

Southampton City Council

Schools and Education:

Guidance for developing Safeguarding Policies



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Schools and Education Guidance for writing Safeguarding Policy

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Schools and Education Example Safeguarding Policy			
Version	1	Approved by	Insert body /committee with final approval
Date last amended	To complete	Approval date	October 2016
Lead officer	Alison Philpott	Review date	September 2017
Contact	alison.philpott@southampton.gov.uk	Effective date	October 2016

Name of School Safeguarding Policy

Purpose

1. This is a framework policy and procedure and should be seen as a starting point for development to fit your schools individual context. You **will** need to add specific procedures that are relevant to your own school. You **will** also need to be aware that Keeping Children Safe in Education (2016) indicates that both the child protection and the safeguarding policies are reviewed at least annually. Any additional guidance or legislation that is published prior to September 2017 will need to be reflected in your documents directly by the school.
2. The headings have been taken from the KCSiE 2016 and the Ofsted inspecting safeguarding guidance. You may want to add more areas if they are relevant to your school setting. Prior to being adopted each section must be reviewed to determine if it is appropriate for your setting. The 2016 KCSiE guidance highlights the importance of the frontline staff in developing the school's policy. As part of the review process, we strongly recommend that those who are working with your children, in your community have a say in the development of your policy. If more or less information is required it is the responsibility of the school to make those amendments.
3. While links to national guidance are included, and are correct as of the date of publication, these should be reviewed by the school on a regular basis.
4. Any links to separate policies that the school has should be considered and made by the school. Throughout this document any **yellow highlighted** sections require action or confirmation by the school.

Scope

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

Definitions/Glossary

- **Safeguarding'** is defined in the Children Act 2004 as protecting from maltreatment; preventing impairment of health and development; ensuring that children grow up with the provision of safe and effective care; and work in a way that gives the best life chances and transition to adult hood. Our safeguarding practice applies to every child.
- The term **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.
- **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.
- **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 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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
- **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
- **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

This policy should be read in conjunction with the school's Child Protection Policy and other policies including (add list determined by school.)

6. **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".
7. Our Aims are to:
 - To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident to approach adults if they are in difficulties.
 - To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse. This responsibility does not rest solely with Designated Safeguarding Leads.
 - To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support plans for those children.
 - To develop a structured procedure within the school that will be followed by all members of the school community in cases of suspected abuse.
 - To ensure that all adults within our school who have access to children have been checked as to their suitability. This includes other community users of our facilities and governors.
8. 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 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.
9. Safeguarding processes are intended to put in place measures that minimise harm to children. There will be situations where gaps or deficiencies in the policies and processes we have in place will be highlighted. In these situations a review will be carried out in order to identify learning and inform the policy, practice and culture of the school.
10. 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.

Add contact

11. All pupils in our school are able 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.
12. 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.
13. As a school, we review this policy at least annually in line with DfE, LSCB, SCC and any other relevant guidance and update mid-review where key changes are made to national safeguarding policy or procedure.

Date Approved by Governing Body:

Date to be reviewed:

Safeguarding issues

Health and Safety

<https://www.gov.uk/government/publications/health-and-safety-advice-for-schools>

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 [\[link to schools own policy\]](#).

Site Security

www.gov.uk/government/publications/school-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

First Aid

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

4. There is a separate First Aid policy which can be found at [\(insert link to schools own policy\)](#).

Physical Intervention (use of reasonable force)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

5. As a school we have a separate policy outlining how we will use physical intervention. This can be found at [\[insert link for schools policy\]](#).

Taking and the use and storage of images

<https://ico.org.uk/for-the-public/schools/photos>

6. 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.
7. 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.
8. 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.

Transporting pupils

Home to School, and Post-16 Transport Policy – Southampton City Council 2016 - 17 Academic Year: http://www.southampton.gov.uk/Images/H2ST-TCU-Policy-September-2016-17_tcm63-364002.pdf

9. The school will give consideration to the transport needs of our pupils including 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.
10. On occasions parents and volunteers support with the task of transporting children to visits and off-site activities arranged by the school. (This is in addition to any informal arrangements made directly between parents for after school clubs etc.)
11. 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. **See Annex 2**
12. 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, to maintain suitable insurance cover and to ensure their vehicle is roadworthy.

