc without plausible explanation;*
    - *Drug and/or alcohol use – may return home or present at school under influence*
    - *Increasing secretiveness around behaviours;*
    - *Self-harm or significant changes in emotional well-being*
    - *Excessive receipt of texts/phone calls;*
    - *Multiple callers (unknown adults or peers);*
    - *Concerning use of internet or other social media;*
    - *Inappropriate sexualised behaviour for age/sexually transmitted infections;*
    - *Evidence of/suspicions of physical or sexual assault;*
    - *Frequenting areas known for sexual exploitation or adult sex work.*

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

35. *As a school we educate all staff in the signs and indicators of sexual exploitation. We will use the sexual / criminal exploitation risk assessment form (SERAF) and associated guidance to identify pupils who are at risk and follow safeguarding procedures where there is a concern about a child being at risk of or experiencing CSE/CCE. We use advice from the multi-agency safeguarding hub and the DSL will share this information as appropriate with children's social care.*

36. *We recognise that we may have information or intelligence that could be used to both protect children and prevent risk. Any relevant information that we have will be shared on the community partnership information (CPI) form* https://www.safe4me.co.uk/portfolio/sharing-information/*and through contact with the multi-agency safeguarding hub and where required the police directly by 101 or 999 depending on circumstance and the information.*

Child criminal exploitation: including county lines

39. **Child Criminal Exploitation** occurs where an individual or group takes advantage of a person under the age of 18 and may coerce, manipulate or deceive a child or young person under that age into any criminal 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
and/or

(c) Through violence or the threat of violence.

The victim may be exploited even if the activity appears consensual (i.e. moving drugs or the proceeds of drugs from one place to another). Child Criminal Exploitation does not always involve physical contact; it can also occur through the use of technology. (Home Office 2018)

40. CCE can take various forms and may involve the child being coerced into
   - Carrying or selling drugs
   - Hiding stolen goods or weapons
   - Stealing
   - Involvement in burglaries
   - Money laundering

41. **County Lines** is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas (within the UK), using dedicated mobile phone lines or other form of "deal line". They are likely to exploit children and vulnerable adults to move (and store) the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons. (Home Office 2018)

   a. County lines is a form of Child Exploitation (CE). It is a major, cross-cutting issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery, and missing persons. The response to tackle it involves the Police, the NCA (National Crime Agency) and a wide range of Government departments, local government agencies and VCS (voluntary and community sector) organisations. County lines activity and the associated violence, drug dealing and exploitation has a devastating impact on children, vulnerable adults and local communities.

   b. Children exploited through County Lines activity are particularly vulnerable to be being trafficked. Modern slavery, including child trafficking, is child abuse. When an agency comes into contact with a child who may have been exploited or trafficked, Local Authority Children's Services and the police should be notified immediately and who will consider if a National Referral Mechanism (NRM) needs completing alongside child protection procedures.

42. **Cuckooing** - Urban gangs establish a base in the market location, often by taking over the homes of local vulnerable adults by force and/or coercion, in a practice referred to as 'cuckooing'. Urban gangs then use children and vulnerable people to move drugs and money.

   Like other forms of abuse and exploitation, criminal exploitation can:

   - affect any child or young person (male or female) under the age of 18 years;
   - affect any vulnerable adult over the age of 18 years;
   - still be exploitation even if the activity appears consensual;
   - involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;

- be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

43. Any person in our school who has concerns that a child is being criminally exploited should report their concern to the DSL without delay. The DSL will contact the multi-agency safeguarding hub for advice / to make a referral. It may be that the DSL decides to refer to the police.

As a school we educate all staff in the signs and indicators of criminal exploitation. We use advice from the multi-agency safeguarding hub, the sexual/criminal exploitation risk assessment form (SERAF) and associated guidance to identify pupils who are at risk and the DSL will share this information as appropriate with children's social care.

44. We will use the CPI (community partnership information) form to share relevant intelligence information with Police that will assist in building a bigger picture of potential exploitation issues in the community. Once a CPI form is submitted (use form on Safe4me website) it can be destroyed. Information may be relevant to record in a child's record of concern in school as per other concerns.

45. The Local Authority lead officer for juvenile employment (Danielle Rutherford, Danielle.Rutherford@southampton.gov.uk) can check the working hours of young people are within the requirements, and ensure that the employer has appropriate knowledge and safeguards in place. If we were concerned about a young person from our school, or another where information was reported to us this would be acted on by the DSL.

46. The same officer (Danielle Rutherford) will also ensure the correct performance licencing is in place for children who perform in shows/concerts. In school the DSL will liaise with the LA officer regarding child performance.

Trafficked Children

Practice to safeguard children who may have been trafficked
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/177033/DFE-00084-2011.pdf
Safeguarding unaccompanied asylum seeking and refugee children - GOV.UK
https://www.barnardos.org.uk/what_we_do/our_work/trafficked_children.htm

47. *Human trafficking is defined by the UNHCR in respect of children as a process that is a combination of:*
    - *Movement (including within the UK);*
    - *For the purpose of exploitation*
    - *Any child transported for exploitative reasons is considered to be a trafficking victim.*

48. *For any child where exploitation is suspected or known, and there are indicators of movement which is facilitated, arranged or controlled by individuals who may be exploiting or intending to exploit them, trafficking should be considered.*

49. *External (or international) trafficking describes trafficking which occurs from one country to another. Internationally trafficked children may first come to the attention of the local authority as Unaccompanied Children.*

50. *Internal trafficking is the term used to describe trafficking which occurs within the borders of a country. This can be within a neighbourhood, city, county, country etc.*

51. *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; deprived of earnings by another person; or claims to owe money to another person (debt bondage)*
- *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;*
- *Performs excessive housework chores and/or rarely leaves the residence.*
- *Is one among a number of unrelated children found at one address;*
- *Has not been registered with or attended a GP practice;*
- *Is excessively worried about being deported*

52. *Children or young people may be trafficked from town to town or city within the UK, having been groomed and coerced into sexual or criminal exploitation. There are a number of indicators associated with child exploitation that are displayed by young people in this situation (detailed in the child sexual exploitation section). Other signs which may indicate trafficking risks:*
    - *Talking about or rumours about new places the child has or they are planning to visit (without plausible explanation)*
    - *Talking about travel routes or modes of transport, or evidence of travel tickets / receipts*
    - *Travelling / found out of area without plausible explanation*
    - *Links with controlling or significantly older individuals or groups from other areas (without plausible explanation)*

53. *Where there are reasonable grounds to suspect a child to be the victim of trafficking, child protection procedures must be initiated by reporting to the DSL, who will contact the multi-agency safeguarding hub following procedure.*

54. *The above behaviours themselves do not indicate that a child is being trafficked, but should be considered as indicators that this may be the case. If staff believe that a child is being trafficked, this will be reported to the designated safeguarding lead for referral to be considered to children's social care.*

Gangs and Youth Violence

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf

55. 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.

56. 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.

57. 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.

58. As a school we will:
    - develop skills and knowledge to resolve conflict as part of the curriculum including the use of restorative questions and processes;

- challenge aggressive behaviour in ways that prevent the recurrence of such behaviour;
- understand risks for specific groups, including those that are gender-based, and target interventions;
- safeguard, and specifically organise child protection, when needed;
- make referrals to appropriate external agencies;
- carefully manage individual transitions between educational establishments, especially into Pupil Referral Units (PRUs) or alternative provision; and
- work with local partners to prevent anti-social behaviour or crime
- ensure that adults in our school behave and respond appropriately and proportionately to set an example and challenge where needed

59. We will use the CPI (community partnership information) form to share relevant intelligence information with Police that will assist in building a bigger picture of gang issues in the community. Once a CPI form is submitted (use form on Safe4me website) it can be destroyed. Information may be relevant to record in a child's record of concern in school as per other concerns.

Children Missing Education

Local guidance, which is updated every summer, can be found at time of policy review on young Southampton (link below)
2019 CME guidance and procedures Inclusion services - Young Southampton
 "Children Missing Education, statutory guidance for local authorities" September 2016
https://www.gov.uk/government/publications/school-attendance
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/395138/Children_missing_education_Statutory_guidance_for_local_authorities.pdf

60. When a child is not in school when expected the process in our school is set out in our attendance policy which is available on the school's website.

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

62. DSLs and staff should consider:

- **Missing lessons:**
  - Are there patterns in the lessons that are being missed? Is this more than avoidance of a subject or a teacher? Does the child remain on the school site or are they absent from the site?
  - Is the child being sexually exploited during this time?
  - Are they late because of a caring responsibility?
  - Have they been directly or indirectly affected by substance misuse?
  - Are other pupils routinely missing the same lessons, and does this raise other risks or concerns?
  - Is the lesson being missed one that would cause bruising or injuries to become visible?

- **Single missing days:**
  - Is there a pattern in the day missed? Is it before or after the weekend suggesting the child is away from the area? Are there specific lessons or members of staff on these days?
  - Is the parent informing the school of the absence on the day?
  - Are missing days reported back to parents to confirm their awareness?
  - Is the child being sexually exploited during this day?
  - Do the parents appear to be aware?
  - Are the pupil's peers making comments or suggestions as to where the pupil is at?

- **Continuous missing days:**
  - Has the school been able to make contact with the parent? Is medical evidence being provided? Are siblings attending school (either our or local schools)?
  - Did we have any concerns about radicalisation, FGM, forced marriage, honour based violence, sexual exploitation?
  - Have we had any concerns about physical or sexual abuse?

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

Child Missing from Home or Care

https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care

64. Children who run away from home or from care, provide a clear behavioural indication that they are either unhappy or do not feel safe in the place that they are living. Research shows that children run away from conflict or problems at home or school, neglect or abuse, or because children are being groomed by predatory individuals who seek to exploit them. Many run away on numerous occasions.

