# The Iona School & Kindergarten & The Iona Day Nursery

## Safeguarding Children Policy Nov 18

**Contents**

- Overview and introduction .......................................................... 3-6
- Safe guarders ................................................................................. 7-9
- Procedures for reporting all forms of abuse .................................. 10-14
  - reporting peer to peer ............................................................... 14 (see also p44-59 for in depth procedure)
- Appropriate touch and physical contact ......................................... 16
- Use of mobile phones .................................................................... 17
- Partnership with parents and Confidentiality ................................ 17-18
- Dealing with allegations against staff ........................................... 19-21
- The DSL role and responsibilities ................................................. 28-31
- Looked after and Previously looked after children ....................... 31
- Responsibilities of staff/trustees .................................................. 31-36
- Early Help ...................................................................................... 33-35
- Children with SEN ......................................................................... 36
- Significant Harm .......................................................................... 36-37
- Defining child Abuse ..................................................................... 37
- Sexual Violence and Sexual Harassment ...................................... 39 (see also p44-59 for in depth procedure)
- Statutory situations and ages of consent ...................................... 40-41
- Peer to Peer abuse/sexting ............................................................. 41-43
- procedures on learning of/seeing sexual violence, sexual harassment, peer to peer abuse... 44-59
- Domestic Violence ......................................................................... 59-60
<table>
<thead>
<tr>
<th>Topic</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children and the court system</td>
<td>60-61</td>
</tr>
<tr>
<td>Child Sexual Exploitation</td>
<td>61-62</td>
</tr>
<tr>
<td>Child Sexual exploitation, county lines</td>
<td>62-63</td>
</tr>
<tr>
<td>Homelessness</td>
<td>63</td>
</tr>
<tr>
<td>Private Fostering</td>
<td>64-65</td>
</tr>
<tr>
<td>Female Genital Mutilation, inc reporting procedure</td>
<td>65-68</td>
</tr>
<tr>
<td>Children missing from education</td>
<td>68-70</td>
</tr>
<tr>
<td>Preventing radicalism and extremism</td>
<td>70-74</td>
</tr>
<tr>
<td>Children with families in prison</td>
<td>73</td>
</tr>
<tr>
<td>Honour based violence and forced marriage</td>
<td>73-77</td>
</tr>
<tr>
<td>Online and technological bullying (inc online Gaming)</td>
<td>77-80</td>
</tr>
<tr>
<td>Sharing information (safely do so within the GDPR)</td>
<td>80-85</td>
</tr>
<tr>
<td>Homestay and host family for visits</td>
<td>85</td>
</tr>
<tr>
<td>defining regulated activity</td>
<td>86-87</td>
</tr>
<tr>
<td>Self Harm</td>
<td>88-91</td>
</tr>
<tr>
<td>Sexual behaviour in early years</td>
<td>92</td>
</tr>
<tr>
<td>Traffic light tool for sexual behaviour in primary children</td>
<td>93-96</td>
</tr>
<tr>
<td>End note and useful contacts</td>
<td>97-99</td>
</tr>
</tbody>
</table>
The Iona School & Kindergarten & The Iona Day Nursery
Safeguarding Children Policy
Revised November 2018

Produced using the following documents

The best practice guidance in the DfES document “What to do if you’re worried a child is being abused” (issued in March 15)
Department for Education (DfE) statutory Guidance, issued in March 2010, and updated in 2013, entitled “Working together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children” July 2018
The Dfe publication September 2018 Keeping children safe in education.
DfE publication providing a safeguarding service to children, young people parents and carers July 2018
This policy also incorporates the Statutory Guidance from the Department for Education (October 2012).
The DfE publication Keeping children safe in education, a statutory guide for -schools and colleges September 2018
The HM Government publication revised prevent duty guidance England and Wales July 2015
The Dfe publication information sharing advice for practitioners July 2018
Home office- reporting of Female Genital mutilation-Procedural information.
Nottingham County Council Private Fostering Guidance for Schools.
The Dfe Publication Sexual Violence and Sexual harassment between children in schools and colleges Dec 17
UK council for internet safety; education for a connected world 2018

Section 1 – Overview and staff responsibilities.

Section 11 of the Children’s Act 2004, places a statutory duty on key people and bodies to make arrangements to safeguard and promote the welfare of children. Revised statutory guidance on this duty was issued in April 2007. Independent Schools have an equivalent duty through Section 157 of the Education Act (2002) and must have
regard to the statutory guidance, Safeguarding Children in Education, issued in September 2004. Iona School accepts and adheres to the principles outlined in that guidance stating that:

Safeguarding should encompass more than child protection.
Child protection policies and procedures should be consistent with local and national procedures;
• Staff should receive appropriate levels of child protection training
• Schools should operate safe recruitment of teachers, staff and volunteers.
• Child Protection procedures are reviewed annually.

All staff will receive a copy of Keeping children safe in Education, either part one or both parts dependant on role
The school aims to protect children from harm and promote their welfare by ensuring that all staff follow the procedures implemented in this policy.

Schools and their staff are an important part of the wider safeguarding system for children. This system is described in statutory guidance working together to safeguard children.
Safeguarding and promoting the welfare of children is everyone’s responsibility.
Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.
No single professional can have a full picture of a child’s needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.
Safeguarding and promoting the welfare of children is defined for the purposes of this policy as: protecting children from maltreatment; preventing impairment of children’s health or 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.
Children includes everyone under the age of 18.
Our staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.
All staff have a responsibility to provide a safe environment in which children can learn.
All school and nursery staff should be prepared to identify children who may benefit from early help.
Early help means providing support as soon as a problem emerges at any point in a child’s life, from the foundation years through to the teenage years. In the first instance, staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment.
Any staff member who has a concern about a child’s welfare should follow the referral processes set out below. Staff may be required to support social workers and other agencies following any referral.

The Teachers’ Standards 2012 state that teachers, including headteachers, should safeguard children’s wellbeing and maintain public trust in the teaching profession as part of their professional duties.

What school staff need to know

All staff should be aware of systems within the school which support safeguarding and these should be explained to them as part of staff induction. On induction all staff receive the following:

- the Safeguarding policy;
- the behaviour policy;
- the staff behaviour policy
- Keeping children safe in education (part one)
- Social Media
- positive handling
- Personal care
- Health and safety
- Fire safety
- First aid

They are also told the safeguarding response to children who go missing from education; and the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

All staff receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, (at least annually), to provide them with relevant skills and knowledge to safeguard children effectively.

All staff are made aware of their local early help process and understand their role in it.

All staff should be aware of the process for making referrals to children’s social care and for statutory
assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.

All staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children’s social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child. All staff should be aware that their responsibility stretches outside the school, they should be alert to concerns in other areas, such as Brownies, swimming etc.

DBS and Disclosure requirements for all staff, volunteers and contractors

All the staff employed by the Iona School will have an enhanced DBS with children’s barred list check. Furthermore they will be registered with the update service and have annual checks. The Management and trustees will have a S128 directive check. We always put ‘children’s workforce independent schools’ on our DBS checks to ensure a S128 is checked.

Also, all staff will be checked against the prohibitions and sanctions for teachers and other professionals working in education via teacher services. This will be recorded on the SCR, staff will also have a clear staff disqualification disclosure. In addition to this, safer recruitment procedures will be in constant use for new staff. We no longer will require a disclosure for disqualification by association; this has now been discarded as of Sept 2018. All volunteers will be subject to a rigorous application procedure and be enhanced DBS checked, they will have to provide two references and attend interviews. We carry this out regardless of if they will be unsupervised in regulated activity or not. They will also sign a full disclosure as per the DFE form. In addition they will have a check performed on the Teacher Services to ensure they are not on the prohibited and sanctioned list. Our regular contractors will also be subject to a DBS and will sign a code of conduct, and a suitably disclosure.

Who is responsible for Safeguarding

Every staff member and volunteer who comes into contact with children is responsible for safeguarding and ongoing vigilance, maintain an attitude of “it could happen here”. Anyone can make a referral. We at the Iona School and Nursery do not tolerate any forms of abuse, we are all committed to providing a safe environment and we all encourage a telling culture amongst the children under our care. All staff are responsible for safeguarding and are committed to children’s welfare and will be given refreshers on
safeguarding at least annually.

All Designated persons will have not only refresher training annually by attending safeguarding conferences, but with regular updated safeguarding training

If we have a group renting the school out of hours, who will be working with children, they will sign a suitability declaration, and will have an up to date DBS with children/adults barred list information on as well as their own liability insurance.

Section 2 - Designated Safeguarding Persons

Susanne Buergstein is DSL with overall responsibility and also the Person responsible for Looked after/previously looked after children

Courses taken;
- Nottingham City council, safeguarding and promoting welfare of children Feb 17
- High Speed training advanced safeguarding May 17
- Nottingham City Council DSL network May 17
- College of policing Channel awareness Module May 17
- Nottingham City Council DSL part 1 July 17
- Home Office E Learning Prevent Oct 17
- Nottingham City Council DSL part 2 Oct 17
- Nottingham city council, safeguarding lead network May 18
- Nottingham city council Safeguarding and promoting the welfare of children-update Oct 18
- Nottingham city council DSL lead Nov 18

Eileen Hickman is a DSL (& SENco) in the school

Courses taken;
- Safeguarding and promoting the welfare of children 13th Feb 2015
- High Speed Training Advanced safeguarding (DSL2) Jan 2016
- Nottingham County Council Child Protection the responsibilities of the designated person 24th Feb 16
- Nottingham City council, safeguarding and promoting welfare of children Feb 17
- Nottingham City Council DSL part 1 July 17
- Nottingham City Council DSL part 2 Oct 17
- Nottingham city council, safeguarding lead network May 18
- Nottingham city council Safeguarding and promoting the welfare of children-update Oct 18
-
Janine Skivington is a DSL
Courses taken;
- Introduction to safeguarding 30th March 2015
- High Speed Training Advanced safeguarding (DSL2) Dec 2015
- College of policing, channel awareness Oct 15
- Nottingham County Council Child Protection the responsibilities of the designated person Feb 16
- High speed training, Safer recruitment in education April 17
- Nottingham city council, safeguarding lead network May 17
- Nottingham city council, role of the lead person for safeguarding children May 17
- Home office E-learning Prevent March 2018
- High speed training child neglect August 2018
- Nottingham city council DSL lead Nov 18
- Nottingham city council DSL network Nov 18

Svitlana Kovbar is a DSL in the Nursery
Courses taken;
- High Speed Training introduction to safeguarding (DSL1) Sept 16
- High Speed Training Advanced safeguarding (DSL2) May 17
- Nottingham city council, safeguarding lead network Oct 17
- Nottingham City Council Role of the lead person for safeguarding children Dec 17
- Home office E-learning Prevent March 2018
- Nottingham city council DSL network Nov 18

Joanna Delaney is the lead DSL in the kindergarten
- Nottingham city council safeguarding and promoting welfare of children Feb 17
- Home office e-learning, Prevent Feb 18
- High Speed Training Advanced safeguarding (DSL2) May 17
- Nottingham city council, role of the lead person for safeguarding children May 17
- Nottingham city council Safeguarding and promoting the welfare of children-update Oct 18

Christopher Bosman is a DSL in the kindergarten
Courses taken
- Home office e learning, Prevent Aug 18
- High Speed training introduction to safeguarding Sept 18
- High Speed training  advanced safeguarding Sept 18
- Nottingham city council Safeguarding and promoting the welfare of children-update Oct 18
- Nottingham city council DSL lead Nov 18

**Sarah Bednall** is a DSL in the kindergarten
Courses taken;
- Nottingham city council safeguarding and promoting welfare of children Feb 17
- High Speed Training Advanced safeguarding (DSL2) Oct 17
- Nottingham city council, role of the lead person for safeguarding children Dec 17
- Home office e-learning, Prevent Feb 18
- Nottingham city council Safeguarding and promoting the welfare of children-update Oct 18

**Martin Taylor (Designated Trustee for Child Protection)**
Courses taken;
- Nottingham City council, introduction to safeguarding, 13th February 2015
- College of policing, channel awareness 30th September 2015
- Nottingham City council, safeguarding and promoting welfare of children Feb 17
- Home office E-learning Prevent Feb 2018
- High Speed training, Safer recruitment July 2018

**Fiona Stuart oversees policy and procedure**
Courses taken;
- The Renewal trust Child Protection awareness August 2011
- Nottingham City council, Working Together DSL 1 30th May 2013
- Nottingham city council DSL 2 17th October 2013
- Safeguarding and promoting the welfare of children 13th Feb 2015
- High Speed training, safer recruitment 26th May 2015
- College of Policing Chanel general Awareness module 29th Sept 2015
- Nottingham County Council Child Protection the responsibilities of the designated person 24th Feb 16
- Nottingham City council, safeguarding and promoting welfare of children Feb 17
- Home office E-learning Prevent Sept 2017
- High Speed training safer recruitment June 2018
- Nottingham city council DSL lead Nov 18

All other staff members have safeguarding training up to at least level one, this is done within one month of their
start date, if not earlier. There will be at least one designated member of staff for safeguarding available whenever the school or nursery is open.