Off site visits

www.hampshireoutdoors.com

<http://oeapnq.info/evc/>

13. A particular strand of health and safety is looking at risks when undertaking off site visits. Some activities, especially those happening away from the school and residential visits, can

involve higher levels of risk. If these are annual or infrequent activities, a review of an existing assessment may be all that is needed. If it is a new activity, a visit involving adventure activities, residential, overseas or an 'Open Country' visit, a specific assessment of significant risks must be carried out. The school has an **educational visits coordinator (EVCC Name)** who **liaises with the local authority's outdoor education adviser and** helps colleagues in schools to manage risks and support with off site visits and provides training in the management of groups during off site visits, as well as First Aid in an outdoor context. The EVC needs to complete training or refresher training 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.

Behaviour and Safety

14. The school has the following arrangements in place to safeguard children who participate in, are affected by, extended services or activities taking place outside of the normal school day. **These are (list):**
15. The following arrangements are in place for those pupils on work based learning and any alternative provision. **These are (list):**
16. We have sought assurances in **writing and dated** from users of the premises that they have appropriate policies and procedures in place related to safeguarding of children.
17. In school, systems for monitoring systems and volunteers can be found in our school onsite security procedures **(add link:)** These also will include lockdown procedures that can be implemented in an emergency.
18. Procedures for pupils to know how and where to seek support in school can be found at **(add link).**
19. As a school we encourage staff to act upon patterns of absence for pupils, especially the most vulnerable by discussing their observations with staff e.g. Attendance Officer.

Curriculum

20. Details of our school curriculum can be found on our school website. This will include details of learning planned to support pupils in age appropriate safeguarding issues.

Missing, Exploited and Trafficked Children (MET)

<http://southamptonlscb.co.uk/wp-content/uploads/2014/05/4LSCB-MET-protocol.pdf>

<http://southamptonlscb.co.uk/wp-content/uploads/2014/05/MET-Plan-2014.pdf>

21. 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.

Children Missing from Education

Local guidance can be found in the new School Improvement website (Dec 2016) within the documents titled "CME guidance for schools" published by SCC, "CME procedures" published by SCC "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

22. 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.
23. 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?
24. The school will view absence as both a safeguarding issue and an educational outcomes issue. The school may take steps that could result in legal action for attendance, or a referral to children's social care, or both.

Child Missing from Home or Care

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

<http://www.childrensociety.org.uk/what-we-do/policy-and-lobbying/children-risk/runaways>

25. 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.

26. The association of chief police officers 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’.*
27. 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
28. 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
29. As a school we will inform all parents of children who are absent (unless the parent has informed us). If the parent is also unaware of the location of their child, and the definition of missing is met, we will either support the parent to/directly contact the police to inform them.

Child Sexual Exploitation (CSE)

<http://paceuk.info/>

<https://ceop.police.uk/>

http://www.barnardos.org.uk/what_we_do/our_projects/sexual_exploitation.htm

http://www.local.gov.uk/safeguarding-children/-/journal_content/56/10180/3790391/ARTICLE

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/child-sexual-exploitation/>

30. Sexual exploitation of children is not limited by the age of consent and can occur up until the age of 18. CSE involves children being in situations, contexts or relationships where they (or a third person) receive ‘something’ as a result of them performing sexual activities. The something can include food, accommodation, drugs, alcohol, cigarettes, affection, gifts, or money.

31. Child sexual exploitation can happen via technology without the child's being aware; for example, being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain.
32. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.
33. Indicators a child may be at risk of CSE include:
 - going missing for periods of time or regularly coming home late;
 - regularly missing school or education or not taking part in education;
 - appearing with unexplained gifts or new possessions;
 - associating with other young people involved in exploitation;
 - having older boyfriends or girlfriends;
 - suffering from sexually transmitted infections;
 - mood swings or changes in emotional wellbeing;
 - drug and alcohol misuse; and
 - displaying inappropriate sexualised behaviour.
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 use the sexual 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.
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.

Trafficked Children

https://www.barnardos.org.uk/what_we_do/our_work/trafficked_children.htm

37. 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.
38. There is significant evidence that children (both of UK and other citizenship) are being trafficked internally within the UK and this is regarded as a more common form of trafficking in the UK.
39. There are a number of indicators which suggest that a child may have been trafficked into the UK, and may still be controlled by the traffickers or receiving adults. These are as follows:
 - Shows signs of physical or sexual abuse, and/or has contracted a sexually transmitted infection or has an unwanted pregnancy;
 - Has a history with missing links and unexplained moves;

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

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

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

41. These 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.

Preventing Radicalisation and Extremism

www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty

<http://southamptonlscb.co.uk/key-documents/prevent-guidance/>

<http://www.hampshire.police.uk/internet/advice-and-information/safe4me/Safe4me+Prevent>

42. The person to contact for Prevent is: (insert name)

43. 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. All staff have received prevent WRAP training/undertaken e-learning/received awareness training on (insert date) 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.