65. The association of chief police officers (replaced by the National police chiefs council, NPCC) has provided the following definitions and guidance:
    - *"Missing person is: 'Anyone whose whereabouts cannot be established and where the circumstances are out of character or the context suggests the person may be the subject of crime or at risk of harm to themselves or another.'*
    - *An absent person is: 'A person not at a place where they are expected or required to be.'*
    - *All cases classified as 'missing' by the police will receive an active police response – such as deployment of police officers to locate a child. Cases where the child was classified as 'absent' will be recorded by the police and risk assessed regularly but no active response will be deployed.*
    - *The absent case will be resolved when a young person returns or new information comes to light suggesting that he/she is at risk. In the latter instance, the case is upgraded to 'missing'.*

66. In our school the process if this occurs is that we will contact MASH and/or the police immediately.

67. Within any case of children who are missing both push and pull factors will need to be considered. Push factors include:
    - Conflict with parents/carers
    - Feeling powerless
    - Being bullied/abused
    - Being unhappy/not being listened to
    - The Toxic Trio

68. Pull factors include:
    - Wanting to be with family/friends
    - Drugs, money and any exchangeable item
    - Peer pressure
    - For those who have been trafficked into the United Kingdom as unaccompanied asylum seeking children there will be pressure to make contact with their trafficker

69. The school will inform all parents of children who are absent (unless the parent has informed us) as soon as possible. At our school our register closes at 9.15am and 30 mins after the end of lunch to register attendance. If when contacted the parent is also unaware of the location of their child, and the definition of missing is met, we will advise the parent/carer to report this matter to the police, if the parent has not already done so. We will also advise the parent of our duty to ensure that the matter is reported to the police. If there is any concern the parent has not, and will not, report the child missing, we will notify the Police by telephoning 101 or 999 in a

case of emergency and record this on the school's recording system.

Multi-agency Public Protection Arrangements

70. Where the school is made aware of a parent or person who will visit the school who has a conviction that is subject to MAPPA the school will proactively seek a confidential discussion with the individual or agencies to ensure that any necessary adjustments can be put into place with immediate effect so as to ensure safety of all.

71. Our school will liaise with all agencies to ensure all recommendations are put into place, with those who need to know having awareness, and review arrangements whenever required by partners. These recommendations will be put into place for any pupil transferring school by the DSL contacting the new school prior to transfer to mitigate any risk that could arise if they were not to communicate this to the receiving setting.

Preventing Radicalisation and Extremism

72. The school is aware of its statutory duty to prevent radicalisation and extremism under "The Prevent Duty". The prevent duty requires that all staff are aware of the signs that a child maybe vulnerable to radicalisation. The risks will need to be considered for political; environmental; animal rights; or faith based extremism that may lead to a child becoming radicalised.

Prevent duty guidance April 2019
https://www.southampton.gov.uk/council-democracy/partnership-working/safe-city/prevent.aspx
https://www.safe4me.co.uk/portfolio/prevent-radicalisation-and-extremism/

73. The person to contact in our school regarding Prevent is: Andy Peterson HT

74. All staff have received Prevent training/ WRAP training/undertaken e-learning/received awareness training, or have undertaken this as part of induction in order that they can identify the signs of children being radicalised. This is recorded as a part of the schools monitoring of the reading and understanding of policies and attendance at training.

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

76. Any child who is considered vulnerable to radicalisation will be referred by the DSL to the multi-agency safeguarding hub using the professional's line, or direct referral using the template in Appendix 5 as of December 2019. Concerns will then be considered within the MASH Prevent process. If the police Prevent officer considers the information to be indicating a level of risk a "channel panel" will be convened and the school will be invited to attend and support this process (See Appendix 3). Referral form to be sent to MASH attached to a secure email is found within Appendix 5)

77. We also ensure and record that any hirer has appropriate awareness of safeguarding issues/ policies. They may be asked to demonstrate evidence of training undertaken and how to contact the Multi-agency safeguarding hub or Police with any concerns, including regarding radicalisation and extremist views or material. There is a written record of confirmation of this hirer awareness retained with the hirer records and the clear expectation that our premises will not be used for the promotion or persuasion of radical/extremist views of any kind.

Sexual violence and sexual harassment between pupil in schools and colleges

[Sexual violence and sexual harassment between children in schools and colleges - GOV.UK](#)/

78. In our school all adults are expected to make it clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up. This will be through the examples staff set as role models to our pupils as well as through PSHE and application of the behaviour policy and code of conduct.

79. Adults are expected to:
    - Be aware that this can happen to any person – it is not limited to females.
    - not tolerate or dismiss sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys";
    - challenge behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting up skirts.
    - Recognise that "Upskirting" is now a criminal offence. It typically involves taking a picture under someone's clothes without them knowing with the intention of viewing someone's genitals or buttocks with a view to sexual gratification or to cause the victim humiliation, distress or alarm.
    - understand that all of the above can be driven by wider societal factors beyond the school and college, such as everyday sexist stereotypes and everyday sexist language. This is why a whole school/college approach (especially preventative education) as described in Part 3 of recent government advice (hyperlink above) is important.
    - recognise that pupils with SEN are three times more likely to be abused and ensure they have awareness of pupil behaviours that may be inappropriate towards pupils with SEN
    - recognise that allegations of sexual violence or sexual harassment are likely to be complex and will require difficult professional decisions to be made. The DSL must be notified without delay and decisions made on a case-by-case basis. As with other disclosures the person disclosing must be able to disclose the information in a supportive environment with clear record of factual information made as soon after the disclosure as possible. The same procedures should be followed as set out in the child protection policy.

80. Where information includes an online element staff including the DSL must be aware of the [searching, screening and confiscation advice for schools](#) and UKCCIS sexting advice for schools and college. A risk assessment must be made following the disclosure by the DSL on a case-by-case basis this may need to be amended once other agencies become involved.

81. The DSL will report to children's social care through contact with MASH, and this will be in conjunction with the police. Parents/carers will be informed unless there is a compelling reason not to, such as immediate safety or risk to the child be they victim or alleged perpetrator. The police will advise what information can or should be shared.

82. As allegations can arise between peers attending the same school it is important that both pupils must be managed supportively, in that both should be given a single point of contact, and both these points of contacts should liaise so that fair and proportionate response is made. Pupils should be aware that an allegation does not equate to guilt without there being an appropriate referral and investigation undertaken by the relevant organisations.

83. If this situation arises our school will assess the risk and identify if there may need to be a temporary revision of education arrangements including class moves, arrangements for arriving and leaving school and at break times to ensure that both pupils are supported in continuing their education whilst any investigation is carried out. A single point of contact for each pupil will be set up immediately and actions will be determined on a case by case basis. A risk assessment will include travel to and from school and any other relevant contextual information available.

So-called Honour Based abuse

84. So-called "honour-based" abuse encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or community or an individual, including FGM, forced marriage and practices such as breast flattening (also sometimes referred to as breast ironing). It often can include a wider network of family or community pressure and can include multiple perpetrators. For example, honour based abuse might be committed against people who:
    a. become involved with a boyfriend or girlfriend from a different culture or religion
    b. want to get out of an arranged marriage
    c. want to get out of a forced marriage
    d. wear clothes or take part in activities that might not be considered traditional within a particular culture
    e. convert to a different faith from the family
    f. hide or attempt to delay puberty in girls
    g. are reported to have behaved outside of a families or communities expectations

Any concerns held must be reported to the DSL without delay. The DSL will contact the multi-agency safeguarding hub for advice and follow up with a written referral and may contact the police. If the so-called honour-based abuse includes reported FGM, teachers must be mindful of their statutory duty to report, as well as inform DSL.

85. Women and girls are the most common victims of honour based violence however it can also affect men and boys. Crimes of 'honour' do not always include violence. Crimes committed in the name of 'honour' might include:
    a. domestic abuse
    b. threats of violence
    c. sexual or psychological abuse
    d. forced marriage
    e. being held against your will or taken somewhere you don't want to go
    f. assault
    g. also for example, removal/limit of access to phones/ communication

86. If staff believe that a pupil is at risk from honour based abuse the DSL will follow the usual safeguarding referral process, however, if it is clear that a crime has been committed or the pupil is at immediate risk the police will be contacted in the first place, followed by MASH. It is important that if honour based abuse is known or suspected that communities and family members are NOT spoken to prior to referral to the police or social care as this could increase risk to the child.

Female Genital Mutilation (FGM)

https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation
www.nationalfgmcentre.org.uk – resources and guidance
NHS information and guidance

87. FGM comprises any of four different procedures involving partial or total cutting, removal of the external female genitalia or other deliberate injury to the female genital organs for non-medical reasons (See NHS link). It has no health benefits and harms girls and women in many ways. It is one of a number of forms of abuse that are specifically linked to gender. It involves removing and damaging healthy and normal female genital tissue, and hence interferes with the natural function of girls' and women's bodies.

88. Procedures can be extremely high risk for the woman or girl, they are pre-meditated and organised. The safeguarding of the woman/girl is the priority whilst ensuring professionals remain culturally sensitive and inclusive.

89. The age at which girls undergo FGM varies enormously according to the community. **The procedure may be carried out when the girl is new-born, during childhood or adolescence, just before marriage or during the first pregnancy**. However, the majority of cases of FGM are thought to take place between the ages of 5 and 8, or before puberty and therefore girls within that age bracket are at a higher risk, but this is not always the case.

90. Girls may report being excited that they are going to have a ceremony or celebration in their honor, a female relative visiting, possibly from overseas, that they are going to become a woman soon. These can be indicators of risk but are <u>not always an indicator</u> of FGM and should not be treated as such. They should raise awareness if appropriate and be reviewed case by case, in context. Staff should always refer to the DSL for advice and record clearly what they have heard and from whom without delay. Unless this information has come directly from the victim is not sufficient to warrant the mandatory reporting duty coming into force if it is known that FGM has occurred from this third party information alone. It is recommended that staff seek advice form the DSL, or police if unsure if the mandatory duty applies.