**What school and nursery staff should look out for**

All school and nursery staff members should be aware of the types of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. Types of abuse and neglect, and examples of safeguarding issues are described in paragraphs. Staff members working with children are advised to maintain an attitude of ‘it could happen here’ where safeguarding is concerned. There is a page at the end of the policy referring to sexual behaviour in the early years, along with a traffic light tool which will assist you further.

When concerned about the welfare of a child, staff members should always act in the best interests of the child. Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure, they should always speak to the designated safeguarding lead. Even if this is outside nursery and school life.

**What school and college staff should do if they have concerns about a child**

If staff members have any concerns about a child they will need to decide what action to take. Where possible, there should be a conversation with the designated safeguarding lead to agree a course of action, although any staff member can make a referral to children’s social care.

Other options could include referral to specialist services or early help services and should be made in accordance with the referral threshold within the Family support pathway set by the local safeguarding children board. A copy of this can be found in both the Nursery and School offices.

The DSL’s are expected to lead on early help. They should have a complete safeguarding picture.

If anyone other than the designated safeguarding lead makes the referral, they should inform the designated safeguarding lead as soon as possible. The local authority should make a decision within one working day of a referral being made about what course of action they are taking and should let the referrer know the outcome. Staff should follow up on a referral should that information not be forthcoming. The online tool

We run a child centred approach to safeguarding. All staff are aware that safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families has a role to play in safeguarding children.

In order to fulfil their responsibility effectively, all must make sure their approach is child centred, meaning that they should consider, at all times, what is in the best interests of the child.
Section 3 - How to deal with direct disclosures of abuse from pupils, this procedure covers peer to peer abuse as well as all other forms of abuse.

All staff should refer concerns to the designated safeguarding lead (DSL) as soon as possible, in writing. This ideally should be done on an “all incident report form” these can be found in the safeguarding folders in the Nursery and school manager’s offices, the kindergarten office or the teachers staff room. If the report pertains to online abuse regarding a hand held device, take this off the child and find the DSL immediately.

In the meantime, they should:
Listen to the pupil, keeping calm and offering reassurance
Observe bruises but not ask a child to remove or adjust their clothing to observe them
Allow the child to lead the discussion if a disclosure is made, but not press for details by asking questions, eg “what did they do next?”
Listen — don’t investigate or ask leading questions, but use questions such as “is there anything else you’d like to tell me?”
Accept what the pupil says without challenge — reassure them that they are doing the right thing and that they recognise how hard it is for the child
Not lay blame or criticise either the child or the perpetrator
Not promise confidentiality — explain that they have done the right thing and who needs to be told

When abuse by another child is suspected, child protection procedures will be applied to both (alleged) abuser and abused. If appropriate, the school’s disciplinary procedures will be invoked. There is further information on peer to peer abuse below.

Informing the Designated Safeguarding Lead

All staff should discuss any concerns or disclosures about potential child abuse with the DSL as named on this policy. If the DSL is absent, staff should consult the other DSL. This should be in writing.

This ideally should be done on an “all incident report form” these can be found in the safeguarding folders in the Nursery and school manager’s offices, the kindergarten office or the teachers staff room.

Where allegations concern a member of staff, the DSLs must follow the procedures detailed in section 11 of this policy. If it is an emergency or staff are not satisfied by the action taken by the DSL, staff members should speak directly to children’s social care, the numbers for these are at the end of the policy. Please note, anyone can make a
referral.
If further assistance is needed please refer to

Section 4 - Child Protection Procedure

There are copies of this in all the safeguarding folders in the school, nursery and kindergarten offices and the teachers staff room

**Action by the DSL/DSL**

If, after discussion, concerns remain, the DSL/DSL will take one or more of the following actions:

(it may be helpful to refer to the traffic light tool at the end of policy)

Speak to or arrange for the pupil to be spoken to informally by the Class Teacher, or other relevant member of staff, to clarify any incident or disclosure. The role of the interviewing teacher is to be descriptive, not diagnostic or judgmental.

Speak to the parents (or ask the child’s teacher to speak to the parents), to assess whether any explanation given about the incident or injury is plausible and consistent with situation causing concern;

Ask for a professional consultation from MASH (Multi Agency Safeguarding Hub) on 0300 500 80 90 if the child is under the County or children and Families direct if the child is in the City 0115 8764800

There is a City consultation line which is 07711189544 for help and advice

Monitor the situation further

Make a referral to Children and families direct on 0115 915080 if there is a concern that a child may be suffering from Significant Harm.

Whilst ordinarily the school will aim to speak to and gain agreement from parents before making a referral, if there is a concern that doing so may put a child at greater risk, then the school may make a referral without first informing the parents. (Note: The Children Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention in family life in the best interests of children).
What should staff do if a child is in danger or at risk of harm

If a child is in immediate danger or is at risk of harm, a referral should be made to children’s social care and/or the police immediately. Anyone can make a referral. Where referrals are not made by the designated safeguarding lead, the designated safeguarding lead should be informed as soon as possible that a referral has been made. Reporting child abuse to your local council directs staff to their local children’s social care contact number or make a referral to Children and families direct on 0115 8764800

Cases that warrant immediate referral to MASH/CAFD

Remember, this list is not exhaustive, always err on the side of caution and ring for advice if you are unsure

- Private fostering for over 28 days
- Children under 1 year old where parents/carers have significant substance misuse
- Serious concerns regarding an unborn baby
- Allegations of abuse including sexual, or evidence of grooming
- Children living with adults who are known to pose a risk to children
- Children left home alone and their age and/or vulnerability places them at risk
- Unaccompanied migrant children
- Self-harm concerns in children under 11
- Child is at immediate risk of harm or has suffered significant harm
- Unexplained injuries where there is an inconsistent explanation of the injury
- Children under 2 who have unexplained bruising (or bruising on bruising)
- Children with repeated incidents of minor bruising
- Child victims of trafficking (or where this is suspected)
- There is evidence or repeated domestic violence witnessed and /or experienced by the child; adult mental health or substance use issues

If a child makes a disclosure that is of a sexual nature

- Even if a child is showing no other signs of abuse, it is vital that you speak to MASH (Multi Agency Safeguarding Hub) on 0300 500 80 90if the child is under the County or children and Families direct if the child is in the City 01158764800. If you are unsure which area the child’s address falls under, this can be found by doing a google search.
- Take full details of the conversation including the telephone operator’s name.
- You must then fill out a MARF (multi agency referral form) and email this over within 48 hours for CAFD or
a report form for MASH. These can be downloaded from the council’s pages.

- Do not speak to the parents regarding this until you have had advice from either MASH or CAFD. It is vital to remember not to think “what if I am wrong” but “what if I am right”

**Online abuse disclosure**
If the incident relates to online abuse it is vital that a referral is made immediately. Keep any evidence such as hand held devices, or print screens of web pages to give to police etc. (see online safety for further information)

**What school staff, nursery staff and volunteers should do if they have concerns about safeguarding practices within the school or nursery**
All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the Iona’s safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.
Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

The [NSPCC whistleblowing helpline](https://help.nspcc.org.uk) is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk

Contact the Local authority designated officer (LADO) whose number can be found at the end of this policy

**Record keeping**
Records will be kept of all concerns raised, disclosures made, conversations and decisions; all information recorded or gathered will be kept in a confidential DSL file.

Any phone conversations with Children and families direct / MASH in which the school is providing information (i.e. either during a professional consultation or when seeking advice as to whether or not to make a referral) should be followed up by a letter or email, thus confirming in writing the concerns or issues raised by telephone. This is to ensure that the school and the referral services have shared clarity as to the issue or concern being raised, or advice being sought by the school.

**Action following a referral**
If a referral is made to Children and families/MASH direct by telephone, the DSL will confirm it in writing within 48 hours and will provide a copy of this referral to the designated trustee. Even if the referral Services do not clearly ask the DSL to complete a written referral, once a decision has been made to involve them, it is important that the DSL ensures that the concerns discussed over the telephone are clarified in writing. The referral service should acknowledge any written referral within one working day of receiving it, so if the DSL has not heard back within 3 working days, they should contact them again.

Once a referral has been made, further steps taken will depend upon advice given by Children and Families Direct/MASH.

**Dealing with allegations of abuse made against other children including sexting see also Sexual Violence and children within this policy.**

Staff should recognise that children are capable of abusing their peers, this can be sexual, emotional and physical abuse (bullying) it is not limited to face to face contact and can be done over electronic mediums. Peer on Peer abuse can also be carried out via sexting. This is a text or electronic message that contains overtly or hidden sexual connotations.

Abuse or Bullying associated with gender, homophobia, or sexual orientation can occur in young primary children. It will most likely involve name-calling or ostracising a child (or children), but may also involve inappropriate touching, or sexual notes or drawings being passed to other children. Comments may be made about appearance, attractiveness or emerging puberty, and there may be sexual innuendos or sexual harassment.

If a child comes to you with an allegation of abuse, or you discover this via note passing etc. You must act, do not pass this off as adolescent banter or feel you can sort it out amongst the children. it is YOUR responsibility to ensure that early intervention is sought.

All staff should refer concerns to the designated safeguarding lead (DSL) as soon as possible, in writing.

This ideally should be done on an “all incident report form” these can be found in the safeguarding folders in the Nursery and school manager’s offices, the kindergarten office or the teachers staff room.

The procedure above in **section 3** must be followed. Early intervention is important in this as much as in other areas.

Once this form is received by the DSL will seek advice from Children and Families direct for children in the city or MASH if the child lives in the county on 0300 500 80 90 or seek advice from the helpline on 07711189544.
Remember, a child may be acting out scenarios they have already been placed in. The DSL must act appropriately and ensure a referral is made in the same way they would with any disclosure of abuse. Please see section 4.2 for this.

**Monitoring, Recording and Reporting**

School policy is that brief notes should be kept at the time of the incident or immediately after with the subsequent completion of a critical incident sheet. Records may be used in legal proceedings and must be kept accurate and secure. All records should be copied to the designated person and should include factual information rather than assumption or interpretation. The child’s own language should be used to quote rather than a translation.

Records may be used at a later date to support a referral to an external agency.
- written records of concerns are kept, even if there is no immediate need for referral; and monitored using the Common Assessment Framework (CAF)
- all child protection records are marked as such and kept securely locked, and if these are stored electronically, that they are differently password protected from the pupils’ other files, and accessible only by the designated leads
- pupil records are kept separately, and marked as appropriate to indicate other confidential records are being held elsewhere
- Ensure when children leave the school, that their safeguarding/child protection file is discussed with the Senior Designated Person at the new school, as soon as possible and make sure that the concern file is transferred separately from the main pupil file. This file will document all concerns as well as child protection and safeguarding concerns
  - If a child is home schooled or leaves the country, the school retain the files and place an explanatory note on these.

**Children who have a Child Protection Plan in place**

Particular attention will be paid to the attendance and development of any child who has been identified as being at risk or who has a Protection Plan.

Children Services will be notified immediately if:

The School or Kindergarten should have to exclude such a child;
There is any unexplained absence of such a child of more than two days’ duration, or one following a weekend;
The child changes school and transfer the appropriate records to the receiving school.

**Touch and Physical Contact with Pupils - Staff code of conduct**

School staff recognises the value that appropriate touch has for the children in our care and we will provide physical comfort or consolation to a child who expresses a need for such.

We will not touch a child in a potentially sexually sensitive area unless the child has incurred injury that necessitates immediate medical attention and contact in that way. In such circumstances, we will, as adults, make every effort to ensure that another adult as witness is present in order to protect ourselves and the child.

We will not touch a child who in any way expresses that they do not wish to be touched, unless in the extreme case of needing to restrain a child who is in danger to themselves or others.

**If staff need to hold/restrain a child, they should always ask themselves?**
- Is a less intrusive intervention preferable?
- Do we have to act now?
- Am I the best person to be doing this?

In less urgent situations and if at all possible, the member of staff should advise the child calmly and repeatedly about what they are going to do and why.

**Staff should never**

Use negative contact as a form of punishment, for instance, saying ‘No’ and tapping the child
Never use raised voices or strong words

**The use of mobile phones/camera phones/camera tablets/camera laptops/cameras**

The Iona School and Nursery aims to keep all children within its care safe. This includes raising awareness of potential danger through the taking of, and /or distributing of, photographs or moving images.

At no point can a mobile phone or any of the above items be taken into the early years setting (kindergarten and nursery) all phones or any of the above items must be securely locked away in the setting office. They must not be taken out and used in the setting.