44. As part of the preventative process resilience to radicalisation will be built through the promotion of fundamental British values through the curriculum.
45. Any child who is considered vulnerable to radicalisation will be referred by the DSL to Hampshire children's social care, where the concerns will be considered in the MASH process. If the police prevent officer considers the information to be indicating a level of risk a "channel panel" will be convened and the school will attend and support this process.

Gender based violence / Violence against women and girls

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

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

Female Genital Mutilation (FGM)

<http://southamptonlscb.co.uk/wp-content/uploads/2012/10/4LSCB-flowchart.pdf>

www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

47. FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons. It has no health benefits and harms girls and women in many ways. It involves removing and damaging healthy and normal female genital tissue, and hence interferes with the natural function of girls' and women's bodies.
48. 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 and therefore girls within that age bracket are at a higher risk.
49. FGM is illegal in the UK. On the 31 October 2015, it became mandatory for teachers to report known cases of FGM to the police. In these situations, the DSL and/or head will be informed and that the member of teaching staff has called the police to report suspicion that FGM has happened.
50. **At no time will staff examine pupils to confirm FGM concerns.** For cases where it is believed that a girl may be vulnerable to FGM or there is a concern that she may be about to be genitally mutilated the staff will inform the DSL who will report it as with any other child protection concern.

Forced Marriage

www.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf

51. In the case of children: *'a forced marriage is a marriage in which one or both spouses cannot consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure.'*
52. 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 in 3 victims of forced marriage in the U.K. are under 18.
53. 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.
54. 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.

Characteristics that may indicate forced marriage

55. 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.
56. 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.

Honour Based Violence

<http://www.hampshire.police.uk/internet/advice-and-information/abuse-against-the-person/honour-based-violence>

<http://southamptonlscb.co.uk/wp-content/uploads/2012/10/Hants-HBV-multi-agency-guidance-V5-Final-2013.pdf>

57. Honour based violence is a violent crime or incident which may have been committed to protect or defend the honour of the family or community. It is often linked to family or community members who believe someone has brought shame to their family or community by doing something that is not in keeping with their unwritten rule of conduct. For example, honour based violence might be committed against people who:
- become involved with a boyfriend or girlfriend from a different culture or religion
 - want to get out of an arranged marriage
 - want to get out of a forced marriage
 - wear clothes or take part in activities that might not be considered traditional within a particular culture
 - convert to a different faith from the family
58. 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:
- domestic abuse
 - threats of violence
 - sexual or psychological abuse
 - forced marriage
 - being held against your will or taken somewhere you don't want to go
 - assault
59. If staff believe that a pupil is at risk from honour based violence 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. It is important that if honour based violence 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.

Teenage Relationship Abuse

<https://www.gov.uk/government/publications/this-is-abuse-summary-report>

<http://www.hampshire.police.uk/internet/advice-and-information/safe4me/healthy-relationships>

<https://www.gov.uk/government/publications/statutory-guidance-framework-controlling-or-coercive-behaviour-in-an-intimate-or-family-relationship>

60. 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.
61. 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.

Domestic Abuse

<http://www.hampshire.police.uk/internet/advice-and-information/safe4me/secondary-domestic-abuse>

http://southamptonlscb.co.uk/wp-content/uploads/2012/10/Pippa-pack_tcm59-3268751.pdf

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

https://www.nspcc.org.uk/what-you-can-do/events/-abuse/research-and-resources/research/findings/understandingthelinks_wda48278.html

62. 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:
- Psychological
 - Physical
 - Sexual
 - Financial
 - Emotional
63. 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.
64. 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.
65. 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.
66. 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:
- withdrawn
 - suddenly behaves differently
 - anxious
 - clingy
 - depressed
 - aggressive
 - problems sleeping
 - eating disorders
 - wets the bed
 - soils clothes
 - takes risks
 - misses school
 - changes in eating habits
 - obsessive behaviour
 - nightmares
 - drugs
 - alcohol

- self-harm
- thoughts about suicide

67. 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.