91. FGM is illegal in the UK. UK nationals and habitual residents are protected under the law when in the UK and when abroad. On the 31 October 2015, it became **mandatory for teachers and other regulated professionals** to report known or disclosed cases of FGM directly to the police. In these situations, the DSL and/or head must be informed that the member of teaching staff has called the police to report information that they believe indicates that FGM has happened. Advice can be sought from the DSL if required. If the information is gained by a non-regulated professional they must report to the DSL without delay for advice on actions, if a child is at immediate risk call 999, and then MASH.

92. **At no time will school staff examine pupils to confirm FGM concerns.**

93. For cases where it is believed that a girl (under 18) may be vulnerable to FGM or there is a concern that she may be about to be affected by this issue the staff will inform the DSL who will report it in line with any other child protection concern. If the female is 18 or over teachers should follow local safeguarding procedures and contact the DSL, who in turn will contact MASH/police. UK nationals and habitual residents are protected under the law when in the UK and when abroad.

Breast flattening (sometimes referred to as breast ironing)

94. The process can occur in a single incident, but most likely over an extended period of time, sometimes years. A rock, spoon, implement is heated and is then pressed and massaged over the breast area to damage the breast tissue. This causes extreme pain. The girl then is wrapped or has a band over the breast area to ensure that the tissues repair in such a way that it flattens the tissue and breast area. It can result in a range of outcomes including severe burns, infections, cancer risks as well as psychological and emotional turmoil.

95. Girls are encouraged by family to be brave and not cry. They are placed under a significant emotional toll and expectations placed upon them by the family members who are likely to be carrying out this act. Family members are likely to report trying to protect the girl from becoming a woman too early, being attractive to males for example.

96. Girls may be seen to be experiencing pain, have absences from school, wearing a band across chest, reluctant to change at school, there may be smell from the damage/ burns indicating infections or lack of washing due to injury.

97. Reports of concerns should be made through the usual process in school and the DSL will determine how and when to report to MASH, depending on circumstance and consider contextual factors such as a female relative staying or arriving, possibly from overseas.

Forced Marriage

98. Forced marriage is illegal in the UK. A forced marriage is where one or both people do not (or in cases of people with learning disabilities or reduced capacity, cannot) consent to the marriage as they are pressurised, or abuse is used, to force them to do so. It is recognised in the UK as a form of domestic or child abuse and a serious abuse of human rights. The pressure put on people to marry against their will may be:

   - physical – for example, threats, physical violence or sexual violence
   - emotional and psychological – for example, making someone feel like they are bringing 'shame' on their family
   - financial abuse, for example taking someone's wages, may also be a factor.

99. *The school acknowledges that forced marriage is different to arranged marriage. In developing countries 11% of girls are married before the age of 15. One on three victims of forced marriage in the UK are under 18, two out of three are under 25.*

100. It is important that all members of staff recognise the presenting symptoms, how to respond if there are concerns and where to turn for advice. Advice and help can be obtained nationally through the Forced Marriage Unit and locally through the local police safeguarding team or children's social care, the link above gives awareness and advice on how to apply for a prevention order to help safeguard the child or adult.

101. Policies and practices in this school reflect the fact that while all members of staff, including teachers, have important responsibilities with regard to pupils who may be at risk of forced marriage, teachers and school leaders should not undertake roles in this regard that are most appropriately discharged by other children's services professionals such as police officers or social workers, but recognises that direct action may need to be taken if to not do so would increase the risk for the young person.

Characteristics that may indicate forced marriage

102. While individual cases of forced marriage, and attempted forced marriage, are often very particular, they are likely to share a number of common and important characteristics, including:
   - an extended absence from school/college, including truancy;
   - a drop in performance or sudden signs of low motivation;
   - excessive parental restriction and control of movements;
   - a history of siblings leaving education to marry early;
   - poor performance, parental control of income and students being allowed only limited career choices;
   - evidence of self-harm, treatment for depression, attempted suicide, social isolation, eating disorders or substance abuse; and/or
   - evidence of family disputes/conflict, domestic violence/ abuse or running away from home
   - siblings or family members becoming withdrawn / upset due to pressure to stay silent

103. On their own, these characteristics may not indicate forced marriage. However, it is important to be satisfied that where these behaviours occur, they are not linked to forced marriage. It is also important to avoid making assumptions about an individual pupil's circumstances or act on the basis of stereotyping. For example, an extended holiday may be taken for entirely legitimate reasons and may not necessarily represent a pretext for forced marriage. *In our school we will consider all extended leave of absence requests sensitively and in context for each individual. Staff managing these requests will ensure they have considered, recorded and if required referred any safeguarding concerns regarding any request. Staff will consider the "one chance rule" – in the case of forced marriage it is likely that there will be only one chance to speak to a victim.*

Teenage Relationship Abuse

104. Research has shown that teenagers didn't understand what constituted abusive behaviours such as controlling behaviours, which could escalate to physical abuse, e.g. checking someone's phone, telling them what to wear, who they can/can't see or speak to and that this abuse was prevalent within teen relationships. Further research showed that teenagers didn't understand what consent meant within their relationships. They often held the common misconception that rape could only be committed by a stranger down a dark alley and didn't understand that it could happen within their own relationships. This led to these abusive behaviours feeling 'normal' and therefore left unchallenged as they were not recognised as being abusive.

105. In response to this the school will provide education to prevent teenagers from becoming victims and perpetrators of abusive relationships by encouraging them to rethink their views of violence, abuse and controlling behaviours, and understand what consent means within their relationships. Relationships education will be included in all year groups at our school and will be differentiated so as to be developmentally appropriate for pupils. This will be in line with the statutory guidance to become mandatory from September 2020. For Relationships education, Sex and relationships education and health education. At (add school) our policy and provision will be developed during Spring term 2020 and consultations with parents/carers will be held at this time so all are clear about the duty.

106. Reports of sexual violence and sexual harassment are complex and require difficult professional decisions to be made, often quickly and under pressure. The process in our school will ensure all parties feel supported and is in line with SCC Child protection policy in that a single point of contact will be established for both the alleged victim and perpetrator, as well as any other person the DSL deems it to be necessary for. Each report will be evaluated on a case by case basis with children's social care and/ or the police being involved at the earliest opportunity where necessary.

107. A risk assessment will be carried out to ensure that where appropriate timetables/class groups are in place mindful of the allegations made and being investigated on a case by case basis. This will also include a risk assessment of travel to and from school by the pupils involved. Any risk assessment will take in to account detailed assessments by other professionals as soon as they are available, but will be made through professional decisions if they are not and take into account the wishes of the alleged victim.

Domestic Abuse

https://www.gov.uk/guidance/domestic-violence-and-abuse#domestic-abuse-and-young-people

108. Domestic abuse is any incident or pattern of incidents of controlling, coercive or 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. This can encompass, but is not limited to, the following types of abuse:
    a. Psychological
    b. Physical
    c. Sexual
    d. Financial
    e. Emotional

109. 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.

110. 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.

111. Research indicates that living within a home where domestic abuse takes place is harmful to children and can have a serious impact on their behaviour, wellbeing and understanding of what a normal relationship is. At BItterne CE Primary School we recognise that witnessing domestic abuse, or becoming involved has an impact on a young person that needs support. All staff know, through training that they must be alert to signs and may be asked to support a young person at the request of a DSL with short notice if the school has been alerted to an incident by the police.

112. Children witnessing domestic abuse is recognised as 'significant harm' in law. These children may become aggressive; display anti-social behaviours; suffer from depression or anxiety; or fail to reach their educational potential. Indicators that a child is living within a relationship with domestic abuse include:

   a. withdrawn
   b. suddenly behaves differently
   c. anxious
   d. clingy
   e. depressed
   f. aggressive
   g. problems sleeping
   h. eating disorders
   i. wets the bed
   j. soils clothes
   k. takes risks
   l. misses school
   m. changes in eating habits
   n. obsessive behaviour
   o. nightmares
   p. drugs
   q. alcohol
   r. self-harm
   s. thoughts about suicide

113. These behaviours themselves do not indicate that a child is living with domestic abuse, but should be considered as indicators that this may be the case. If staff believe that a child is living with domestic abuse, this will be reported to the designated safeguarding lead for referral to be considered to children's social care.

Bullying

Research on preventing bullying DfE 2018
https://www.gov.uk/government/publications/preventing-and-tackling-bullying

114*.*   The school works to a separate anti-bullying policy that can be found on the school's website.

Sexual Harassment and Sexual Violence *(read with points 79-84)*

115.   Sexual harassment refers to 'unwanted conduct of a sexual nature' this can often occur online and offline. Reports of sexual violence and sexual harassment can be extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted.

116.   Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police.

117. We will do all we reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment. It is also important that other children, adult students and school and college staff are supported and protected as appropriate.

118. Bitterne CE Primary will carefully consider any report of sexual violence and/or sexual harassment. The designated safeguarding lead (or deputy) will advise following careful consideration what appropriate action will be put in place to support the victim, perpetrator and any others involved.

Prejudice based abuse / Hate crime

119. Our school will use the Pan-Hampshire prejudicial language and behaviour toolkit (launch October 15th 2019) for all issues it applies to and to support us in tackling this issue. Thus, educating our adults and young people to understand its impact and how to tackle it if they see it or hear it effectively. We will report our findings annually (end of summer term) to the LA vulnerable pupil team to support any multi agency response to any issues that arise.