Any visitors to the setting must also observe the same policy; this includes parents, prospective parents and contractors.
Any staff member who sees a person using a phone or any of the above devices must immediately ask them to stop and leave the setting.

To clarify, the following rules do apply

- Staff phones/camera phones are allowed to be used in the staff room during break times.
- Walky-talky non-camera phones must be taken on the land.
- If a member of staff needs to make a private call they will inform the senior member of staff present and a room will be found to make the call.
- They will not be used at any other time unless an emergency occurs.
- No images of pupils will be taken on personal image recording devices at any time. This is to ensure safeguarding of pupils and staff.
- Camera phones/tablets/laptops/cameras are not allowed into the nursery or Kindergarten under any circumstances.
- No mobile camera phones to be used near children under any circumstances.
- The school has a camera, all pictures taken on this will be removed by office staff and the memory card wiped.

Guidance on Recognising Abuse

Child abuse is a term used to describe ways in which someone, often in a position of power, harms children. It is not the responsibility of school staff to decide whether child abuse is occurring but we are required to act on any concerns and report them to the appropriate party. The health, safety and protection of a child are paramount.

Abuse might fall into the categories of physical, emotional, sexual or neglect.

Partnerships with Parents

The need for parents and children to have privacy is respected by the school. Equally the School acknowledges and respects that families from different backgrounds and cultures may have different approaches to child-rearing.

When staff has concerns about a child, where possible they will work with and share information with parents. Permission for liaison and information sharing with outside agencies will be sought unless it is believed to place the child at risk. In these cases, the school will seek advice from social care or make a child protection referral.

Sometimes, sharing our concerns with parents will not be easy for us to say or for parents to receive. However, we will do our best to talk to parents about difficult issues in an open, non-judgemental and timely way, because
we understand that doing so is likely to have the best outcome for the child.

If we have a concern about how a parent or carer presents themselves when collecting a child from school and if we think they might not be fit to take responsibility for that child, then we may refuse to hand the child over. Such circumstances may include if we have concerns that the parent/carer is under the influence of drugs or alcohol. In such situations, we will ask the parent/carer if there is another responsible adult who could be called to make sure they and the child get home safely and that the child is adequately cared for once at home. Alternatively, we may call another adult on the child’s emergency contact list and ask them to come and collect the child instead.

Confidentiality

Where children have Child Protection Plans and leave one school for another, the DSL must inform the receiving school and the key worker. If the child leaves the school with no receiving school, details should be passed to Children’s Services.

Education staff have a professional responsibility to share relevant information about the protection of children with the investigative agencies. Members of staff should not promise confidentiality but can let the child know that only those who need to know will be informed and always for the child's own sake.

Time should be taken to reassure the child and confirm that information given will be treated sensitively. Reassurance should be given and the adult involved listen sympathetically and non-judgmentally.

Staff should be careful in subsequent discussions and ensure that information is only given to the appropriate person. All staff should be kept aware of issues relating to confidentiality and the status of information they may hold.

Members of staff, other than the designated member and those involved closely, should only have enough details in order to help them to act sensitively and appropriately to a pupil. Sensitive information regarding pastoral issues and for children on the child protection register is kept separately in a folder in the closed section of the office. Discretion should be used when talking about the personal and changing circumstances of children, eg when a child goes into care.

**Dealing with Allegations or concerns of Abuse against Teachers and other Staff or Volunteers**
Reporting an allegation or concern against a member of staff

If an allegation is made against a member of staff, it can be reported initially to the DSL or directly to the Trustee for Child Protection. The Trustee will work with the DSL, but will take responsibility for any action necessary. The designated trustee will generally be the ‘case manager’ and from now on will be referred to in the policy as the case manager. In exceptional circumstances, the case manager role may be delegated to the DSL; but this will be the exception rather than the rule.

If the allegation concerns the trustee, then the allegation should be referred by the DSL to the chair of Trustees, if this is the designated safeguarding trustee then the referral needs to be made to a supporting trustee.

Assessing an allegation/concern

This guidance is about managing cases of allegations that might indicate a person would pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity. It should be used in respect of all cases in which it is alleged that a teacher or member of staff (including volunteers) in the school or has:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children.

Important Definitions

The following definitions should be used when determining the outcome of allegation investigations:

a. Substantiated: there is sufficient identifiable evidence to prove the allegation;
b. False: there is sufficient evidence to disprove the allegation;
c. Malicious: there is clear evidence to prove there has been a deliberate act to deceive and the allegation is entirely false;
d. Unsubstantiated: this is not the same as a false allegation. It means that there is insufficient evidence to prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.

Procedure to be followed in the event of an allegation being made

20
The Manager or DSL informed should contact the trustee for child protection. This is Martin Taylor. He will advise if he wishes the case managers to proceed on his behalf.

**Each case needs to have two people working together on this, one to maintain the correct safeguarding procedure and one HR and legal procedure.**

**There is a step by step form in the appendices, please ensure this is followed**

1) The case manager will **immediately** discuss the allegation with the LADO, this is Karen Shead who can be contacted on **0115 8764725 or Richard Powel on 0115 876476**

The purpose of an initial discussion is for the LADO and the designated trustee to consider the nature, content and context of the allegation and agree a course of action. The LADO may ask the case manager to provide or obtain relevant additional information, such as previous history, whether the child or their family have made similar allegations and the individual’s current contact with children. There may be situations when the case manager will want to involve the police immediately, for example if the person is deemed to be an immediate risk to children or there is evidence of a criminal offence. Where there is no such evidence, the case manager will discuss the allegations with the LADO in order to help determine whether police involvement is necessary.

2) The initial sharing of information and evaluation may lead to a decision that no further action is to be taken in regard to the individual facing the allegation or concern; in which case this decision and a justification for it should be recorded by both the case manager and the LADO, and agreement reached on what information should be put in writing to the individual concerned and by whom. The case manager will then consider with the LADO what action should follow both in respect of the individual and those who made the initial allegation.

3) The case manager will inform the accused person about the allegation as soon as possible after consulting the LADO. The case manager will also be in communication with the School’s legal advisor (HR advice) to ensure best practice with regards to the employee. The case manager will provide the member of staff with as much information as possible at that time. However, where a strategy discussion is needed, or police or children’s social care services need to be involved, the case manager will not inform the accused person until those agencies have been consulted, and have agreed what information can be disclosed to the accused. Relevant representatives from the school (including the designated trustee, the DSLs and where necessary, other trustees) will consider carefully whether the circumstances of a case warrant a person being suspended from contact with children at the school or whether alternative arrangements can be put in place until the allegation or concern is resolved. All options to avoid suspension will be considered prior to taking that step. (Please see further information on
4) If there is cause to suspect a child is suffering or is likely to suffer significant harm, a strategy discussion should be convened according to the government document; 'Working Together to Safeguard Children'. If the allegation is about physical contact, the strategy discussion or initial evaluation with the police should take into account that teachers are entitled to use reasonable force to control or restrain pupils in certain circumstances, including dealing with disruptive behaviour.

5) Where it is clear that an investigation by the police or children’s social care services is unnecessary, or the strategy discussion or initial evaluation decides that is the case, the LADO should discuss the next steps with the case manager. In those circumstances, the options open to the school depend on the nature and circumstances of the allegation and the evidence and information available. This will range from taking no further action to dismissal or a decision not to use the person’s services in future. The school will also take legal advice from its own HR advisor at this stage. Suspension should not be the default position: an individual will be suspended only if there is no reasonable alternative to find them employment away from children.

6) In some cases, further enquiries will be needed to enable a decision about how to proceed. If so, the LADO should discuss with the case manager how and by whom the investigation will be undertaken.

7) However, in other circumstances, such as lack of appropriate resource within the school, or the nature or complexity of the allegation will require an independent investigator, who may be appointed by the school or bought in from the local authority.

Supporting those involved

a) The school has a duty of care to its employees and it will act to manage and minimise the stress inherent in the allegations process. Throughout the process, the school will consult its employment solicitor for advice to ensure best practice is followed. Individuals will be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless there is an objection by the children’s social care services or the police. The individual will be advised to look to a colleague for support.

b) The case manager will either appoint a named representative to keep the person who is the subject of the allegation informed of the progress of the case or will do so themselves. The case manager will also consider what other support might be appropriate for the individual. If a decision is taken to suspend an employee, the school will ensure that the member of staff is kept informed of both the progress of their case and current work-related issues. Social contact with colleagues and friends will not be prevented unless there is evidence to suggest
that such contact is likely to be prejudicial to the gathering and presentation of evidence.

c) Parents or carers of a child or children involved will be told about the allegation as soon as possible if they do not already know of it. However, where a strategy discussion is required, or police or children’s social care services need to be involved, the case manager will not do so until those agencies have been consulted and have agreed what information can be disclosed to the parents or carers. Parent or carers should also be kept informed about the progress of the case, and told the outcome where there is not a criminal prosecution, including the outcome of any disciplinary process.

d) Where possible, parents and carers will also be made aware of the prohibition on reporting or publishing allegations about teachers in section 141F of the Education Act 2002.

e) In cases where a child may have suffered significant harm, or there may be a criminal prosecution, children’s social care services, or the police as appropriate, will consider what support the child or children involved may need.

Confidentiality

When an allegation is made, the school & Nursery will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. This is in line with the Education Act 2011, which introduced reporting restrictions preventing the publication of any material that may lead to the identification of a teacher who has been accused by, or on behalf of, a pupil from the same school (where that identification would identify the teacher as the subject of the allegation). The reporting restrictions apply until the point that the accused person is charged with an offence, or until the Secretary of State publishes information about an investigation or decision in a disciplinary case arising from the allegation. The reporting restrictions also cease to apply if the individual to whom the restrictions apply effectively waives their right to anonymity by going public themselves or by giving their written consent for another to do so or if a judge lifts restrictions in response to a request to do so. These provisions commenced on 1 October 2012.

The case manager will take advice from the LADO, police and children's social care services to agree the following:

- Who needs to know and, importantly, exactly what information can be shared;
- How to manage speculation, leaks and gossip;
- What, if any information can be reasonably given to the wider community to reduce speculation;
- How to manage press interest if and when it should arise.
Resignations and what, if any information, can be reasonably given to the wider community to reduce speculation;

**Resignations and ‘compromise agreements’**

If the accused person resigns, or ceases to provide their services, the school is still obliged to follow up any allegation made according to the policy outlined above. Every effort will be made to reach a conclusion in all cases of allegations bearing on the safety or welfare of children, including any in which the person concerned refuses to cooperate with the process. Wherever possible the accused person will be given a full opportunity to answer the allegation and make representations about it. However, the school is required to continue the process of recording the allegation and any supporting evidence, and reaching a judgment about whether it can be substantiated on the basis of all the information available, even if that cannot be done or the accused does not cooperate. The school is unable to enter ‘compromise agreements’, with any employee against which there are allegations. This means there can be no arrangement whereby a person agrees to resign if the employer agrees not to pursue disciplinary action; nor can parties agree a form of words to be used in any future reference. Where circumstances require, the school is also required to make a referral to the Disclosure and Barring Service (DBS), formerly the Independent Safeguarding Authority (ISA) and the DFE.

**Record keeping**
Details of allegations that are found to have been malicious, this will be stored in private records for any future reference. However, for all other allegations, the school is required to keep a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, on the confidential personnel file of the accused, and a copy provided to the person concerned. The purpose of the record is to provide clarification in cases where future DBS Disclosures reveal information from the police about an allegation that did not result in a criminal conviction and it will help to prevent unnecessary re-investigation if, as sometimes happens, an allegation re-surfaces after a period of time. The record will be retained at least until the accused has reached normal retirement age or for a period of 10 years from the date of the allegation if that is longer.

**Timescales**
All allegations will be investigated as a priority to avoid any delay. The time taken to investigate and resolve individual cases may depend on a variety of factors including the nature, seriousness and complexity of the
allegation. However, the school will endeavour to meet DfE suggested targets: 80 per cent of cases should be resolved within one month, 90 per cent within three months, and all but the most exceptional cases should be completed within 12 months.

For those cases where it is clear immediately that the allegation is unfounded or malicious, they should be resolved within one week. Where the initial consideration decides that the allegation does not involve a possible criminal offence it will be for the employer to deal with it, although if there are concerns about child protection, the employer should discuss with the LADO. In such cases, if the nature of the allegation does not require formal disciplinary action, the employer should institute appropriate action within three working days. If a disciplinary hearing is required and can be held without further investigation, the hearing should be held within 15 working days.