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

http://4lscb.proceduresonline.com/southampton/p_ch_affected_gang_act.html

68. 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.

69. 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.

70. 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.

71. As a school we will:

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

Bullying

http://4lscb.proceduresonline.com/chapters/p_bullying.html

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

<http://www3.hants.gov.uk/childrens-services/childrenandyoungpeople/bullying.htm>

72. The school works to a separate bullying policy that can be found at [\[insert link to schools own policy\]](#)

Prejudice based abuse

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

- Disability
- Race
- Religion

- Gender identity
- Sexual orientation

74. 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.

75. As a school we will respond by:

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

Faith Abuse

<https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>

http://www.proceduresonline.com/4lscb/southampton/p_faith_belief.html?zoom_highlight=faith+abuse

76. The number of known cases of child abuse linked to accusations of “possession” or “witchcraft” is small, but children involved can suffer damage to their physical and mental health, their capacity to learn, their ability to form relationships and to their self-esteem. Such abuse generally occurs when a carer views a child as being “different”, attributes this difference to the child being “possessed” or involved in “witchcraft” and attempts to exorcise him or her.

77. A child could be viewed as “different” for a variety of reasons such as, disobedience; independence; bed-wetting; nightmares; illness; or disability. There is often a weak bond of attachment between the carer and the child. There are various social reasons that make a child more vulnerable to an accusation of “possession” or “witchcraft”. These include family stress

and/or a change in the family structure. The attempt to “exorcise” may involve severe beating, burning, starvation, cutting or stabbing and isolation, and usually occurs in the household where the child lives.

78. 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.

Hate Crime

79. These are incidents or offences which are motivated by hostility, prejudice or hatred towards someone’s actual or perceived:

- colour of skin, race, ethnicity, nationality and/or national origin
- disability
- sexual orientation
- faith, religion or belief
- gender or gender identity
- age

Mate Crime and Peer on peer abuse

<http://www.hampshire.police.uk/internet/advice-and-information/abuse-against-the-person/hate-crime>

<http://arcuk.org.uk/safetynet/examples-of-mate-crime/>

<http://arcuk.org.uk/safetynet/files/2012/08/Friend-or-Fake-Booklet.pdf>

80. 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 mental disability and is especially common when that disability is Autism or Asperger’s. Please see the links below for some useful guidance on how to spot, and how to deal with mate crime (Hampshire Constabulary is not responsible for the content of external sites)

Internet / e-safety

<http://www.saferinternet.org.uk/professionals-online-safety-helpline>

81. 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.

Online Safety

<https://www.thinkuknow.co.uk/Teachers/>

<http://www.saferinternet.org.uk/>

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

- unwanted contact
- grooming
- online bullying including sexting

- digital footprint

83. 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
- 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

<http://southamptonlscb.co.uk/professionals/policies-and-guidance/>

<https://www.thinkuknow.co.uk/Teachers/Resources/>

<https://360safe.org.uk/>

<http://www.childnet.com/search-results/?keywords=social%20networking>

<http://www.kidsmart.org.uk/socialnetworking/>

[https://www.lgfl.net/SearchResults.aspx?find=social media](https://www.lgfl.net/SearchResults.aspx?find=social%20media)

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- 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

Cyberbullying

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying Advice for Headteachers and School Staff 121114.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf)

<http://www.hampshire.police.uk/internet/asset/f0db2eea-0e3c-4fb4-b98c-e3fa681b860P/primary-social-networking-cyber-bullying>

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

87. The school should 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.
88. 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.”
89. 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
90. 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.
91. 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

<https://www.thinkuknow.co.uk/Teachers/Resources/>

<http://www.hampshire.police.uk/internet/advice-and-information/safe4me/Safe4me+%27Sexting%27>

<https://www.ceop.police.uk/Media-Centre/Press-releases/2009/What-does-sexting-mean/>

92. '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.
93. 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.
94. 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.
95. 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.

Gaming

<http://www.saferinternet.org.uk/advice-centre/teachers-and-professionals>

<http://www.childnet.com/search-results/?keywords=gaming>

<http://www.kidsmart.org.uk/games/>

<http://www.lgfl.net/esafety/Pages/Primary-resource-matrix.aspx>

96. 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

<http://www.childnet.com/resources/online-reputation-checklist>

<http://www.saferinternet.org.uk/advice-centre/teachers-and-professionals/professional-reputation>

<http://www.kidsmart.org.uk/digitalfootprints/>

97. 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.