120. 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 – ethnicity, nationality or national origin, skin
    - Religion – faith, religion or belief, including non-faith
    - Gender identity
    - Sexual orientation
    - Age

   Any protected characteristics can be a target and additional characteristics such as related to socio-economic/ parental characteristics may also be present with protected characteristics or alone.

121. 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.

122. As a school we will respond by:
    - clearly identifying prejudice based incidents and hate crimes and monitor the frequency, location 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
- train staff to ensure staff recognise what constitutes hate crime, or early indicative behaviour and take action to challenge it effectively
- supporting victims of prejudice based incidents and hate crimes
- recognise that anyone can be a perpetrator and that this can take place within groups who have a protected characteristic as well as those who do not
- consider the use of the Pan-Hampshire Prejudicial language and behaviours toolkit launched in October 2019 to support the school and wider agencies to tackle this issue.

Faith/belief Abuse- abuse linked to faith/belief or perceived linked to faith/belief or culture

https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief
https://hipsprocedures.org.uk/zkyysy/harmful-practices-linked-to-faith-or-culture/child-abuse-linked-to-spiritual-cultural-or-religious-beliefs

123. Faith/belief based abuse can be targeted to individuals or groups and can be in person or online the same as any other abuse. It can be any person of any faith/belief group abusing any person of any faith/belief or group. It can also be experienced from within faith/belief groups.

124. Faith/belief and no faith/belief is a protected characteristic within the Equality Act 2010 and therefore should be managed within this understanding. At our school pupils will be spoken with and asked for their account and understanding of what has been said or done. The toolkit for prejudicial language and behaviours includes a reporting form that should be used and there is also a leaflet which can be useful when discussing any incidents with parents.

    (young southampton prejudicial language and behaviours – PLAB- toolkit link – leaflet for parents)

Possession or witchcraft allegations

125. Sometimes faith/belief issues are believed to be linked to accusations of "possession" or "witchcraft". Whist this is not common, 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 an adult/ carer views a child as being "different" for any reason, and this is the reason for bad things happening to them/family or community. The adult attributes this difference to the child being "possessed" by a spirit or involved in "witchcraft" and attempts to exorcise him or her. This is sometimes attributed to faith/belief, or other protected characteristics.

126. A child could be viewed as "different" for a wide variety of reasons, these could include, disobedience; independence; bed-wetting; nightmares; illness; or disability. There is often a weak bond of attachment between the carer and the child or for example, different family structures present such as private fostering arrangement. 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, or sometimes a place of worship.

127. If the school become 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.

Mate Crime and Peer on peer abuse

Example of Mate crime http://arcuk.org.uk/safetynet/examples-of-mate-crime/
http://arcuk.org.uk/safetynet/files/2012/08/Friend-or-Fake-Booklet.pdf

128. Mate crime is a rapidly increasing problem across the country and is defined as:
    "the exploitation, abuse or theft from any vulnerable person by those they consider to be their friends. Those that commit such abuse or theft are often referred to as 'fake friends'." Mate crime is most prevalent when the victim suffers with a disability and is especially common when that disability is Autism or Asperger's. Please see the links above for some useful guidance on how to spot, and how to deal with mate crime

Internet / e-safety/ on-line safety

http://www.saferinternet.org.uk/professionals-online-safety-helpline
https://www.thinkuknow.co.uk/Teachers/
http://www.saferinternet.org.uk/ advice centre
www.safe4me.co.uk
trolls resource – to be published Summer 2020
Child net online advice for parents

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

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

131. The school will therefore seek to provide information and awareness to both pupils and their parents through:
    - Acceptable use agreements for children, teachers, parents/carers and governors
    - Curriculum activities involving raising awareness around staying safe online
    - Regular pupil surveys to ensure that the content of lessons are up to date and relevant and effective
    - Information included in letters, newsletters, web site, VLE
    - Parents evenings / sessions
    - High profile events / campaigns e.g. Safer Internet Day
    - Building awareness around information that is held on relevant web sites and or publications
    - Ensuring the safeguards in place for the school electronic systems are effective and monitored for any threats to safety

Social Media

132. With the current speed of on-line change, some parents and carers have only a limited understanding of online risks and issues. Parents may underestimate how often their children come across potentially harmful and inappropriate material on the internet and may be unsure about how to respond. Some of the risks could be:
    - unwanted contact
    - grooming
    - online bullying
    - sexting
    - digital footprint
    - information accessed by accident
    - information accessed beyond a child's ability to comprehend or understand

133. The school will therefore seek to provide information and awareness to both staff, pupils and their parents through:
    - Acceptable use agreements for children, teachers, parents/carers and governors
    - Curriculum activities involving raising awareness around staying safe online
    - Regular student surveys to ensure the content of lessons/ assemblies is up to date and relevant and effective
    - Information included in letters, newsletters, web site, VLE
    - Parents evenings / sessions
    - High profile events / campaigns e.g. Safer Internet Day
    - Building awareness around information that is held on relevant web sites and or publications
    - Social media policy for pupils, parents and staff
    - Building awareness around information that is held on relevant web sites and or publications
    - Ensuring the safeguards in place for the school electronic systems are effective and monitored for any threats to safety

134. The 360 Online safety toolkit (https://360safe.org.uk) can be used periodically to assess our provision and effectiveness. Pupil, parent and staff surveys also inform leaders and governors of the relevance of our provision to ensure pupils are kept safe online in school, and also know how to keep themselves safe when using any electronic devices.

Cyberbullying

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

136. We also recognise that it must take note of bullying perpetrated outside school which spills over into the school and so we will respond to any cyber-bullying we become aware of carried out by pupils when they are away from the site.

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

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

139. Cyber-bullying may be at a level where it is criminal in character. It is unlawful to disseminate defamatory information in any media including internet sites. Section 127 of the Communications Act 2003 makes it an offence to send, by public means of a public electronic communications network, a message or other matter that is grossly offensive or one of an indecent, obscene or menacing character. The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.

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

Sexting

Safe4me- resources
Child net online advice for parents

141. 'Sexting' often refers to the sharing of naked or 'nude' pictures or video through mobile phones and the internet. It also includes underwear shots, sexual poses and explicit text messaging.

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

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

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

Upskirting

Child net online advice for parents

120. At (add school name) we recognise that "Upskirting" is a criminal offence and any incidents will be recorded and reported to the DSL and the police.
121. It is recognised that incidents are likely to be upsetting and support and sensitivity are required when dealing with both victim and perpetrator. The DSL will determine how the school will approach any incident on a case by case basis ensuring a clear record is made by the person who it was first reported to.

Gaming

145.   Online gaming is an activity that the majority of children and many adults get involved in. The school will raise awareness:
- By talking to parents and carers about the games their children play and help them identify whether they are appropriate.
- By support parents in identifying the most effective way of safeguarding their children by using parental controls and child safety mode.
- By talking to parents about setting boundaries and time limits when games are played.
- By highlighting relevant resources.

Online reputation

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

147. We will aim to educate our pupils through our PSHE curriculum and online safety provision, as appropriate.

Grooming

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

149. The school will build awareness amongst children and parents about ensuring that the child:
- only has friends online that they know in real life
- is aware that if they communicate with somebody that they have met online, that relationship should stay online

150. That parents should:
- recognise the signs of grooming
- have regular conversations with their children about online activity and how to stay safe online

151. The school will raise awareness by:
- Running sessions for parents

- Include awareness around grooming as part of their curriculum
- Identifying with both parents and children how they can be safeguarded against grooming
- Establish this learning as a part of the planned new relationships education, from 2020

Substance misuse including alcohol and drugs

https://www.gov.uk/government/publications/drugs-advice-for-schools
safe4me – resources
Searching, screening and confiscating advice

152. 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.

153. The school works to a separate drug policy that can be found on the website

    The policy reflects The Psychoactive Substances Act 2016-. which also covers 'legal highs'.

Parental substance misuse

154. 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.

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

156. 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.

Substance misuse including alcohol and drugs – children

Safe4me- resources
https://nolimitshelp.org.uk/get-help/drugs-and-alcohol/
https://www.gov.uk/government/publications/drugs-advice-for-schools
Searching, screening and confiscation

157. The school recognises that young people need good quality education about lawful and unlawful substances. We will ensure that students are given accurate information, understand the consequences of misuse, and are taught the skills to avoid becoming involved with drugs and other substances through the curriculum and individual needs.

158. For the purposes of School Policy, the term 'Drug' is used to include:
    a. Illegal substances
    b. Substances which are legal but can be misused (please refer to to schools drug policy, managing medicines policy, managing drug incidents)

First Aid

www.gov.uk/government/publications/first-aid-in-schools

159.   There is a separate First Aid policy which can be found on the website . This includes information about trained staff, retraining dates, storage of use of first aid kits, recording incidents where first aid or injury has occurred

Pupils with medical conditions (in school) including emergency evacuation

www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3

- Using emergency adrenaline auto-injectors in schools
- Health and safety: advice for schools
- Emergency asthma inhalers for use in schools
- Health and safety in schools
- First aid in schools

http://www.youngsouthampton.org/working-with-children/schools-guidance/health-and-safety/manual/managing-medicines-in-schools.aspx

160.   As a school we will make sure that sufficient staff are trained to support any pupil with a medical condition. All staff will be made aware of the condition to support the child and be aware of medical needs and risks to the child. This information will be held in the main office but shared with all appropriate staff.

161.   An individual healthcare plan will be put in place to support the child and their medical needs. This will include a plan to reduce risks for any emergency situation that can be reasonably planned for or could arise due to the nature of the medical condition.

Pupils with medical conditions (out of school)

http://www.youngsouthampton.org/working-with-children/schools-guidance/health-and-safety/manual/managing-medicines-in-schools.aspx

162.   There will be occasions when children are temporarily unable to attend our school on a full time basis because of their medical needs. These children and young people are likely to be:
- children and young people suffering from long-term illnesses
- children and young people with long-term post-operative or post-injury recovery periods
- children and young people with long-term mental health problems (emotionally vulnerable)

163.   Where it is clear that an absence will be for more than 15 continuous school days the Education Welfare Service will be contacted to discuss how to best support with the pupil's education. A "bear in the seat" approach may be taken to continue a child's presence and support their return following absence.