**Suspension**

Suspension will not be an automatic response when an allegation is reported; all options to avoid suspension will be considered prior to taking that step. Suspension will be considered in a case where there is cause to suspect a child or other children at the school is/are at risk of significant harm or the case is so serious that it might be grounds for dismissal. However, a person will not be suspended automatically: the case manager will consider carefully whether the circumstances warrant suspension from contact with children at the school until the allegation is resolved, and will seek advice from the schools employment solicitor and the LADO in order to come to a decision.

The case manager will also consider whether alternative arrangements would be more appropriate. If the LADO, police and children’s social care services have no objections to the member of staff continuing to work during the investigation, the case manager should be as inventive as possible to avoid suspension. Based on assessment of risk, the following alternatives may be considered by the case manager before suspending a member of staff:

- **Redeployment within the school so that the individual does not have direct contact children**

If immediate suspension is considered necessary, the rationale and justification for such a course of action will be agreed and recorded by the case manager and in consultation with the LADO. This will also include what alternatives to suspension have been considered and why they were rejected. Where it has been deemed appropriate to suspend the person, written confirmation will be dispatched within one working day, giving as much detail as appropriate for the reasons for the suspension.

The person will be informed at the point of their suspension who their named contact is within the organisation and provided with their contact details.
Action on conclusion of a case

If the allegation is substantiated and the person is dismissed or the employer ceases to use the person’s services, or the person resigns or otherwise ceases to provide his or her services, the case manager, the LADO and the Schools employment solicitor will make a decision as to whether to refer the case to the DBS (formerly the ISA) for consideration of inclusion on the barred lists; or to refer to the Teaching Agency.

The school is legally required to make a referral to the DBS where it thinks that an individual has engaged in conduct (including inappropriate sexual conduct) that harmed (or is likely to harm) a child; or if a person otherwise poses a risk of harm to a child. In such circumstances, the duty to refer an individual to the DBS arises where an employer has removed the individual from relevant work with children or the person has chosen to cease relevant work in circumstances where they would have been removed had they not done so. The school is required to make Referrals as soon as possible after the resignation or removal of the member of staff involved and within one month of ceasing to use the person’s services.

The DBS will consider whether to bar the person from working in regulated activity, which will include most work in schools and other educational establishments.

The school is required to refer cases of professional misconduct to the relevant regulatory body DfE.

If the allegation against a staff member involves a Kindergarten (Early Years) or nursery child, then the case manager must contact Ofsted. The case manager should record their discussion with Ofsted, including the name of the person spoken to. Ofsted must also be informed in writing. See contact details at the end of policy In the event of an allegation involving kindergarten/school child who is 6 years old, the school will contact both Ofsted and the DfE. Within 14 days of the allegation or concern arising.

Where it is decided on the conclusion of a case that a person who has been suspended can return to work, the case manager will consider how best to facilitate that, and how to provide appropriate help and support after a stressful experience. A phased return and/or the provision of a mentor to provide assistance and support in the short term may be appropriate. The case manager will also consider, in consultation with the DPS how the person’s contact with the child or children who made the allegation can best be managed if they are still a pupil at the school.

Action in respect of unsubstantiated or malicious allegations

If an allegation is determined to be unfounded or malicious, the LADO should refer the matter to the children’s social care services to determine whether the child concerned is in need of services, or may have been abused by
someone else. If an allegation is shown to be deliberately invented or malicious, the trustees and manager in consultation with the class teachers should discuss this with the LADO and children’s social care. They then should consider whether any disciplinary action is appropriate against the pupil who made it; or whether the police should be asked to consider if action might be appropriate against the person responsible, even if he or she was not a pupil. In September 2010 the Crown Prosecution Service published guidance for the police on harassment under the Protection from Harassment Act 1997.

Chart for tasks to be completed in the event of allegations of abuse.

As soon as the allegation is made, then both a manager and DSL must work together to complete the below steps and investigate the incident, these must be completed in the order below.

On the first instance the person receiving the complaint must seek and discuss with the other investigator and trigger the steps on this form. Those noted “on first day”, must be done within a few hours.

If the allegation is made against a staff member, then this must be referred to the designated trustee, who will decide if he wishes to do this himself or to designate a manager to carry out with consultation.

<table>
<thead>
<tr>
<th>Step done on</th>
<th>Case Manager (school manager/senior staff)</th>
<th>Date completed</th>
<th>Step done on</th>
<th>DSL/ nursery manager</th>
<th>Date completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st day</td>
<td>Speak to staff member regarding allegation and ask them to wait in a place away from children.</td>
<td>1st day</td>
<td>Assess the situation, administer first aid/emergency treatment to the child if not done so</td>
<td>Speak to the LADO</td>
<td></td>
</tr>
<tr>
<td>1st day</td>
<td>Speak to the trustee to assess if he wishes to continue or designate under his care.</td>
<td>1st day</td>
<td>Asses the child for any signs of broken skin/bruising</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st day</td>
<td>Suspend the staff member on full pay pending further investigation, unless other employment can be found. (speak to DSL about Lado’s advice) Ensure the letter contains all statements.</td>
<td>1st day</td>
<td>Speak to the parents to notify them of the incident, ensure they are informed</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Ensure that the staff member is told this has been reported.

1st day Report back to the trustee

1st day Contact the LADO to provide a full report. This must be done within a few hours, discuss if suspension is sensible

1st day Ensure that all documentation is in place for disciplinary hearing

1st day Report to Ofsted

1st day Once LADO has concluded, Carry out hearing, ensuring correct procedure if followed

Report to the manager/trustee on what the LADO has concluded

Make the decision to uphold or dismiss the complaint. act accordingly

Ensure final steps are carried out if needed.

Roles and Responsibilities of the Designated Safeguarding lead /persons

The role of the school’s Designated Safeguarding Persons for Safeguarding children is to:

- Co-ordinate action within the school and liaise with social care and other agencies over cases of abuse and suspected abuse
- Ensure the safeguarding policy is regularly updated
- Act as a source of advice within the school / nursery
- Ensure that staff are familiar with the school policy and procedure
- Make child protection referrals, recording and reporting accordingly
- Liaise with agencies about individual cases
- Organise training on child protection within school/nursery
- Ensure that appropriate strategies for recording and reporting incidents are kept within school
- Provide appropriate feedback to members of staff as and when necessary
• Be trained in child protection and inter-agency working. This training will be updated every two years.
• Ensure parents have access to copies of the safeguarding and child protection policy which alerts them to the fact that referrals may be made and the role of the establishment in this to avoid conflict later
• Take the lead on Early Help considerations
• Maintain a complete picture of safeguarding
• Liaise with the Trustee responsible for safeguarding to keep them appraised of any situations
• Provide support for LAC and previously LAC

The Role in more depth

Manage referrals

THE DSL is expected to
• refer cases of suspected abuse to the local authority children’s social care as required
• support staff who make referrals to the local authority children’s social care
• refer cases to the channel programme
• refer cases where a person is dismissed or left due to risk/harm to a child to the DBS or in the case of the child being above 13 the DFE
• refer cases where a crime may have been committed to the police
• Ensure that looked after children and previously looked after children are supported in the correct way by staff and agencies
• To liaise with the SENCO to ensure that any children with SEN are appropriately supported.

Work with others

The designated safeguarding lead is expected to:

• liaise with the school manager and trustees to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
• as required, liaise with the “case manager” and the designated officer(s) (LADO) at the local authority for child protection concerns (all cases which concern a staff member); and
• liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.
**Training**

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

The designated safeguarding lead should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to and understands the school or college’s child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

**Raise Awareness**

The designated safeguarding lead should:

- ensure the school or college’s child protection policies are known, understood and used appropriately;
- ensure the school or college’s child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about
suspected abuse or neglect may be made and the role of the school or college in this; and
• link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Child protection file/Information sharing

(Please also see full information further down in Appendix)

Where children leave the school, the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, ensuring secure transit, and confirmation of receipt should be obtained.

For schools, this should be transferred separately from the main pupil file. Receiving schools ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in a college, are aware as required.

In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving.

For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

Looked after children and previously looked after children

The most common reason for children becoming looked after is as a result of abuse and/or neglect. The DSL is responsible for these children and ensuring that staff have the skills, knowledge and understanding to keep looked after children safe.

In particular, they should ensure that appropriate staff have the information they need in relation to a child’s looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility.

They should also have information about the child’s care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead should have details of the child’s social worker and the name of the virtual school head in the authority that looks after the child.
A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

**Availability**

During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or nursery to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, we accept that we may have to use the phone from time to time.

We have many other DSL’s at the school who can provide support in the case to the DSL not being immediately available, the kindergarten and school will have at least one DSL on duty. During school holidays we will have at least one DSL in the nursery.

**Responsibilities of the trustees**

Also in support of the designated teachers, the designated trustee (on behalf of the board of trustees) has the role to ensure:

That the designated teacher has sufficient time and support to carry out their child protection duties and to offer support to be the direct contact with Social Services if for any reason the member of staff is unable to fulfil the role.

That the school effectively monitors children who have been identified as being at risk.

That there is an adequate and appropriate reporting system within the school, which respects confidentiality but that allows for patterns of incidents to be identified.

That the designated trustee takes charge (with support from the DSL) in the event of allegations against a member of staff.
Responsibilities of Staff

Staff should:

- Be alert to the signs of abuse as detailed in this policy
- Report any concerns immediately, where possible to one of the designated child protection officers
- Consult with the designated safeguarding persons if in any doubt as to how to proceed
- Follow the advice given in this policy in relation to how to handle disclosures
- Ensure that their behaviour and actions do not place pupils or themselves at risk of harm or allegations of harm to a pupil (for example, in one-to-one tuition, sports coaching, conveying a pupil by car, or engaging in inappropriate electronic communication with a pupil)
- Ensure that assurance is obtained that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the school’s pupils on another site (for example, in a separate institution)
- Receive training in child protection annually

About Early help

Identifying children and families who would benefit from early help;
NB the DSL should lead on these cases

Staff should, in particular, be alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs;
- is a young carer;
- is showing signs of engaging in anti-social or criminal behaviour;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems and domestic violence;
- has returned home to their family from care; and/or
is showing early signs of abuse and/or neglect.

Children and families may need support from a wide range of local agencies. Where a child and family would benefit from coordinated support from more than one agency (e.g. education, health, housing, police) there should be an inter-agency assessment.

The early help assessment should be undertaken by a lead professional who should provide support to the child and family, act as an advocate on their behalf and coordinate the delivery of support services. The lead professional role could be undertaken by a General Practitioner (GP), family support worker, teacher, health visitor and/or special educational needs coordinator. Decisions about who should be the lead professional should be taken on a case by case basis and should be informed by the child and their family.

For an early help assessment to be effective:

- the assessment should be undertaken with the agreement of the child and their parents or carers. It should involve the child and family as well as all the professionals who are working with them;

- a teacher or early years’ worker or other professional should be able to discuss concerns they may have about a child and family with a social worker in the local authority. Local authority children’s social care should set out the process for how this will happen; and

- if parents and/or the child do not consent to an early help assessment, then the lead professional should make a judgement as to whether, without help, the needs of the child will escalate. If so, a referral into local authority children’s social care may be necessary.

If at any time it is considered that the child may be a child in need as defined in the Children Act 1989, or that the child has suffered significant harm or is likely to do so, a referral should be made immediately to local authority children’s social care. This referral can be made by any professional.

**Provision of effective early help services**

The early help assessment carried out for an individual child and their family should be clear about the action to be taken and services to be provided (including any relevant timescales for the assessment) and aim to ensure that early help services are coordinated and not delivered in a piecemeal way.

Local areas should have a range of effective, evidence-based services in place to address assessed needs early. The early help on offer should draw upon the local assessment of need and the latest evidence of the effectiveness of early help and early intervention programmes. In addition to high quality support in universal
services, specific local early help services will typically include family and parenting programmes, assistance with health issues and help for problems relating to drugs, alcohol and domestic violence. Services may also focus on improving family functioning and building the family’s own capability to solve problems; this should be done within a structured, evidence-based framework involving regular review to ensure that real progress is being made.

Some of these services may be delivered to parents but should always be evaluated to demonstrate the impact they are having on the outcomes for the child.

**Accessing help and services**

The provision of early help services should form part of a continuum of help and support to respond to the different levels of need of individual children and families.

Where need is relatively low level individual services and universal services may be able to take swift action. For other emerging needs a range of early help services may be required, coordinated through an early help assessment, as set out above. Where there are more complex needs, help may be provided under section 17 of the Children Act 1989 (children in need). Where there are child protection concerns (reasonable cause to suspect a child is suffering, or likely to suffer, significant harm) local authority social care services must make enquiries and decide if any action must be taken under section 47 of the Children Act 1989.

It is important that there are clear criteria for taking action and providing help across this full continuum. Having clear thresholds for action which are understood by all professionals, and applied consistently, including for children returning home from care, should ensure that services are commissioned effectively and that the right help is given to the child at the right time.