Grooming

<http://www.saferinternet.org.uk/search/node/grooming>

<http://www.childnet.com/search-results/?keywords=grooming>

<http://www.internetmatters.org/issues/online-grooming/>

98. 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.

99. 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

100. That parents should:

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

101. 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

Substance misuse including alcohol and drugs

http://4lscb.proceduresonline.com/southampton/p_ch_par_misuse_subs.html

<https://www.gov.uk/government/publications/drugs-advice-for-schools>

<http://www3.hants.gov.uk/education/hias/drug-and-alcohol/resources-for-schools.htm>

102. 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.

103. The school works to a separate drug policy that can be found at **[insert link or location]**

[If you do not have a separate policy for drug and substance misuse the linked guidance above provides a framework for what could be considered. While the prevalence of drug and substance misuse decreases with the lower key stages, early years settings have had under 5s bring in both packets of Class A drugs and drug based paraphernalia from home. The policy needs to consider both deliberate and accidental possession and use of drugs and other substances.

The Psychoactive Substances Act 2016 is due to be passed as law during 2016. Please ensure that your policy reflects this new act which covers 'legal highs'.

Parental substance misuse

104. 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.

105. For children the impact of parental substance misuse can include:

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

106. 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

<https://nolimitshelp.org.uk/get-help/drugs-and-alcohol/>

<https://www.gov.uk/government/publications/drugs-advice-for-schools>

107. 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.

108. For the purposes of School Policy, the term 'Drug' is used to include:

- Illegal substances
- Substances which are legal but can be misused (link to schools drug policy, managing medicines policy, managing drug incidents)

Pupils with medical conditions (in school) including emergency evacuation.

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

109. As a school we will make sure that sufficient staff are trained to support any pupil with a medical condition. All relevant staff will be made aware of the condition to support the child and be aware of medical needs and risks to the child.

110. An individual healthcare plan may be put in place to support the child and their medical needs.

Pupils with medical conditions (out of school)

www3.hants.gov.uk/education/parents-info/inclusion-service.htm

111. 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)

112. Where it is clear that an absence will be for more than 15 continuous school days the Education Welfare Service will be contacted to support with the pupil's education.

Intimate care

<https://www.health-ni.gov.uk/sites/default/files/publications/dhssps/intimate-care-policy.pdf>

113. The Intimate Care Policy and Guidelines Regarding Children have been developed to safeguard children and staff.

114. 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.

115. 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.

116. 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

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277314/Safeguarding_Children_in_whom_illness_is_fabricated_or_induced.pdf

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/508847/Mental_Health_and_Behaviour_-_advice_for_Schools_160316.pdf

<http://www.youngminds.org.uk/>

<https://www.gov.uk/government/publications/the-mental-health-strategy-for-england>

117. 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.

118. If we are concerned that a child may be suffering from fabricated or induced illness we will follow the established procedures of the Hampshire Safeguarding Children Board.

Mental Health

<https://www.gov.uk/government/publications/the-mental-health-strategy-for-england>

<https://www.time-to-change.org.uk/about-us>

119. 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.

120. 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
121. 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.
122. The balance between the risk and protective factors are most likely to be disrupted when difficult events happen in pupils' lives. These include:
- **loss or separation** – resulting from death, parental separation, divorce, hospitalisation, loss of friendships (especially in adolescence), family conflict or breakdown that results in the child having to live elsewhere, being taken into care or adopted;
 - **life changes** – such as the birth of a sibling, moving house or changing schools or during transition from primary to secondary school, or secondary school to sixth form; and
 - **traumatic events** such as abuse, domestic violence, bullying, violence, accidents, injuries or natural disaster.
123. 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.
124. 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.
125. 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).

Looked After Children

126. All staff have a responsibility to keep all children safe. Staff need to be aware of the Looked after 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.
127. 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: (insert name)

The name of the Virtual School Head Teacher in Southampton is Ann Dyton.

Private fostering

128. http://www.proceduresonline.com/4lscb/southampton/p_ch_living_away.html?zoom_highlight=private+fostering
129. 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.
130. It is not private fostering if the carer is a close relative to the child such as grandparent, brother, sister, uncle or aunt.
131. The law requires that the carers and parents must notify the children's services department of any private fostering arrangement. If the school becomes aware that a pupil is being privately fostered we will inform the children's services department and inform both the parents and carers that we have done so.