Intimate care

164.	The Intimate Care Policy and Guidelines have been developed to safeguard children and staff. Please refer to the policy on the website.

165.	They apply to everyone involved in the intimate care of children. Disabled children can be especially vulnerable. Staff involved with their intimate care need to be sensitive to their individual needs and follow any agreed care plan.

166.	Intimate care may be defined as any activity required to meet the personal care needs of each individual child. Parents have a responsibility to advise staff of the intimate care needs of their child, and staff have a responsibility to work in partnership with children and parents. This advice should be recorded, as should whenever staff have had to carry out those activities.

167.	Intimate care can include:
- Feeding
- Oral care
- Washing
- Dressing/undressing
- Toileting
- Menstrual Care
- Photographs
- Treatments such as enemas, suppositories, enteral feeds
- Catheter and stoma care
- Supervision of a child involved in intimate self-care

Fabricated or induced illness

168.	There are three main ways that a 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.

169.	If we are concerned that a child may be suffering from fabricated or induced illness we will follow the established procedures of the Southampton Safeguarding Children partnership (end of September 2019) and be professionally curious to ascertain factual information that may support the illness or support our concerns. We will then refer to children's services.

Mental Health

170. 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.

171. 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 (s)he is being kept home as a companion for a parent / carer
    - Adopt 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

172. 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.

173. The balance between the risk and protective factors are most likely to be disrupted when difficult and adverse childhood events occur 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; and
    - **traumatic events** such as abuse, domestic violence, bullying, violence, accidents, injuries or natural disaster.

174. 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.

175. 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.

176. 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 competent as per Fraser guidelines).

Children Looked After

https://hipsprocedures.org.uk/qkyyht/children-in-specific-circumstances/looked-after-children-and-other-children-living-away-from-home

177. All staff have a responsibility to keep all children safe. Staff need to be aware of the child's care arrangements including the levels of authority delegated to the carer by the authority looking after him or her. The Designated Safeguarding Lead will have all details of the child's social worker, the name of the Virtual School Head Teacher in the authority that looks after the child.

178. The Designated Teacher in our school has received training to undertake their role. The role is clearly set out in their job description and they have been appointed into role. The designated teacher will ensure that they liaise with the relevant Virtual School and ensure that a personal education plan (PEP) is in place and regularly reviewed. Appropriate staff will have the information they need in relation to a child's looked after legal status and contact arrangements in place for the child.

    The Designated Teacher for our school is: Liz Allen DHT
    The name of the Virtual School Head Teacher in Southampton is Maria Anderson.
    Contact details: maria.anderson@southampton.gov.uk

Private fostering

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

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

181. The law requires that the carer/s and parents must notify the children's services department of any private fostering arrangement. If the school becomes aware that a pupil is being privately fostered we will inform the children's services department and inform both the parents and carers that we have done so unless there is a reasonable belief that by informing a parent/carer this may increase the risk of harm to a child.

Parenting

182. 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).

183. Some children have medical conditions and/or needs e.g. Tourette's, some autistic linked conditions, 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.

184. 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.

185. 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.

186. As a school we will support parents in understanding the parenting role and provide them with strategies to make a difference by:
    a. providing details of community based parenting courses
    b. linking to web based parenting resources (http://www.familylives.org.uk/)
    c. referring to the school parenting worker/home school link worker (where available)
    d. discussing the issue with the parent and supporting them in making their own plans of how to respond differently (using evidence based parenting programmes)
    e. Considering appropriate early help services

Children and the court system

187.   Children are sometime required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year

olds ([Young witness booklet for 5 to 11 year olds - GOV.UK](#) and 12-17 year olds ([Young witness booklet for 12 to 17 year olds - GOV.UK](#) .

They explain each step of the process and support and special measures that are available.
There are diagrams illustrating the courtroom structure and the use of video links is explained.

188. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

189. If this situation arises for a child at BItterne CE Primary we will work with the relevant agencies and families to ensure that the child feels supported through the process and after through assessment on a case by case basis. This would include working with relevant agencies if a child were alleged to have committed a criminal offence.

Children with family members in prison

[NICCO](#)

190. Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children. If this occurs at (insert school) we will work together with the relevant agencies including NICCO to ensure that the child is fully supported and actions can be taken to aim to mitigate the circumstances ensuring that all communication and access to information is fully adhered to.

191. If we become aware of a family member being in prison without having had contact with external agencies the DSL will establish contact through taking advice from MASH professional line advisors.

Domestic abuse

192. 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; and
- 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. We will ensure that our PSHE curriculum has planned learning for pupils to enable them to recognise and build healthy relationships, and understand where they can get help from if they, or someone they know needs help or advice. This will be updated to be in line with the statutory guidance for relationships education, sex and relationships education and health education which becomes mandatory from September 2020.

193.   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 https://www.nspcc.org.uk/ preventing-abuse/child-abuse-and-neglect/domestic-abuse/signs-symptoms-effects/
- Refuge what is domestic violence/effects of domestic violence on children http://www.refuge.org.uk/ get-help-now/support-for-women/what-about-my-children/
- Safelives: young people and domestic abuse http://www.safelives.org.uk/ knowledge-hub/spotlights/spotlight-3-young-people-and-domestic-abuse

Homelessness

https://www.southampton.gov.uk/housing/housing-help/homelessness-advice/

194.   We recognise that being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) will where needed contact/ refer into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. An Early help referral may be an integral/ additional action depending on the circumstances.

195.   Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Referrals and/ or discussion with the Local Housing Authority/ Early Help team should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

196.   In most cases staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. (Determine if relevant to own setting- add, amend, remove). However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/ or require accommodation.

197.   Local process for homelessness concerns is to complete the referral form in the link below:

Contact homelessness advice

During office hours you can contact on:

 telephone number 023 8083 2327

email homelessness.advice@southampton.gov.uk.

If the query or information is that someone is homeless as a result of an emergency outside of normal office hours, you can contact the council's out of hours service on 023 8023 3344

Reporting and recording

198. Any member of staff who has concerns about the welfare of a child must share this information with the DSL, without delay. Staff will make a brief, accurate and verbatim record of the concerns including the child's own words (if a disclosure / allegation) or the evidence that has led to the concerns. This report is given to the DSL who will analyse risk and refer onwards as necessary and appropriate.

199. Referrals where urgent action is required should never be delayed in order for a full record to be written. CP records will be stored securely and away from the main pupil records.

200. We recommend that when recording information in records that the member of staff recording indicates reasons for decisions made e.g. why not referred to MASH, or why information shared with/without consent. This enables records to be evaluated, if necessary in the future and provide context to decisions taken were that member of staff to leave and a new staff member take over responsibility.

201. Where it has been determined that it will not increase the risk to the child to do so consent will be sought from the parent in all cases where referral to any partner is going to be made.

202. Records should clearly record time and date, and who has made the record. It should record specific words/ information used by the child.

203. **Confidentiality**
    a. We maintain that all matters relating to child protection are to be treated as confidential and only shared as per the 'working together' guidance.
    b. Information will only be shared with agencies who we have a statutory duty to share with or individuals within the school who 'need to know'.
    c. All staff are aware that they cannot promise a child that they will keep a secret
    d. Disciplinary action will be considered for any breach of confidentiality.

204. **Reporting**
    a. Staff will notify DSL of any child on a Child Protection Plan where there is an unexplained absence, who in turn will inform the allocated Social Worker.
    b. Staff will report to DSL any additional concerns, disclosures or observations after the initial referral, not assuming that a referral in itself will protect children.

205. **Referral**
    a. The DSL will assess the information and consider if significant harm has happened or there is a risk that it may happen. If the evidence suggests the threshold of significant harm, or risk of significant harm has been reached; or they are not clear if the threshold is met, then the DSL will contact MASH for further advice.
    b. Generally the DSL will inform the parents prior to making a referral however there are situations where this may not be possible or appropriate as it would increase the risk to the child or lead to considerable delay in sharing of information.

206. A DSL will ensure that a report is always sent to every multi-agency/ child in need or child protection meeting. They or another appropriately informed member of staff may also attend case conferences or other planning meetings, contributing to the assessment process alongside the report.

How to notify the Local Authority of removal from roll

207. The local authority has recently re-issued detailed operational guidance to schools on steps that must be taken prior to removal from roll to ensure that removal from roll is lawful and that steps have been taken that will highlight any safeguarding concerns. Copies are available from the Children Missing Education Officer, and on www.youngsouthampton.gov.uk.

208. We recognise that the Local Authority may contact the school or parent to ensure that the off-rolling of the pupil is lawful and in the best interests of the child, and that the school has not acted unlawfully in the off-rolling.

Transfer of child protection records or welfare concerns

http://www.youngsouthampton.org/images/retention-of-records-update-of-policy-july-2019.pdf

209. It is stated in KCSiE 2019 that it is our, the sending schools, responsibility to pass on any records to any new school in a timely manner, and that if there is provision that should be in place for day 1 or information that should be known to safeguard a child then this can be shared prior to day 1.

210. We follow SCC policy for the retention and transfer of child protection and child welfare records, September 2019 and always do this with parental consent unless to do so would increase the risk to the child. These decisions to share with/ without consent are recorded in the safeguarding log/school system. A record of transfer and receipt by the new organisation is obtained and recorded in the safeguarding log/ school system or securely in line with the storage of child protection records.