The LSCB should agree with the local authority and its partners the levels for the different types of assessment and services to be commissioned and delivered. This should include services for children who have been or may be sexually exploited, children who have undergone or may undergo female genital mutilation and children who have been or may be radicalised. Local authority children’s social care has the responsibility for clarifying the process for referrals.

Anyone who has concerns about a child’s welfare should make a referral to children and families direct or MASH. For example, referrals may come from: children themselves, teachers, a GP, the police, health visitors, family members and members of the public. Within local authorities, children’s social care should act as the principal point of contact for welfare concerns relating to children. Therefore, as well as clear protocols for professionals working with children, contact details should be signposted clearly so that children, parents and other family
members are aware of who they can contact if they require advice and/or support.

When professionals refer a child, they should include any information they have on the child’s developmental needs and the capacity of the child’s parents or carers to meet those needs. This information may be included in any assessment, including the early help assessment, which may have been carried out prior to a referral into local authority children’s social care. Where an early help assessment has already been undertaken it should be used to support a referral to local authority children’s social care, however, this is not a prerequisite for making a referral.

Feedback should be given by local authority children’s social care to the referrer on the decisions taken. Where appropriate, this feedback should include the reasons why a case may not meet the statutory threshold to be considered by local authority children’s social care for assessment and suggestions for other sources of more suitable support.

Children with SEN

**Children with special educational needs and disabilities**

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Governing bodies and proprietors should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

• assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration;
• being more prone to peer group isolation than other children;
• the potential for children with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and
• communication barriers and difficulties in overcoming these barriers.

36
We have a very active SENCO in the school, all teachers are actually aware of their class children and work with the children to encourage inclusivity and discourage bullying. The DSL is in touch with the SECO who work together to discuss support.

**SIGNIFICANT HARM**

Definition - There are no absolute criteria on which to rely on when judging what constitutes significant harm. Consideration of the severity of ill treatment may include the degree and extent of physical harm, the duration and frequency of harm and neglect. Sometimes a single traumatic event may constitute significant harm e.g. physical injury. More often significant harm is a compilation of significant events, both acute and long standing, which interrupt, change, or damage the child’s physical and psychological development. Some children live in family and social circumstances where their health and development are neglected. For them, it is the corrosiveness of long-term emotional, physical or sexual harm that causes impairment to the extent of constituting significant harm.

Sources of information about a child being abused may come from:

- Direct disclosure from the child or young person
- Third party reports
- Perpetrator themselves
- Observations by members of staff

**Signs and Indicators of Abuse & Significant Harm**

The following list is not exhaustive, but may include the following:

- Sudden changes in the child’s usual mood or presentation
- Flinching and watchfulness
- Emotional withdrawal and depression
- Excessive masturbation and failing to respond to boundaries on sexual behaviour
- Fear of certain people or situations
- Unexplained injuries or those that are inconsistent with the explanations given
- Self-destructive tendencies
• Patterns of absence that are unexplained and could be in order to hide injuries
• Physical injury to areas of the body, which are not usually considered to be common sites of accidental injury
• ‘Failure to thrive’ (e.g. looks thin, unwell, below average height and weight)
• Poor personal hygiene
• Reluctant to go home
• Poor social relationships
• Going missing from school

Defining child abuse

All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

All staff should have an awareness of safeguarding issues, some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence/sexual assaults and sexting. Please see peer on peer abuse in this policy for further information.

Types of abuse and neglect

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. They may be abused by an adult or adults or another child or children. Children may be abused in a family or in a 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 online abuse.

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 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.

**Further Abuse information**

**Sexual Violence and sexual harassment between children (also peer to peer abuse) or child on child abuse**

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

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual
harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should consider the following:

- It is more likely that girls will be the victims of sexual violence and more likely that sexual harassment will be perpetrated by boys. Schools and colleges should be aware of the importance of:
  - making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up; not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys” etc
  - challenging behaviours (which are potentially criminal in nature), such as grabbing bottoms, breasts and genitalia. Dismissing or tolerating such behaviours risks normalising them.

- Children with Special Educational Needs and Disabilities (SEND) can be especially vulnerable. Disabled and deaf children are three times more likely to be abused than their peers. Additional barriers can sometimes exist when recognising abuse in SEND children. These can include:
  - assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration; the potential for children with SEND being disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs; and communication barriers and difficulties overcoming these barriers.

- Children who are Lesbian, Gay, Bi, or Trans (LGBT) can be targeted by their peers. In some cases, a child who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

  **Sexual violence** covers acts of Rape, (anally, vaginally or orally) enforced sexual contact and importantly lack of consent and the person being in a mental capacity to make such a decision.

  **Sexual harassment**

  When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include:
  - sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks
about clothes and appearance and calling someone sexualised names;

- sexual “jokes” or taunting;
- physical behaviour, such as: deliberating brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; (see Sexting in this policy for further information)
- online sexual harassment, which might include: non-consensual sharing of sexual images and videos and sharing sexual images and videos (both often referred to as sexting); inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

It is important that we consider sexual harassment in broad terms. Sexual harassment (as set out above) creates an atmosphere that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

**Statutory situations**

In dealing with disclosures of sexual harassment and violence please remember;

- a child under the age of 13 can never consent to any sexual activity; This is statutory rape
- the age of consent is 16;
- sexual intercourse without consent is rape;
- rape, assault by penetration and sexual assault are defined in law
- creating and sharing sexual photos and videos of under-18s is illegal (often referred to as sexting). This includes children making and sharing sexual images and videos of themselves.

**Peer on peer abuse**

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical
harm; sexting and initiating/hazing type violence and rituals.

**Sexting**

For this purpose, this refers to images or videos generated by children under the age of 18, or of children under the age of 18 that are of a sexual nature, or are indecent' this classes as Peer on Peer abuse

Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages.

They can be sent using mobiles, tablets, smartphones, laptops - any device that allows you to share media and messages. 
Sexting may also be called: trading nudes, dirties, pic for pic.

Sexting can be seen as harmless, but creating or sharing explicit images of a child is illegal, even if the person doing it is a child. A young person is breaking the law if they:

- take an explicit photo or video of themselves or a friend
- share an explicit image or video of a child, even if it’s shared between children of the same age
- possess, download or store an explicit image or video of a child, even if the child gave their permission for it to be created.

However, as of January 2016 in England and Wales, if a young person is found creating or sharing images, the police can choose to record that a crime has been committed but that taking formal action isn't in the public interest.

Crimes recorded this way are unlikely to appear on future records or checks, unless the young person has been involved in other similar activities which may indicate that they’re a risk. Find out more about legislation on child abuse images.
Why do young people sext?

There are many reasons why a young person may want to send a naked or semi-naked picture, video or message to someone else.

- joining in because they think that ‘everyone is doing it’
- boosting their self-esteem
- flirting with others and testing their sexual identity
- exploring their sexual feelings
- to get attention and connect with new people on social media
- they may find it difficult to say no if somebody asks them for an explicit image, especially if the person asking is persistent

Sexting can have many knock on effects

Whilst it's easy to send a photo or message but the sender has no control about how it's passed on.

When images are stored or shared online they become public. Some people may think that images and videos only last a few seconds on social media and then they're deleted, but they can still be saved or copied by others. This means that photos or videos which a young person may have shared privately could still be end up being shared between adults they don't know.

**Blackmail:** An offender may threaten to share the pictures with the child's family and friends unless the child sends money or more images.

**Bullying:** If images are shared with their peers or in school, the child may be bullied.

**Unwanted attention:** Images posted online can attract the attention of sex offenders, who know how to search for, collect and modify images.

**Emotional distress:** Children can feel embarrassed and humiliated. If they're very distressed this could lead to suicide or self-harm.
In regards to the law, the production and sharing of such images is illegal, although the response to a sexting incident is likely to vary depending on a variety of factors, including the age of the children involved, whether the image has been distributed more widely, if any coercion was involved and if the child is considered vulnerable or at risk.

**Responding to sexting incidents and reporting procedures**

- Incidents of sexting, i.e. the production and/or sharing of indecent images and videos of children under the age of 18, will not be tolerated.
- If staff members receive a report of, or suspects, a sexting incident, they should refer the issue to the school’s designated safeguarding lead via the school’s normal child protection procedures.
- If a device is involved – it should be secured and switched off. Staff should not search the device if this will cause further embarrassment/distress to the pupil involved, unless there is clear evidence to suggest there is an immediate problem.
- The safeguarding lead must treat all sexting incidents as a child protection issue, and apply judgement, in a consistent manner, to decide on a response to each case.
- A risk assessment should be carried out, and necessary safeguards put in place for the pupil (e.g. they might require counselling or further support).
- If the images are considered illegal, this may involve making referrals to the police. If there are concerns that the child is at risk, a referral to children’s social care is likely to be necessary.
- All sexting incidents must be recorded by the school’s designated safeguarding lead, regardless of whether the incident leads to a referral to external agencies.

**What to do if you see or learn of sexual harassment, sexual violence, including Child on child sexual violence, peer to peer abuse and sexual harassment**

**Your first port of call is the DSL following the reporting procedure**

The police will be important partners where a crime might have been committed. Rape, assault by
penetration and sexual assaults are crimes. Where there is a report of a rape, assault by penetration or sexual assault, it should be passed to the police and reported to MASH/CAFD. This will often be a natural progression of making a referral to children’s social care. The designated safeguarding lead (or a deputy) should be leading the response and should be aware of the local process for referrals to children’s social care and making reports to the police.

**Reporting to the police**

- Where a report of rape, assault by penetration or sexual assault is made, the starting point is this should be passed on to the police.
- Reporting to the police will generally be in parallel with referrals to MASH/CAFD It is important that the designated safeguarding lead (and their deputies) are clear as to the local process for referrals and follows the appropriate referral process.
- At this stage, schools and colleges will generally inform parents or carers unless there are compelling reasons not to, for example if informing a parent or carer is likely to put a child at additional risk. In circumstances where parents or carers have not been informed, it will be especially important that the school or college is supporting the child in any decision they take. This should be with the support of MASH/CAFD
- Where a report has been made to the police, the school or college should consult the police and agree what information can be disclosed to staff and others, in particular the alleged perpetrator and their parents or carers. They should also discuss the best way to protect the victim and their anonymity.
- Nottinghamshire police has a specialist unit that investigate child abuse. For immediate contact to report a crime call 999
- Whatever the response, it should be under-pinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.

**Sexual harassment**

If sexual violence is not involved, or if the DSL feels that the harassment was not learned behaviour after checking with MASH/CAFD we may manage this internally.

The DFE gives this advice;

“In some cases of sexual harassment, for example one-off incidents, the school or college may take the view that the children concerned are not in need of early help or statutory intervention and that it would be
appropriate to handle the incident internally, perhaps through utilising their behaviour and bullying policies and by providing pastoral support.

- Whatever the school’s or college’s response, it should be underpinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.
- All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic)”

(there is a hard copy in the office)

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

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. Pre-planning, effective training and effective policies will provide schools and colleges with the foundation for a calm, considered and appropriate response to any reports.

**The immediate response to a report**

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. This is normal practice, but to recap;

- not promising confidentiality at this initial stage as it is very likely a concern will have to be shared further (for example, with the designated safeguarding lead or children’s social care) to discuss next steps. Staff should only share the report with those people who are necessary in order to progress it. It is important that the
victim understands what the next steps will be and who the report will be passed to;

- recognising a child is likely to disclose to someone they trust: this could be anyone on the school or college staff. It is important that the person to whom the child discloses recognises that the child has placed them in a position of trust. They should be supportive and respectful of the child;
- listening carefully to the child, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc;
- considering the best way to make a record of the report. Best practice is to wait until the end of the report and immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes during the report (especially if a second member of staff is present). However, if making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking. Either way, it is essential a written record is made;
- only recording the facts as the child presents them. The notes should not reflect the personal opinion of the note taker. These could become part of a statutory assessment by children’s social care and/or part of a criminal investigation;
- Where the report includes an online element, being aware you MUST NOT view or forward illegal images of a child. if you feel this needs to happen, contact the police immediately.
- If possible, managing reports with two members of staff present, (preferably one of them being the designated safeguarding lead or a deputy). However, this might not always be possible; and informing the designated safeguarding lead (or deputy), as soon as practically possible, if the designated safeguarding lead (or deputy) is not involved in the initial report.

**Risk Assessment**

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:
• the victim, especially their protection and support;
• The alleged perpetrator; and
• all the other children (and, if appropriate, adult students and staff) at the school especially any actions that are appropriate to protect them;

**Risk assessing following an incident**

Risk assessments should be recorded (written or electronic) and should be kept under review. At all times, we should be actively considering the risks posed to all their pupils and students and putting adequate measures in place to protect them and keep them safe.