Parenting

132. 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).
133. 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.
134. 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.
135. 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.
136. As a school we will support parents in understanding the parenting role and provide them with strategies to make a difference by:
 - providing details of community based parenting courses
 - linking to web based parenting resources (for example <http://www.familylives.org.uk/>)
 - referring to the school parenting worker/home school link worker (where available)
 - discussing the issue with the parent and supporting them in making their own plans of how to respond differently (using evidence based parenting programmes)
 - Considering appropriate early help services

Reporting and recording

137. 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 who will analyse risk and refer onwards as necessary and appropriate.

138. 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.
139. **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.
140. **Reporting**
- 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 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.
141. **Referral**
- 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.
 - Generally the DSL will inform the parents prior to making a referral however there are situations where this may not be possible or appropriate.
142. A DSL will ensure that a report is always sent to every 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

143. 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.

Staff and recruitment

Safer Recruitment

www.gov.uk/government/publications/keeping-children-safe-in-education--2

144. The school operates a separate safer recruitment process as part of the school's Recruitment Policy [link to schools own policy]. On all recruitment panels there is at least one member who has undertaken safer recruitment training.
145. **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. A Disqualification under the childcare act declaration where appropriate.

Single Central Register

<https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills-from-september-2015#history>

146. The Single Central Register is fully compliant with current guidance as of September 2016 in line with Ofsted's guidance, "Inspecting Safeguarding in early years, education and skills" August 2016.

Disqualification under the Childcare Act

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

147. 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.

148. 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:

- 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
- 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.

149. 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.

150. 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.

151. If a member of staff is impacted by the disqualification by association provisions we will ask them to apply for a waiver from Ofsted and put in place appropriate risk management plans while the waiver is being processed. If a waiver is not granted we will seek advice from our HR provider and/or the LADO as to how risk is most effectively managed.

Teacher Status Checks

152. 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.

Staff Induction

153. 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 2016.
154. 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.

Staff Code of Conduct

155. 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 Policy.

Training

156. All frontline 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 three years with separate training to all new staff on appointment. The DSL will attend initial training for their role and then refresh this specific training for DSL's every annually in addition to regular updates.
157. Any update in national or local guidance will be shared with all staff in briefings and then captured in the next whole school training. A record will be kept and policy updated.

Staff Responsibilities

158. 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 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.

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 of any child on a Child Protection Plan where there is an unexplained absence, who in turn will inform the 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 (See link).

How to escalate

http://www.proceduresonline.com/4lscb/southampton/p_conflict_res.html?zoom_highlight=conflict+resolution

- 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 to senior staff.

Allegations against Staff

Southampton City Council's Designated Officer is: Sue Sevier

Phone: 023 8091 5535

E-mail: LADO@southampton.gov.uk

159. (Name of School) 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 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.
160. Whistleblowing policy – all staff are made aware of the Whistleblowing policy and how to use it. (Add link)

Management

Leadership

161. 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 updating staff and policy as necessary. In line with KCSiE 2016 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.

Leadership and Management

162. We recognise that all staff and Governors have a full and active part to play 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.
163. In this school any individual can contact the Designated Safeguarding Lead (DSL) if they have concerns about a young person. The school have a Designated Safeguarding Lead known as the DSL who is a member of the Senior Leadership Team and has undertaken appropriate training

for the role, as recommended by the LA within the past year. Our DSL will attend Network Meetings arranged by Southampton City Council on a monthly basis to update them on current issues within the Local Authority.

DSL is *Name* and the deputy DSL is/are *Name*.

164. There is also a nominated Safeguarding Governor who will receive reports of allegations against the Head Teacher and act on the behalf of the Governing Body.

The Chair of Governors is:

The Vice-chair is:

Both of whom can be contacted through the school.

Governance

Key personnel

- The Designated Safeguarding Lead for the school is:
- The Deputy Safeguarding Leads is/are:
- The Designated Teacher for Looked After Children is:
- The Person to contact for Prevent is:
- The Safeguarding Governor/s is/are:
- Southampton Virtual School Head teacher is Ann Dyton: 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, Interim Director for Children and Families
- The deputy is: Jo Cassey, Service Lead - Education and Early Help

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 Flowchart for child protection procedures