Transfer of educational records

211. SCC have defined Educational neglect and recognise that this can be parental, child, professional or organisational. (See Appendix 4). The failure to transfer records to the next educational establishment or training provider in a timely manner constitutes to potential educational neglect if, for example, the records support assessments made that support the education of the child. Failure to transfer may also be neglectful under the statutory duties set out within the SEN Code of Practice 2014. Transfer of educational records is set out in the transfer of child protection, child welfare and education learning records policy September 2019 (link above)

Staff and recruitment

Safer Recruitment

https://www.gov.uk/government/publications/staffing-and-employment-advice-for-schools (February 2017)
safer recruitment consortium guidance

212. The school follows the safer recruitment processes outlined in Part three of KCSiE 2019 that links to the school's Recruitment Policy. On all recruitment panels there is at least one member who has undertaken safer recruitment training. This training is undertaken every 3 years and is regularly updated, as appropriate.

213. In our school the staff and governors who are safer recruitment trained are: Andy Peterson, Liz Allen, Clare Bailey, Clare Horan, Amanda Humby, Lisa Benham. Tessa Hurst

214. The process checks the identity, criminal record (enhanced DBS), mental and physical capacity, right to work in the U.K., professional qualification and seeks confirmation of the applicant's experience and history through references. It must include barred list checks and prohibition checks for teachers. Where appropriate checks will be made under the disqualification from childcare act (disqualification rules changed from August 31

2018) and a section 128 check will be carried out for all governors in maintained schools, and heads of subject and above in academy and free schools

Single Central Register

215.   The Single Central Register is fully compliant with current guidance as of September 2019, KCSiE 2019, in line with Ofsted's guidance, "Inspecting Safeguarding in early years, education and skills" September 2019.

216.   At least termly monitoring, as recommended by the LA, of the SCR is undertaken by senior leaders or governors and a record of this monitoring and any actions required is held with Clare Horan and shared with governors.

217.   Where any adults have regular access to our building, for example on-site pre-school staff, and therefore our children the information that we would require if they were a member of staff is held by the school on the single central register and is checked regularly in line with our own staff.

Regulated or unregulated activity

218.   This is determined for all staff, governors and volunteers in our school and recorded on the SCR. Going forward it means that different checks may be completed depending on the role being undertaken for example, by volunteers or governors. It is recorded on the Single Central register with other relevant information pertaining to checks completed.

219.   Where it is determined that a person is engaging in their role in regulated activity an enhanced DBS certificate with children's (and if relevant adults) barred list check will be carried out, in addition to any other checks relevant to role. Guidance in KCSiE 2019 is used in our school.

220.   Where it is determined that someone is not engaging in regulated activity an enhanced DBS certificate which does not include any barred list check will be appropriate , as outlined in KCSiE 2019.

221.   Annex F KCSiE 2019 provides supportive guidance regarding supervision and is followed in our practice.

Teacher Status Checks

222.   This includes prohibition from teaching checks. These are carried out via the DfE secure access portal *https://sa.education.gov.uk/idp/Authn/UserPassword*. This information must be recorded and dated on the Schools Single Central Register. We check all qualified teachers that are appointed to positions in our school. We include the EEA / overseas checks if required.

223.   There are a number of individuals who are subject to disciplinary sanctions imposed by the GTCE prior to its abolition in 2012- it is a pre-appointment check for all staff to whom this could apply at our school.

Section 128 checks

224.   For all governors in a maintained school/setting a Section 128 check will be carried out and outcome recorded on the single central register. In academies/free schools a Section 128 check will be carried out and

outcome recorded on the single central register for all those in management positions (head of department or above). This is carried out via the DfE secure portal as for prohibition from teaching.

225. The Section 128 check will also be disclosed **IF** an enhanced DBS with Barred list information is requested **PROVIDING THAT** "Children's workforce of independent schools is specified for the barred list check. In our school we include the Section 128 for those it is relevant for within our DBS process or we check the Section 128 for all new relevant roles on appointment , and termly.

Disqualification under the Childcare Act

https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006

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

227. Staff (meaning individuals employed by the school or local authority, those undertaking training in schools (both salaried and unsalaried), casual workers and volunteers) are covered by this legislation in the following circumstances:
   a. They are employed and/or provide early years childcare (this covers the age range from birth until 1 September following a child's fifth birthday, i.e. up to and including reception age). This includes education in nursery and reception classes (e.g. teachers and support staff in a reception class) and/or any supervised activity (such as breakfast clubs, lunchtime supervision and after school care provided by the school) both during and outside of school hours for children in the early years age range; and
   b. They work in childcare provided by the school outside of school hours for children who are above reception age but who have not attained the age of 8. This includes before school settings, such as breakfast clubs, after school provision and holiday clubs. It does NOT include education or supervised activity for children above reception age during school hours including extended school hours for co-curricular learning activities, such as the school's choir or sports teams.

228. The legislation also applies to any staff directly concerned in the management of such early or later years' provision. In 2009 additional regulations were made to include those living in the same household as another person who is (or would be) disqualified under the Act, this "by association" responsibility to report was removed 31/8/2018, staff are clear the disqualification responsibilities to report relate to themselves.

229. As a school we require all staff who may be impacted by this piece of legislation to complete a self-declaration form and to inform the head teacher immediately if they become aware of any changes to their circumstances that would require us to be aware that they may become or have become disqualified.

230. If a member of staff is impacted we will seek advice from the LADO or HR provider as to how to manage the situation proportionately and appropriately under current guidance ensuring our ability to safeguard all children is not reduced.

Staff Induction

231. The DSL or their deputy will provide all new staff with training to enable them to both fulfil their role and also to understand the child protection policy, the safeguarding policy, the staff behaviour policy/code of conduct, part one (and annex A) of Keeping Children Safe in Education, September 2019.
232. This induction may be covered within the annual training if this falls at the same time; otherwise it will be carried out separately during the initial starting period. A record of training undertaken as well as clarification of understanding will be kept up to date in school.

Induction of volunteers

233.   Induction should be undertaken with volunteers proportionate to their role. This should include informing them of actions they are reasonably expected to take within the role they are volunteering within to safeguard children in their care, it would include how to report any incidents or concerns and how to recognise any concerns and what to avoid in line with our child protection policy (add link) .

Staff Code of Conduct

234.   All staff (paid and voluntary) are expected to adhere to a code of conduct in respect of their contact with pupils and their families. This can be found in the Staff Code of Conduct and forms a part of induction process for all staff, including expectations for volunteers.

Training

235.   All staff in Education should be aware of the signs and symptoms of abuse and be able to respond appropriately. Training is provided to the whole school every year with separate training to all new staff on appointment if this falls at a different point in the year. The DSL will attend initial training for their role and then refresh this specific training for DSL's every two years in addition to having an annual update and regular updates in between training through for example, DSL networks, reading related articles or research and keeping a record of the ways that they have kept up to date.

236.   Any update in national or local guidance will be shared with all staff via the weekly staff email and then captured in the next whole school training. A record will be kept and policy updated. The effectiveness of any updates will be monitored.

237.   Information for visitors should be clear so as they can raise any concerns whilst in school. It should include the names of DSL/s and how to contact them. It should also set out any expectations regarding for example, use of mobile phones.

Staff Responsibilities

238.   Staff have a key role to play in identifying concerns early and provide help for children.

Listening and responding
- All staff receive training in how to listen and respond to children. They will allow the child to speak and only ask open questions to aid clarification.

Record keeping
- Any member of staff who has concerns about the welfare of a child must share this information with the DSL.
- Staff will make a brief, accurate and verbatim record of the concerns including the child's own words (if a disclosure / allegation) or the evidence that has led to the concerns.
- This report is given to the DSL, and recorded by the teacher in the school system who will analyse risk and refer onwards as necessary and appropriate, requesting advice from Children's Services if necessary.
- Referrals where urgent action is required should never be delayed in order for a full record to be written within 48 hours.
- CP records will be stored securely and away from the main pupil records.

- Disciplinary action will be considered for staff not reporting or recording information in a timely manner

Confidentiality
- We maintain that all matters relating to child protection are to be treated as confidential and only shared as per the 'working together' guidance.
- Information will only be shared with agencies who we have a statutory duty to share with or individuals within the school who 'need to know'.
- All staff are aware that they cannot promise a child that they will keep a secret
- Disciplinary action will be considered for any breach of confidentiality.

Reporting
- Staff will notify DSL (or attendance officer if nominated) of any child on a Child Protection Plan where there is an unexplained absence, who in turn will inform the DSL, and allocated Social Worker or Child Protection Chair.
- Staff will report to DSL any additional concerns, disclosures or observations after the initial referral, not assuming that a referral in itself will protect children.
- Further information and procedures can be found in Southampton City Council Child Protection Policy and in our school Child Protection Policy on the website.

How to escalate professional disagreement

[7.3 Escalation Policy for the Resolution of Professional Disagreement | Hampshire, Isle of Wight, Portsmouth and Southampton](#)

239. At no time will professional dissent detract from ensuring that any child is safeguarded. If professionals are unable to resolve differences, this will then be addressed by the line manager in conjunction with the DSL in the first instance.
240. If any professional in our school remains dissatisfied with another professional/agencies response to the raising of a concern then the LSCB procedures for escalation should be followed. Advice may be sought from SCC officers.
241. SCC provide a regular monthly drop- in to discuss any procedural issues (first Tuesday of each month from 3/9/19 onwards for safeguarding professionals to raise concerns about process or discuss any issues prior to the need to escalate and to ensure that the systems for the protection of children is effective).

Allegations against Staff

242. **Southampton City Council's Designated Officer is: Sue Sevier**
Phone: 023 8091 5535
E-mail: LADO@southampton.gov.uk

243. BItterne CE Primary has clear procedures for dealing with allegations against staff. Which are clear that all allegations should be reported straight away, normally to the Head Teacher unless the allegation involves the Head Teacher. The procedures also identify the person, the Chair of governors, to whom reports should be made in the absence of the Head Teacher or in cases where they themselves (the head teacher) are the subject of the allegation or concern. Procedures should also include contact details for the local authority designated officer (LADO) responsible for providing advice and monitoring cases.