The designated safeguarding lead (or a deputy) should ensure they are engaging with children’s social care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required. The risk assessment done by the school is not intended to replace the detailed assessments of expert professionals. Any such professional assessments should be used to inform the schools approach to supporting and protecting their pupils and students and updating their own risk assessment.

**Action following a report of sexual violence and/or sexual harassment**

We should carefully consider any report of sexual violence and/or sexual harassment. The designated safeguarding lead (or deputy) is likely to have a complete safeguarding picture and be the most appropriate person to advise on the school ‘s initial response. Important considerations will include:

• the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered;
• the nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour;
  • the ages of the children involved;
  • the developmental stages of the children involved;
• any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?;
• if the alleged incident is a one-off or a sustained pattern of abuse;
  • are there ongoing risks to the victim, other children, adult students or school or college staff; and other related issues and wider context. Contextual safeguarding is discussed at paragraph
  • As always when concerned about the welfare of a child, all staff should act in the best interests of the child. In all cases, schools and colleges should follow general safeguarding principles as set out throughout this guidance. Immediate consideration should be given as to how best to support and protect the victim and the alleged perpetrator (and any other children involved/impacted).

Options to manage the report

It is important that schools and colleges consider every report on a case-by-case basis When to inform the alleged perpetrator will be a decision that should be carefully considered. Where a report is going to be made to children’s social care and/or the police, then, as a general rule, the school or college should speak to the relevant agency and discuss next steps and how the alleged perpetrator will be informed of the allegations. However, as per general safeguarding principles, this does not and should not stop the school taking immediate action to safeguard their children, where required. There are four likely scenarios for schools and colleges to consider when managing any reports of sexual violence and/or sexual harassment.

1. Manage internally
  • In some cases of sexual harassment, for example, one-off incidents, the school may take the view that the children concerned are not in need of early help or statutory intervention and that it
would be appropriate to handle the incident internally, perhaps through utilising their behaviour and bullying policies and by providing pastoral support.

- Whatever the schools or college’s response, it should be underpinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.

- All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

2. Early help

- we may decide that the children involved do not require statutory interventions, but may benefit from early help. Early help means providing support as soon as a problem emerges, at any point in a child’s life. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address non-violent harmful sexual behaviour and may prevent escalation of sexual violence.

- Multi-agency early help will work best when placed alongside strong school or college policies, preventative education and engagement with parents and carers.

- Whatever the response, it should be underpinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.

- All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

3. Referrals to children’s social care

- Where a child has been harmed, is at risk of harm, or is in immediate danger, schools and colleges should make a referral to local children’s social care.

- At the referral to children’s social care stage, we will generally inform parents or carers, unless there are compelling reasons not to (if informing a parent or carer is going to put the child at additional risk). Any such decision should be made with the support of children’s social care.
• If a referral is made, children’s social care will then make enquiries to determine whether any of the children involved are in need of protection or other services.

• Where statutory assessments are appropriate, the school (especially the designated safeguarding lead or a deputy) should be working alongside, and cooperating with, the relevant lead social worker. Collaborative working will help ensure the best possible package of coordinated support is implemented for the victim and, where appropriate, the alleged perpetrator and any other children that require support.

• We should not wait for the outcome (or even the start) of a children’s social care investigation before protecting the victim and other children in the school or college. It will be important for the designated safeguarding lead (or a deputy) to work closely with children’s social care (and other agencies as required) to ensure any actions the school or college takes do not jeopardise a statutory investigation. The risk assessment will help inform any decision. Consideration of safeguarding the victim, alleged perpetrator, any other children directly involved in the safeguarding report and all children at the school should be immediate.

• In some cases, children’s social care will review the evidence and decide a statutory intervention is not appropriate. The school (generally led by the designated safeguarding lead or a deputy) should be prepared to refer again if they believe the child remains in immediate danger or at risk of harm. If a statutory assessment is not appropriate, the designated safeguarding lead (or a deputy) should consider other support mechanisms such as early help, specialist support and pastoral support.

  • Whatever the response, it should be under-pinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.

  • All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).
4. Reporting to the Police

- Any report to the police will generally be in parallel with a referral to children’s social care (as above).

- It is important that the designated safeguarding lead (and their deputies) is clear about the local process for referrals and follow that process.

- Where a report of rape, assault by penetration or sexual assault is made, the starting point is this should be passed on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice, approach. (see statutory ages)

- At this stage, schools will generally inform parents or carers unless there are compelling reasons not to, for example, if informing a parent or carer is likely to put a child at additional risk. In circumstances where parents or carers have not been informed, it will be especially important that the school is supporting the child in any decision they take. This should be with the support of children’s social care and any appropriate specialist agencies.

- Where a report has been made to the police, the school should consult the police and agree what information can be disclosed to staff and others, in particular, the alleged perpetrator and their parents or carers. They should also discuss the best way to protect the victim and their anonymity.

- All police forces in England have specialist units that investigate child abuse. The names and structures of these units are matters for local forces. It will be important that the designated safeguarding lead (and their deputies) is aware of their local arrangements.
• In some cases, it may become clear very quickly, that the police (for whatever reason) will not take further action. In such circumstances, it is important that the school or college continue to engage with specialist support for the victim as required.

• Whatever the response, it should be under-pinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.
  • All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

Considering bail conditions

From April 2017, the use of police bail has been dramatically reduced and will only be used when deemed necessary and proportionate in exceptional circumstances. Consideration will be given to less invasive options to safeguard victims and witnesses and the administration of justice. Therefore, it is less likely that a child attending school or college will be on police bail with conditions attached if there are alternative measures to mitigate any risk.

• In the absence of bail conditions, when there is a criminal investigation, early engagement and joined up working between the school or college, children’s social care and the police will be critical to support the victim, alleged perpetrator and other children involved (especially potential witnesses). Where required, advice from the police should be sought in order to help the school or college manage their safeguarding responsibilities.

• The term ‘Released Under Investigation’ or ‘RUI’ will replace those previously on bail for offences in circumstances that do not warrant the application of bail to either re-attend on a particular date or to include conditions preventing activity or in some cases ensuring compliance with an administrative process.

• Where bail is deemed proportionate and necessary, the school should work with children’s social care and
the police to manage any implications and safeguard their children. An important consideration will be to ensure that the victim can continue in their normal routine, including continuing to receive a suitable education.

Managing any delays in the criminal process

- There may be delays in any case that is being progressed through the criminal justice system. Schools and colleges should not wait for the outcome (or even the start) of a police investigation before protecting the victim, alleged perpetrator and other children in the school or college. The risk assessment will help.

- Whilst protecting children and/or taking any disciplinary measures against the alleged perpetrator, it will be important for the designated safeguarding lead (or a deputy) to work closely with the police (and other agencies as required), to ensure any actions the school or college take do not jeopardise the police investigation.

- If schools have questions about the investigation, they should ask the police. The police will help and support the school as much as they can (within the constraints of any legal restrictions).

The end of the criminal process

- If a child is convicted or receives a caution for a sexual offence, the school should update its risk assessment, ensure relevant protections are in place for all the children at the school and, if it has not already, consider any suitable action in light of their behaviour policy. If the perpetrator remains in the same school as the victim, the school should be very clear as to their expectations regarding the perpetrator now they have been convicted or cautioned. This could include expectations regarding their behaviour and any restrictions the school thinks are reasonable and proportionate with regard to the perpetrator’s timetable.

- Any conviction (even with legal anonymity reporting restrictions) is potentially going to generate interest...
among other pupils or students in the school or college. It will be important that the school or college ensure both the victim and alleged perpetrator remain protected, especially from any bullying or harassment (including online).

- Where cases are classified as “no further action” (NFA’ed) by the police or Crown Prosecution Service, or where there is a not guilty verdict, the school will continue to offer support to the victim and the alleged perpetrator for as long as is necessary. A not guilty verdict or a decision not to progress with their case will likely be traumatic for the victim. The fact that an allegation cannot be substantiated does not necessarily mean that it was unfounded. We will discuss any decisions with the victim in this light and continue to offer support. The alleged perpetrator is also likely to require ongoing support for what will have likely been a difficult experience.

Ongoing response

Safeguarding and supporting the victim

The following principles are based on effective safeguarding practice and should help shape any decisions regarding safeguarding and supporting the victim.

- Consider the age and the developmental stage of the victim, the nature of the allegations and the potential risk of further abuse. We should be aware that, by the very nature of sexual violence and sexual harassment, a power imbalance is likely to have been created between the victim and alleged perpetrator.
- The needs and wishes of the victim should be paramount (along with protecting the child) in any response. It is important they feel in as much control of the process as is reasonably possible. Wherever possible, the victim, if they wish, should be able to continue in their normal routine. Overall, the priority should be to make the victim’s daily experience as normal as possible, so that the school or college is a safe space for them.
  - The victim should never be made to feel they are the problem for making a report or made to feel
ashamed for making a report.

- Consider the proportionality of the response. Support should be tailored on a case-by-case basis. The support required regarding a one-off incident of sexualised name-calling is likely to be vastly different from that for a report of rape.

**Support can include:**

- Children and Young People’s Independent Sexual Violence Advisors (ChISVAs) provide emotional and practical support for victims of sexual violence. They are based within the specialist sexual violence sector and will help the victim understand what their options are and how the criminal justice process works if they have reported or are considering reporting to the police. ChISVAs will work in partnership with schools and colleges to ensure the best possible outcomes for the victim.

- Police and social care agencies can signpost to ChISVA services (where available) or referrals can be made directly to the ChISVA service by the young person or school or college. Contact details for ChISVAs can be found at https://rapecrisis.org.uk/

- Child and adolescent mental health services (CAMHS)

- Rape Crisis Centre’s can provide therapeutic support for children who have experienced sexual violence.

- Internet watch foundation, can remove illegal child images https://www.iwf.org.uk/

Victims may not disclose the whole picture immediately. They may be more comfortable providing information on a piecemeal basis. It is essential that dialogue is kept open and encouraged. When it is clear that ongoing support will be required, we should ask the victim if they would find it helpful to have a designated trusted adult (for example, their class teacher or designated safeguarding lead) to talk to about their needs. The choice of any such adult should be the victim’s. Schools and colleges should
respect and support this choice.

A victim of sexual violence is likely to be traumatised and, in some cases, may struggle in a normal classroom environment. We should avoid any action that would have the effect of isolating the victim, in particular from supportive peer groups, there may be times when the victim finds it difficult to maintain a full-time timetable and may express a wish to withdraw from lessons and activities. This should be because the victim wants to, not because it makes it easier to manage the situation. If required, we will provide a physical space for victims to withdraw.

It may be necessary to maintain arrangements to protect and support the victim for a long time. We should be prepared for this and should work with children’s social care and other agencies as required.

It is important that the schools do everything they reasonably can to protect the victim from bullying and harassment as a result of any report they have made.

Whilst they should be given all the necessary support to remain in the school, if the trauma results in the victim being unable to do this, alternative provision or a move to another school or college should be considered to enable them to continue to receive suitable education. This should only be at the request of the victim (and following discussion with their parents or carers).

It is important that if the victim does move to another educational institution (for any reason), that the new educational institution is made aware of any ongoing support needs. The designated safeguarding lead should take responsibility to ensure this happens (and should discuss with the victim and, where appropriate their parents or carers as to the most suitable way of doing this) as well as transferring the child protection file.

Ongoing Considerations: Victim and alleged perpetrator sharing classes
Once the designated safeguarding lead (or a deputy) has decided what the next steps will be in terms of progressing the report, they should consider again the question of the victim and alleged perpetrator sharing classes and sharing space at school. This will inevitably involve complex and difficult professional decisions, including considering their duty to safeguard children and their duty to educate them. It is important each report is considered on a case-by-case basis and risk assessments are updated as appropriate.

As always when concerned about the welfare of a child, the best interests of the child should come first. In all cases, we should follow general safeguarding principles as per this guidance.

Where there is a criminal investigation into a rape, assault by penetration or sexual assault, the alleged perpetrator should be removed from any classes they share with the victim. The school or college should also consider how best to keep the victim and alleged perpetrator a reasonable distance apart on school or college premises and on transport to and from school or college where appropriate. This is in the best interests of both children and should not be perceived to be a judgement on the guilt of the alleged perpetrator.

Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, we should take suitable action, if they have not already done so. In all but the most exceptional of circumstances, the rape or assault is likely to constitute a serious breach of discipline and lead to the view that allowing the perpetrator to remain in the same school or college would seriously harm the education or welfare of the victim (and potentially other pupils or students).

Where a criminal investigation into sexual assault leads to a conviction or caution, we will consider any suitable sanctions in light of their behaviour policy, including consideration of permanent exclusion. Where the perpetrator is going to remain at the school we continue to keep the victim and perpetrator in separate classes and continue to consider the most appropriate way to manage potential contact on school. The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases.

In all cases, we will record and be able to justify their decision-making.
Reports of sexual assault and sexual harassment will, in some cases, not lead to a report to the police (for a variety of reasons). In some cases, rape, assault by penetration, sexual assault or sexual harassment are reported to the police and the case is not progressed or are reported to the police and ultimately result in a not guilty verdict. None of this means the offence did not happen or that the victim lied. The process will have affected both victim and alleged perpetrator. Appropriate support should be provided to both as required and consideration given to sharing classes and potential contact as required on a case-by-case basis. In all cases, we will record and be able to justify the decision-making.

All of the above should be considered with the needs and wishes of the victim at the heart of the process (supported by parents and carers as required). Any arrangements should be kept under review.

Safeguarding and supporting the alleged perpetrator

The following principles are based on effective safeguarding practice and should help shape any decisions regarding safeguarding and supporting the alleged perpetrator:

- The school o will have a difficult balancing act to consider. On one hand they need to safeguard the victim (and the wider pupil/student body) and on the other hand to provide the alleged perpetrator with an education, safeguarding support as appropriate and implement any disciplinary sanctions.

- Consider the age and the developmental stage of the alleged perpetrator and nature of the allegations. Any child will likely experience stress as a result of being the subject of allegations and/or negative reactions by their peers to the allegations against them.
  - Consider the proportionality of the response. Support (and sanctions) should be considered on a case-by-case basis. An alleged perpetrator may potentially have unmet needs (in some cases these may be considerable) as well as potentially posing a risk of harm to other children. Harmful sexual behaviours in young children may be (and often are) a symptom of either their own abuse or exposure to abusive practices and or materials. Advice should be taken, as appropriate, from children’s social care, specialist
sexual violence services and the police.

- It is important that if the alleged perpetrator does move to another educational institution (for any reason), that the new educational institution is made aware of any ongoing support needs and where appropriate, potential risks to other children and staff. The designated safeguarding lead should take responsibility to ensure this happens as well as transferring the child protection file.

- **Domestic violence and Abuse**
  IS defined as any pattern of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 years or over, adults who are or have been intimate partners or family members, regardless of gender or sexuality.
  It can happen when people live together or when they live separately. Children and young people in the family can be affected by the abuse they see and hear and they can also by hurt themselves or feel bullied. Teenagers may also experience abuse from their own partners

These are the different forms of Domestic Abuse:

- **Emotional** – which includes constantly putting a person down, checking where they are or stopping them from seeing friends and family
- **Physical** – which includes hitting, pushing, kicking, pinching, throwing or smashing things or making threats to hurt someone,
- **Sexual** – this can include rape or making someone do sexual things they don’t want to do,
- **Financial** – this can include not giving someone money, taking money away from them, checking what they spend on, or even stopping someone going out to work.
- **Psychological** - Coercive or controlling behaviour is recognised as domestic abuse

**How this can effect children in the home**

Domestic abuse can seriously harm children and young people. Witnessing domestic abuse is child abuse, and teenagers can suffer domestic abuse in their relationships. It's often difficult to tell if domestic abuse is happening, because it usually takes place in the family home and abusers can act very differently when other people are around.

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on
Children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

Children who witness domestic abuse may show signs similar to that of abuse they may;
- become aggressive
- display anti-social behaviour
- suffer from depression or anxiety
- not do as well at school - due to difficulties at home or disruption of moving to and from refuges.

**If you think that a child is suffering from being exposed to domestic abuse, or if they disclose to you something of concern;**

Follow the procedures as outlined on page 6 of this document, note your concerns on an all incident report form and speak immediately to the DSL. If you think a child is in immediate danger, do ring the police on 999 or DART (domestic abuse referral team on 01158762363)

**Children and the court system**

Children are sometime required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. This can be very concerning for children, staff are expected to support them and make a referral to the DSL if they suspect this may be causing an issue. Remember early intervention is vital.

The DFe have produced a booklet for children, it explains 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. please download one from here [https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds](https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds)

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 [guide](https://helpwithchildarrangements.service.justice.gov.uk/)

It has clear and concise information on the dispute resolution service. This may be useful for some parents and carers. Remember, in order to support the child, look to the family unit

**Child sexual exploitation**
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 (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly ‘consensual’ relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups.

**What marks out exploitation is an imbalance of power in the relationship.**

It does not always involve physical contact: it can also occur through the use of technology, when children are groomed to post sexual images of themselves online. Like all forms of child sex abuse, child sexual exploitation:

- Victims may think the abuser is their friend or partner
- 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 (e.g. through others copying videos or images they have created and posted on social media);
- 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.

**Some of the following signs may be indicators of child sexual exploitation:**

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

If a staff member suspects CSE is taking place, then this must be noted on an incident report form and referred to the DSL immediately.

**Child criminal exploitation: county lines**

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs.


Like other forms of abuse and exploitation, county lines exploitation:

• can affect any child or young person (male or female) under the age of 18 years;
• can affect any vulnerable adult over the age of 18 years;
• can still be exploitation even if the activity appears consensual;
• can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
• can 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.
If you suspect child criminal exploitation, then you must phone the police on 999 immediately.

**Homelessness**
Being homeless or being at risk of becoming homeless presents a real risk to a child’s welfare. The designated safeguarding lead should raise this with the appropriate team (Mash/CAFD) at the earliest opportunity.

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. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into MASH/CAFD.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live.

It is vital that the DSL consider early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In all cases school staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis.

**Private Fostering**

**What is a private fostering arrangement?**

A private foster carer is someone other than a parent or a close relative who cares for a child for a period of 28 days or more, in agreement with the child's parent. It applies only to children under 16 years, or under 18 if they are disabled.

A private fostering arrangement is not a when a child is Looked After by the Local Authority or placed in any residential home, hospital or school.

Private foster carers can be part of the child's wider family, a friend of the family, the parents of the child's boyfriend or girlfriend or someone unknown but willing to foster the child. A cousin, great aunt or a co-habitee of
a mother or father would therefore be a private foster carer.

Close relatives - a grandparent, a brother or sister, an aunt or an uncle, a step parent - are not private foster carers.

Who may be privately fostered?
This list is by no means exhaustive and indicates the scale and variety of situations and agencies these arrangements can cover.

- Children whose parents are unable to care for them, for example if they have chronic ill health or are in prison;
- Children sent to this country, for education or health care, by parents who live overseas;
- A child living with a friend’s family because they don’t get on with their own family;
- Children living with a friend’s family because of their parents’ study or work;
- Children staying with another family because their parents have separated or divorced;
- Teenagers living with the family of a boyfriend or girlfriend;
- Children from abroad who attend a language school or mainstream school in the county and are staying with host families;
- Children at boarding schools who do not return to their parents in the holidays but stay with ‘host families’ recruited by ‘education guardians’;
- Unaccompanied asylum seeking minors who are living with friends, relatives or strangers.

Children who are trafficked into the UK are especially vulnerable and are often living in de facto private fostering arrangements. Child trafficking is the movement of children for exploitation, including domestic servitude, commercial sexual exploitation and to support benefit claims. Where trafficking is suspected, a safeguarding referral should be made to Children and Families direct / MASH immediately.

What to do if you are aware of a private fostering arrangement:
By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children’s Services as soon as possible. However, parents and carers often do not tell professionals or agencies about such arrangements; they may not be aware that they need to (and this may apply particularly to new communities in the UK such as migrant families from new-EU states), or they chose not to tell agencies about these arrangements.

CAFD/MASH are not involved in making private fostering arrangements but are responsible for checking that the arrangements are suitable for the child. As a professional it is important for you to notify CAFD/MASH if you are
in contact with a child or young person who is being privately fostered. This will help protect the child against abuse or neglect and provide some reassurance that the child is being looked after properly.

**Signs to watch out for**

- Has someone else started collecting a child from school on a regular basis?
- Has a child mentioned to you that they are staying with someone else or that their parent(s) have gone away for a long time?
- Is there something unusual or unclear in the child's administration file? This may include copies of passports, visas and other immigration related documents which are unclear or do not clearly show that the child has rights of residence in the UK, or that it is unclear who has parental responsibility for the child.

**Female Genital Mutilation:**

Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person.

Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines referred to above. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children’s social care.

**Mandatory Reporting Duty for FGM**

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) will place a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies.

The Mandatory reporting duty will commence in October 2015. From this date teachers must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school’s designated safeguarding lead and involve children’s social care as appropriate.
Visually identified cases of FGM

Whilst it is very unlikely that the teachers of older children will see cases and they certainly should not be examining pupils. It may be the case in the younger kindergarten and nursery children. Whilst the staff members are toileting young children, or changing nappies they may note something that goes to show the FGM has taken place.

At this point, the staff member must make a report, however, must not conduct any further examination of the child.

Verbally disclosed cases of FGM

If a girl discloses to you that she has had FGM or uses a term, such as ‘cut’ then the duty applies. If, in the course of delivering safe and appropriate care to the girl you would normally ask if she has had FGM.

You may note that a child is travelling to countries known to undertake this practice, for reference these can be

FGM is known to be practiced among certain communities in 29 countries: Benin, Burkina Faso, Cameroon, Central African Republic, Chad, Cote d’Ivoire, Democratic Republic of Congo, Djibouti, Egypt, Eritrea, Ethiopia, Gambia, Ghana, Guinea, Guinea-Bissau, Kenya, Liberia, Mali, Mauritania, Niger, Nigeria, Senegal, Sierra Leone, Somalia, Sudan, Tanzania, Togo, Uganda and Zambia.
Certain ethnic groups in Asian countries practice FGM, including in communities in India, Indonesia, Malaysia, Pakistan and Sri Lanka.
In the Middle East, the practice occurs in Oman, the United Arab Emirates and Yemen, as well as in Iraq, Iran, the State of Palestine and Israel.
In Eastern Europe, recent info shows that certain communities are practicing FGM in Georgia and the Russian Federation.
In South America, certain communities are known to practice FGM in Columbia, Ecuador, Panama and Peru.
- See more at: http://www.unfpa.org/resources/female-genital-mutilation-fgm-frequently-asked-questions#sthash.rYNlfS7J.dpuf

However, please remember it is illegally done in many other places.

The duty to report applies to cases directly disclosed by the victim. If a parent, guardian or sibling or other person then the report should be made to children’s social services.
Time frame and procedure for reports

The duty to disclose is to be made as soon as possible after a case is discovered, best practice is by the close of the next working day.

These reports must be made to the police on phone number 101, the legislation requires you to identify the girl and explain why the report is being made. Whilst the requirement to notify the police of this information is mandatory and overrides any restriction on disclosure which might otherwise apply. The 1998 data protection act doesn’t not prevent a mandatory report to the police.

In the first instance, ensure the safeguarding lead is notified if possible, however, there must be no delay in contacting the police.

1) call 101 ask to be connected to Nottinghamshire police
2) explain you are making a report under the FGM mandatory reporting duty
3) give your details, role, contact number and place of work
4) give details of your safeguarding lead
5) give the girls details, her name, age/date of birth and address
6) keep a reference number of the call and make notes throughout

Record keeping must be carried out on the “reporting concerns sheet” attached to this policy

Informing the child’s family

In line with best safeguarding practice you should contact the girl/parents/guardians as appropriate to explain the report, why it is being made and what it means. Wherever possible you should have this discussion in advance of/in parallel with the report being made.

However, if you believe that telling the child/parents about the report may result in the risk of serious harm to the child or anyone else, or the family fleeing the country you should not discuss this.

If travel has been mentioned, do not inform the child’s family as this may cause further risk.

Please see the Home Office publication Mandatory reporting of Female Genital Mutilation- procedural information for more details.
**Children missing from Education**

All children regardless of circumstances are entitled to a full time education. Local authorities have a duty to establish, as far as it is possible to do so the identity of compulsory school age children who are missing education.

We always should hold more than one emergency contact number for our pupils. A child missing from education is a potential indicator of abuse of neglect. School staff should follow the following procedure on children missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation and to help prevent risks and their going missing in future. School registers are our way of assisting to monitor this, along with increased vigilance.

Children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage.

Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future.

These 'missing' children can be vulnerable; it is essential that all services work together to identify, locate and re-engage these children back into appropriate education provision as quickly as possible. It is important to establish the reasons for the child being missing at the earliest possible stage.

Possible reasons for children coming under this guidance that should be considered include:

- Failure to start appropriate provision and never enter the system;
- Stopped attending, due to illegal exclusion or withdrawal by parent/carers;
- Failure to complete a transition between schools;
- Children from refugee and asylum seeking families;
- Children from families who are highly mobile;
- Children at risk of a forced marriage;
- Children experiencing abuse and neglect.