244. Whistleblowing policy – all staff are made aware of the Whistleblowing policy and how to use it. This is through induction and the annual key policy declaration form.

Management

Leadership

245. It is the responsibility of the Designated Safeguarding Leads to maintain an overview of new developments, and they will attend the local Authority Network Meetings in order to do this along with reading weekly safeguarding emails and updating staff, governors and policy as necessary. In line with KCSiE 2019 staff training must be carried out annually with updates as required, records of training and updates, will be kept identifying that staff have attended, read and understood the information shared.

246. Oversight of records of concerns made by staff will be maintained by Clare Horan Business Manager. Staff will be held to account for the record, timeliness and appropriateness of actions.

247. We recognise that all staff and Governors have a full and active part to play in ensuring there is a culture of safeguarding that is effective in protecting our pupils from harm, and that the child's welfare is our paramount concern. We recognise that staff anxiety around child protection can undermine good practice and so have established clear lines of accountability, training and advice to support the process and individual staff within that process.

248. In this school any individual can contact the Designated Safeguarding Lead (DSL) if they have concerns about a young person. The school have an appointed Designated Safeguarding Lead known as the DSL who is a member of the Senior Leadership Team and has undertaken appropriate training specific for the role that is renewed every two years. Our DSL will attend Network Meetings arranged by Southampton City Council on a regular to update them on current local safeguarding partner priorities/ issues nationally/ within the Local Authority so as to provide updates as needed to staff and leaders.

    DSL is Andt Peterson and the **deputy DSL** are Liz Allen, James May, Clare Bailey .
    Contact details through school office 02380 499494 or contact via info @bitterenceporimary.net
    The DSLs use the SCC agreed DSL job description.

249. There is also a nominated Safeguarding Governor who will lead the monitoring of safeguarding and ensure the school meets its statutory duties effectively. The Chair of Governors has been identified to receive reports of allegations against the Head Teacher and act on the behalf of the Governing Body and has received training for this role.

    The Chair of Governors is: Amanda Humby
    The Vice-chair is: Tessa Hurst
    The safeguarding governor is: Tessa Hurst
    All can be contacted through the school, or through details on the school website.

Governance

250. **Key personnel**
     - The Designated Safeguarding Lead for the school is: Andy Peterson HT

     - The Deputy Safeguarding Leads are: Liz Allen DHT, Clare Bailey AHT and James May AHT

     - The Designated Teacher for Looked After Children is: Liz Allen DHT

     - The Person to contact for Prevent is: Andy Peterson

     - The Safeguarding Governor is: Tessa Hurst

     - Southampton Virtual School Head teacher is Maria Anderson: 02380 833060

- The Local Authority Designated Officer is Sue Sevier: 02380 915535

- Southampton City Council's Strategic Lead Officer for Safeguarding in Education is: Hilary Brooks, Director for Children and Families

- Safeguarding lead within Southampton Local Authority school improvement is: Alison Philpott
  Alison.philpott@southampton.gov.uk

Child performance and work related hours LA lead : Danielle Rutherford Danielle.rutherford@southapton.gov.uk

Appendix 1: Transporting of Pupils by Parents

Draft letter:

Dear Parent / Volunteer

On occasions parents and volunteers are kind enough to help with the task of transporting children to visits and off-site activities arranged by the school. (This is in addition to any informal arrangements made directly between parents for after school clubs etc.) The school is very grateful for this help. In managing these arrangements the school would like to put in place sensible measures to ensure the safety and welfare of young people carried in parents and volunteers cars. This is based on guidance from the local authority and follows similar procedures for school staff using their cars on school business.

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

The Head or Party Leader will need to consider the suitability of parents or volunteers to carry young people in their car and whether vetting is necessary. It is advisable that parents or volunteers are not put in a position where they are alone with a young person.

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

This form will only need to be completed once for each driver. However, please inform the school if your circumstances change and you can no longer comply with these arrangements.

Many thanks, once again, to all parents and volunteers who have been able to help with the provision of transport. Naturally our primary concern is the safety and welfare of pupils. However, we also want to maintain a wide range of opportunities for young people to participate in off-site activities and visits.

Signed

Head Teacher

DECLARATION FORM

Safeguarding statement

At this school, we strongly recognise the need for vigilant awareness of safeguarding issues. It is important that all staff have appropriate training and induction so that they understand their roles and responsibilities and are confident about carrying them out. Staff, pupils, parents and governors should feel secure that they could raise any issues or concerns about the safety or welfare of children and know that they will be listened to and taken seriously. This will be achieved by maintaining an ethos of safeguarding and promoting the welfare of children and young people and protecting staff. This is supported by clear behaviour, anti-bullying and child protection policies, appropriate induction and training, briefing and discussion of relevant issues and relevant learning in line with current legislation and guidelines.

The school may require parents or volunteers who have regular unsupervised access to young people to be checked through arrangements with the Disclosure and Barring Service.

All drivers must:
- Hold a valid driving licence for the type of vehicle being driven
- Be fit to drive
- Have no medical condition which affects their ability to drive
- Have a valid MOT for any vehicle older than 3 years old
- Ensure that any vehicle is roadworthy, including brakes, lights, tyres, bodywork, wipers, mirrors etc.
- Ensure that any vehicle used has current road tax
- Ensure that they adhere to the appropriate speed limit
- Ensure that all seat belts are working and worn by everybody in the vehicle

Insurance:
- Maintain valid insurance, as a minimum, for third part liability
- Check with their insurance company and inform them that the driver occasionally conveys children on school activities. (This is unlikely to affect the cost of your insurance premium.)

Safety:
- Be familiar with, and drive in accordance with, the Highway Code at all times
- Drive safely and observe the speed limit
- Before driving not to consume alcohol or drugs which may impair driving
- Ensure that all passengers wear seat belts as appropriate
- Use child proof locks on rear doors where necessary
- Child seats such as booster seats are to be used at all times according to the height and age   of each child in the vehicle

I have read and understood the above requirements and agree to comply with them.
I agree to inform the school if circumstances change and I can no longer comply with these arrangements.

Signature: Date:

Name (Please print)   Number of seats in vehicle:

Appendix 2 – Safeguarding Concerns Flowchart

What do to if you have safeguarding concerns?

One of our main priorities at Southampton City Council is that children and young people in Southampton get a good start in life and can go on to fulfil their potential.

If you are concerned about a child or young person, it is important to take action. There are several options available so we have provided more information below to help you decide what to do next. This information is relevant for both professionals and members of the public.

A member of staff has concerns about a child.

The staff member should read and follow the Child Protection Policy, and speak to the Designated Safeguarding Lead or Deputy immediately.

If the DSL is not available...

If the DSL is available...

Staff members must not delay action. They must immediately speak to a member of SLT if available and/or contact Children's Services within the Local Authority 02380 833336, Professionals line 02380 832300 or if at risk of immediate harm a call could be made to the police depending on circumstance.

The DSL must take immediate action as appropriate.

Child protection & safeguarding for children in need
When it's not an emergency situation but you are worried that a child may be at risk of abuse, harm or neglect, please contact us. You can find out more about these risks and how to report a concern here: https://www.southampton.gov.uk/health-social-care/children/child-social-care/child-protection.aspx
Or you can contact us straight away on 023 8083 3336

Early help and support for families
You might feel that a child is not at risk of harm at the moment, but their family needs more support to stop anything from getting worse in future. Our Early Help Hub can help with this. Further information can be found here: https://www.southampton.gov.uk/health-social-care/children/child-social-care/early-help.aspx
Or if you would like to talk to them immediately, you can call 023 8083 3311

Further resources and universal services
If you're a family member or professional who wants to find out what support is available apart from Early Help, you can view more resources here: https://www.southampton.gov.uk/health-social-care/children/child-social-care/further-information-resources.aspx

Appendix 3 - PREVENT

The school should use the specific referral form for Prevent (Appendix 5) - complete send securely to MASH via: secure email.

For referrals that relate to children – children's services should be contacted.

For referrals that relate to adults – adult's services should be contacted.

Any queries before referral contact should be made with the appropriate service team, advice can be sought by contacting the team prior to referral.

Appendix 4

Southampton City Council Practitioner Guidance Document– Educational Neglect (September 2019)

There is no statutory definition of educational neglect. A task and finish group has been established as a result of recommendations from a Serious Case Review (unpublished at time of document issue) and includes School Improvement Team, Education Welfare Service, Head of the Virtual School, Educational Psychology Service, Admissions Team, Manager for Inclusion, Legal Services, Early Years Advisory Teachers. The Local Safeguarding Childrens Board has had overview of the work.

Neglect is defined as, "***The persistent failure to meet a child's basic physical, emotional, and/or psychological needs, likely to result in the serious impairment of the child's health or development***" Working Together to Safeguard Children (July 2018).

The definition agreed for Southampton and included in the Safeguarding Partnership Neglect Strategy is:

"***Neglect is the most common form of child abuse. In Southampton we recognise neglect as the ongoing failure to meet a child's basic needs in order for them to thrive. Neglect means that a child may be left hungry or dirty without adequate clothing, shelter, supervision or medical care. A child may be put in danger or not protected from harm. Neglect also includes psychological and emotional harm; a child needs care and attention and opportunities to relax, play and learn".*** http://southamptonlscb.co.uk/wp-content/uploads/2019/05/Neglect-Strategy-2019-1.pdf

Within this definition the Local Authority recognises that educational neglect exists and can be a factor within physical, emotional, sexual or criminal harm. It is a likely outcome of a range of contributing factors that could be attributable to parent(s)/carer(s), professionals or organisations. It could also be the continued persistent failure of a parent or young person, deemed old enough to determine their own actions, to manage their own travel to and from school and to attend school regularly.

In Southampton we recognise that educational neglect can be any one or more of the following:

Parental:

- Failure to identify provision for their child or adequately maintain schooling/education provision

- Failure to engage in most school/ Local Authority/ trust meetings - even where support is offered - that leads to a disengagement of a child in their schooling with a detrimental impact on their development

- Failure to engage as required with agencies beyond school, for example health services that leads to a delay/ deterioration in their child's development, taking into account of a child's needs

- Parental failure to provide substantiated reasons for absences from school

- At least one court intervention which fails to improve attendance

- Ineffective take up of support that may have been likely through identified need to improve the educational development of their child

Young person(s):

Consideration of educational neglect could be applied when a young person is old enough to determine their own actions and independently travel to and from school safely where:

- Full parental co-operation is clearly demonstrated and educational provision offered is appropriate for the young person's needs:

- Pupil engagement and attendance levels are identified as seriously impeding their development

- Action may have been taken previously against the parent for failing to secure regular attendance of the young person and the young person will have awareness of the impact of their disengagement

Professional(s):

- Where one or more professionals or organisation(s) have failed to report concerns that require additional intervention to avoid serious impairment of a child's development

- Where educational provision that is alternative to full-time education is not provided/is not in line with needs and is not monitored effectively or changed/adapted to reduce the serious impairment of a child's educational development, taking into account an individual child's needs and wishes

- Where transfer of records or known information that supports a child's developmental needs, including their social, emotional, mental health and well-being and learning needs are not shared with other professionals or transferred to new settings in a timely manner

- Where a child is 'off-rolled' from a school that does not follow correct process, or is off-rolled not in the best interests of the child but is in the interest of the school. Ofsted currently define 'off-rolling' as;"*The practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil".* It must be noted that there are circumstances where off-rolling is not unlawful – where it is in the best interests of the child and has followed due process.

- Where an agency has failed to take timely action to minimise the impact of known and recognised poor parental management of educational attendance or provision

- Where an agency has not put into place in a timely manner, or sufficiently taken into account advice from health professionals, to establish an Individual Health Care Plan to support individual health needs.

In Southampton

Abuse/neglect is a broad category for Child in Need cases therefore the majority of children will have this as an identified feature on their assessments.

40% of children on a Child Protection Plan have neglect as a key feature identified (May 2019).

Additionally, many of these pupils have been or are persistent absentees, and known to have a reduced/or had experienced a reduced timetable.

Advice for practitioners

The term "educational neglect" can be used to challenge colleagues and parents to consider if their actions could be viewed as neglectful i.e. likely to seriously impair the educational development of the child.

It may be helpful to use the neglect strategy and practitioners guide http://southamptonlscb.co.uk/neglect/) when considering educational neglect.

1. Key questions: are the child's educational development needs being met or are there aspects of the provision that are impacting negatively on the educational development of the child?
   The child's education is paramount and therefore needs should be considered equally alongside health and well-being or other factors, when determining what support a family requires and not after all other family needs are addressed.

2. Set appropriate, achievable steps within a clear timeframe in addressing the health, well-being and educational needs being discussed. Parents usually want the best for their child and so ensure they are supported to achieve this at the earliest possible opportunity with engagement through individual organisation teams and Early Help support. Where parents are not supporting the educational development of their child this should be clearly recorded and the necessary steps taken to minimise the impact of this.

3. Observe, engage and support the child – a range of professionals' perspectives may be required. Ensure the child's voice is heard and give time for this to happen in a meaningful way.

4. It is expected and reasonable to challenge behaviour with regard to a child's educational needs that appears may be neglectful. Be sensitive in any challenge of parents or professionals and record reasons for challenge and any outcome. Escalate where a child's basic needs are often not met, challenge parents where children present in a manner that is different to that which is expected for every child, on all occasions. Different parenting styles can affect what expectations are manageable and understood, these can also be cultural differences therefore be sensitive and knowledgeable, but do not fail to challenge. It is possible that there may be other aspects of neglect that may cross over with educational neglect therefore clear recording is essential.

5. Review a child in the context of their family and previous events or patterns. Record your thoughts and reasons for decisions, be professionally curious when safeguarding children and always consider their educational development in addition to other needs.

6. Discuss cases with another appropriate person, consider if others may hold different/ similar or the same concerns, build a picture of different professionals' views. Be proactive and call a professionals' meeting if you, as the professional, consider that the picture/understanding of the concerns is likely to be clearer as a result. Ensure there is a planned and cohesive approach to tackling neglectful adult behaviour and escalate to the appropriate managers/ supervisors to make them aware.

7. Consider if other aspects are present, such as but not limited to: exclusions (lawful or unlawful); Children Missing Education – what has been discovered or looked in to and what actions have been taken; whether there is a full-time offer of education; whether there is a reduced timetable that is reviewed regularly and amended to support education need; whether there is a provision relative to needs that may be short or long term for medical needs; whether parents are fully aware of their responsibilities if removing a child to be Electively Home Educated – how do they know?

8. Always ensure that on any change of schools – at normal transition points or in-year - that the records to facilitate the educational development of a child/young person are shared to ensure that the child will be supported appropriately from arrival. This should include any information that supports their attendance

such as start of day arrangements that support arrival/settling in to school.

9. Ensure that where any change or reduction in an offer of full-time education is made that parents understand and are in agreement with this in the interests of their child. Check that Southampton City Council guidance for reduced timetables or flexi-school arrangements are followed and review is planned and regular.

Educational neglect may be more likely if any of the following factors are present:

Child Risk factors	Parental risk factors	Wider agency & professionals risk factors
• Adverse childhood experiences (neglect/abuse) • Disability • Substance misuse • Learning difficulties • Family unit breakdown • Bereavement • Views not taken into account in decision making about education • Chronic ill-health • Poor mental health • Child subjected to exploitation (sexual or criminal) • Living in poverty • Going missing • Reduced or inappropriate educational or timetable provision • Child performing role of carer	• Previous action regarding poor attendance at school • Poor parental mental and emotional well-being • Substance misuse • Domestic Abuse/violence • Learning difficulties • Lack of positive parenting in childhood • Adverse childhood experiences • Being obese or underweight • Poor parental engagement in education • Unable to provide/uninterested in development of child of any age • Disguised compliance/ non-compliance with agencies • Exploitation or criminality • Bereavement • Family breakdown • Ill health • Not following health advice that enables engagement in education	• Poverty • Unemployment • Lack of positive personal networks • Lack of sharing of information between agencies regarding concerns • Ineffective monitoring and review of reduced timetables or alternative provision • Lack of triangulation or challenge regarding information provided by parent where it raises query/ may not be substantiated • Lack of substantiated / reasonable information for absence • Inconsistent or unsustainable responses to agency support • Lack of health information to support a suitable Individual health care plan that supports engagement in education
Protective factors: • Parental interest and action to support the educational development of their child • Full educational provision that meets needs or amendments that are effectively reviewed regularly • Positive and effective engagement with agencies to support the child, parent/ family (health, social care, early help, education) • Sustained improvements in attendance managed independently by pupil or parent • Effective agency communication and sharing of information to safeguard a child including for their attendance at school or educational provision		

Appendix 5 – Prevent referral form to be used from December 2019.

Professionals should complete and send attached to a **secure email to MASH**.

REFERRAL PROCESS	
By sending this form you consent for it to arrive with both your dedicated Local Authority safeguarding team & Prevent policing team for a joint assessment. Wherever possible we aim to give you feedback on your referral, please be aware, however, that this is not always possible due to data-protection & other case sensitivities. Once you have completed this form, please email it to**: *USE YOUR AGREED PREVENT REFERRAL PATHWAY*** If you have any questions whilst filling in the form, please call: 01865 555618	
INDIVIDUAL'S BIOGRAPHICAL & CONTACT DETAILS	
Forename(s):	First Name(s)
Surname:	Last Name
Date of Birth (DD/MM/YYYY):	D.O.B.
Approx. Age (if DoB unknown):	Please Enter
Gender:	Please Describe
Known Address(es):	
Nationality / Citizenship:	Stated nationality / citizenship documentation (if any)
Immigration / Asylum Status:	
Primary Language:	Does the Individual speak / understand English? What is the Individual's first language?
Contact Number(s):	Telephone Number(s)
Email Address(es):	Email Address(es)
Any Other Family Details:	Family makeup? Who lives with the Individual? Anything relevant.

DESCRIBE CONCERNS	In as much detail as possible, please describe the specific concern(s) relevant to Prevent.

FOR EXAMPLE:
- How / why did the Individual come to your organisation's notice in this instance?
- Does it involve a specific event? What happened? Is it a combination of factors? Describe them.
- Has the Individual discussed personal travel plans to a warzone or countries with similar concerns? Where? When? How?
- Does the Individual have contact with groups or individuals that cause you concern? Who? Why are they concerning? How frequent is this contact?
- Is there something about the Individual's mobile phone, internet or social media use that is worrying to you? What exactly? How do you have access to this information?
- Has the Individual expressed a desire to cause physical harm, or threatened anyone with violence? Who? When? Can you remember what was said / expressed exactly?
- Has the Individual shown a concerning interest in hate crimes, or extremists, or terrorism? Consider *any* extremist ideology, group or cause, as well as support for "school-shooters" or public-massacres, or murders of public figures.
- Please describe any other concerns you may have that are not mentioned here.

COMPLEX NEEDS	Is there anything in the Individual's life that you think might be affecting their wellbeing or that might be making them vulnerable in any sense?
Please Describe	

OTHER INFORMATION	**Please provide any further information you think may be relevant, e.g. social media details, military service number, other agencies or professionals working with the Individual, etc..**