Children who remain disengaged from education are potentially exposed to higher degrees of risk such as anti-social behaviour, running away from home and/or sexual exploitation.

The case at point is that the whereabouts of these children should be tracked to ensure they reach their
destination and that this is recorded accurately. Those children that do not have a destination clearly need to be followed up.

If you have a concern about a child missing from education you should;
1) contact the parents/carers to ascertain facts and see if they were aware of the situation.
2) Collate all the dates from your register
3) Speak to the DSL, with these dates and concerns, in writing

The DSL must then;

1) Contact the contact the Education Welfare Service; Phone: 0115 876 2965
   Email: educationwelfareservices@nottinghamcity.gov.uk.
   Inform them of the full details and work with them until the child is found.

If a child fails to attend school regularly or has been absent without the schools permission for a continuous period of 10 school days or more, the local authority should be informed

In addition to this schools MUST notify the Local Authority within five days when a pupils name is added to the admissions register

If a child is deleted from our register we must notify the local authority. We must provide

- the full name of the pupil
- the name and address of any parents where the pupil resides
- a telephone number
- the full name and address of the parent whom the pupil is going to live with and the date they should be there
- the name of the pupils destination school and the pupils expected start date there
- why the pupil is being deleted from the register.

schools must inform their Local Authority of any pupil who is going to be deleted from the admissions register where they;

- have been taken out of school by their parents and are being home schooled or educated outside the school system
- have ceased to attend school and no longer live within a reasonable distance of the school at which they
are registered
- have been certified by a medical professional as unlikely to be in a fit state to attend school
- Are in custody for a period of more than four months due to a final court order and will not be returning to the school at the end of that period
- Have been permanently excluded.

Preventing Radicalisation:

The Counter-Terrorism and Security Act, which received Royal Assent on 12 February 2015, places a duty on specified authorities, including local authorities and childcare, education and other children’s services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism (“the Prevent duty”). The Counter-Terrorism and Security Act 2015 will also place a duty on local authorities to ensure Channel panels are in place. The panel must include the local authority and chief officer of the local police. Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, following a referral from the police and where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals.

As with managing other safeguarding risks, staff should be alert to changes in children’s behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the police and children’s services.

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools’ or colleges’ safeguarding approach.

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

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children’s behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a referral to the Channel programme.
**what is Radicalism?**

Radicalism refers to the process by which a person comes to support terrorism and forms of extremism. Protecting children from the risk of radicalisation is seen as part of The Iona School and Nurseries wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

**What is Extremism**

Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

**Constant practice and Procedure**

At the Iona School and Nursery it is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation should be seen as part of schools’ and childcare providers’ wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

We can also build pupils’ resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views.

All staff are instructed to challenge extremist and radical views.

It is important to emphasise that the Prevent duty is not intended to stop pupils debating controversial issues. On
the contrary, in the older classes we will always provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

In the School, Nursery and Kindergarten we can emphasise this in daily work such as assisting the children’s personal, social and emotional development and understanding of the world.

All staff are DBS checked and all management roles are subject to a S128 directive

**Risk assessment**

All the school staff, particularly the staff who work directly with the children are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.

As with managing other safeguarding risks, staff should be alert to changes in children’s behaviour which could indicate that they may be in need of help or protection. Staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel program (see appendix one for further information on Channel or contact children and families direct).

**Procedure for reporting concerns**

If a member of staff in a school has a concern about a particular pupil they should follow the school’s normal safeguarding procedures, including discussing with the school’s designated safeguarding lead, who will, where deemed necessary, with children’s social care.

Nottinghamshire police have a dedicated Prevent team, the channel police practitioner is Asif Mohammed, he can be reached by dialling 101 ext 8015060 or by emailing the Prevent team on prevent@nottinghamshire.pnn.police.uk

They can talk to you in confidence about your concerns and help you gain access to support and advice. Also, they can advise if this would be a case for Channel

The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism directly. Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk.
**Children with family members in prison**

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. It is vital that staff recognise and support such children. [https://www.nicco.org.uk/](https://www.nicco.org.uk/) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

**Honour based Violence**

So-called ‘honour-based’ violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or community. This can include Female genital mutilation, forced marriage and practices such as breast ironing (crushing or flattening breast tissue in developing girls). All forms of so-called HBV are abuse, regardless of the motivation and should be handled and escalated as such. If in any doubt staff should speak to the DSL.

All staff need to be aware of the possibility of a child being at risk of HBV or already having suffered HBV.

**So-called ‘honour-based’ violence**

So-called ‘honour-based’ violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving “honour” often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take.

All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

**Actions**

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures.

Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers. Please see section on FGM for reporting procedures.

**Forced marriage**
At the Iona school well placed to raise concerns and take action to prevent young people from being forced into marriage whilst on extended visits to their parents’ home country or that of extended family. While the majority of our students are primary age, staff should still be vigilant, children as young as 7 can be forced into marriage remember, never think “but what if I am wrong” think “but what if I am right”

**What is forced marriage?**

A forced marriage is a marriage in which one or both spouses do not or, in the case of some adults with learning or physical disabilities, cannot) consent to the marriage but are coerced into it. Duress can include physical, psychological, financial, sexual and emotional pressure.

This is not the same as an arranged marriage. In arranged marriages, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.

**Who is at risk?**

Research indicates that hundreds of people in the UK (particularly girls and young women) and some as young as 7 years old are forced into marriage each year.

Where the age was known, 15% of cases involved victims below 16 years, 25% involved victims aged 16-17, 33% involved victims aged 18-21, 15% involved victims aged 22-25, 7% involved victims aged 26-30, 3% involved victims aged 31+. 82% of cases involved female victims and 18% involved male victims.

The key motives for forcing a child into marriage have been identified as:

- Controlling unwanted behaviour and sexuality (including perceived promiscuity such as kissing or hand-holding, or being gay, lesbian, bisexual or transgender);
- Controlling unwanted behaviour, for example, alcohol and drug use, wearing make-up or behaving in a ‘westernized manner’
- Preventing ‘unsuitable’ relationships, e.g. outside the ethnic, cultural religious or caste group
- Protecting ‘family honour’ or ‘izzat’
- Rejecting a proposal of marriage
- Responding to peer group or family pressure
- Attempting to strengthen family links
- Achieving financial gain
• Ensuring land, property and wealth remain within the family
• Protecting perceived cultural ideas
• Protecting perceived religious ideals that are misguided
• Ensuring care for a child or vulnerable adult with special needs when parents or existing carers are unable to fulfil that role
• Assisting claims for residence and citizenship
• Long-standing family commitments

What can we do to tackle Forced Marriage?

• Signposting where appropriate to further support and advice regarding forced marriage.
• Displaying relevant information e.g. details of the NSPCC Helpline, Child Line, and appropriate local and national support groups on forced marriage.
• Ensuring that a private telephone is made available should students need to seek advice discreetly.
• Educating teachers, lecturers and other staff about the issues surrounding forced marriage and the presenting symptoms – appropriate training should be included in continuing professional development (CPD).
• Referring students to the DSL where appropriate
• Encouraging young people to access appropriate advice, information and support.

Managing Requests for Holidays/Extended Absence

When managing requests for absence, talk to the child, ask them about their holiday.

Sometimes younger siblings tell teachers information that has a bearing on older members of the family so it may be useful to contact the welfare manager at the older siblings school.

Where class teachers require a meeting with parents to discuss applications for extended leave of absence during term time, this can provide an opportunity to gather important information.

When parents/carers make requests for extended holiday leave, consider whether the parents/carers are volunteering information on the following:
• The precise location of where the pupil is going;
• The purpose of the visit;
• The child/children know and corroborate the purpose of the visit;
• The return date and whether it is estimated or fixed.

Parents/carers may not always be able to provide a definite return date due to return flights being booked as last minute availability occurs. The circumstances triggering a trip may also necessitate a flexible return date.
You should also consider other historical factors such as:

- Persistent unexplained absence from school;
- Child not allowed to attend extra-curricular activities;
- Close supervision of child by family/carers;
- Maltreatment of siblings.

If a return date has been specified and a child has not returned to school, school must contact the Nottingham city education department. Under no circumstances should the child be removed from roll without contacting them or following the children missing from education procedure.

**What to do if you suspect a student is being forced into marriage:**

A child at risk of forced marriage or FGM may also be at risk of other forms of honour based abuse. Extreme caution should be taken in sharing information with any family members or those with influence within the community as this may alert them to your concerns and may place the student in danger.

**The “one chance” rule:**

Practitioners may only have one chance to speak to a potential victim of forced marriage and thus they may only have one chance to save a life. If a victim is allowed to walk out of the door without support being offered, that one chance might be wasted.

**What you should do:**

- Take the issue seriously and recognise the potential risk of harm to the victim.
- See them on their own in a private place where the conversation cannot be overheard.
- Gather as much information as possible about the victim – it may be the only opportunity.
- Remind of their rights i.e. that they have the right to enter into marriage with their full and free consent and the right to make decisions about their lives.
- Follow your child protection procedures and talk to your Senior Designated Professional without delay in order to get support from other agencies.

The DSL should contact MASH or Children and Families direct to discuss the case without delay.

**Do not:**

- Send the victim away and dismiss the allegation of forced marriage as a domestic issue.
- Inform the victim’s family, friends or members of the community that the victim has sought help.
- Attempt to be a mediator.
- Involve an elder from the family, member of the community or member of professional organisation.
In cases of forced marriage, it is important that you do not actively initiate, encourage or facilitate family counselling, mediation, arbitration or reconciliation – whether offered by community councils, religious or professional groups. There have been cases of women being murdered by their families during mediation. Mediation can also place someone at risk of further emotional and physical abuse.

**Online and Technological Abuse (cyber bullying)**

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers us to protect and educate the whole school in their use of technology and establishes mechanisms to identify, intervene in and escalate any incident where appropriate.

The internet has, in particular, become a significant tool in the distribution of child abuse images.

Internet chat rooms, online gaming platforms and social networking sites can all be used as a means of contacting children with a view to grooming them for inappropriate or abusive relationships. This may include requests to make and transmit indecent images of themselves, or to perform sexual acts live online or to give their mobile phone number and other personal information.

The Serious Crime Act (2015) has introduced an offence of sexual communication with a child. This applies to an adult who communicates with a child and the communication is sexual or if it is intended to elicit from the child a communication which is sexual and the adult reasonably believes the child to be under 16 years of age. The Act also amended the Sex Offences Act 2003 so it is now an offence for an adult to arrange to meet with someone under 16, for the purposes of committing a relevant offence, having communicated with them on just one occasion.

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

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

**Teaching online safety in the school and kindergarten**

Whilst our pupils do not have access to technology in school, nor do we allow any hand held devices or mobile
phones in school, we are aware that this online and technological abuse is a fast growing concern. We do tell pupils and parent to not allow children online; however, we know that this cannot always be the case.

Children over 5
We speak to our pupils from 5 years upwards about online safety, ensuring that they know what personal information is and being ‘share aware’ in order to keep themselves safe and feel confident in using mobile phones and technology when they are away from the school.

We teach children internet safety using the following principles;

- what it means to be responsible online
- how to protect yourself online and respect others
- How to disengage as well as engage with the online world
- how to understand sharing of information and picture

Class teachers follow the NSPCC ‘Share aware’ plan, basing teaching around the NSPCC lesson plans. Parents are given Share Aware leaflets and are advised about the dangers of inappropriate use of mobile technology, social networking sites and online gaming sites. Our Parent internet safety policy includes links to popular social media sites in order for them to understand that children are at risk through many places, whilst we firmly believe that it is important for the school as a whole to take on board internet safety, we want to involve the parents in this to cover all bases. We also include links to google internet safety games so they can play these with their children at home.

Children under 5
For children under 5 we still realise that the internet is a threat, children are imitative and will copy their parents using tablets and phones.
We have a robust “parent online safety policy” this is given out to all parents, It contains help and advice for them and ways in which to support their children, especially in the young classes.
We also spend time in Kindergarten parent meetings discussing internet safety. For all the children in the school and kindergarten we encourage to speak and tell of any worries.

The under 5 children are taught safety and privacy based on the NSPCC PANTS resources. We do find that these are embedded in our work, they learn self-respect and respect for others through our ethos. The children learn boundaries and are able to understand how to put a boundary in place themselves, that their bodies belong to themselves, this applies both to internet and every day.

Many of the signs that a child is being abused are the same no matter how the abuse happens.
A child may be experiencing abuse online if they:

- spend lots, much more or much less time online, texting, gaming or using social media
- are withdrawn, upset or outraged after using the internet or texting
- are secretive about who they’re talking to and what they’re doing online or on their mobile phone
- have lots of new phone numbers, texts or e-mail addresses on their mobile phone, laptop or tablet.

For further information see [https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware](https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware)

**Procedure if suspecting online abuse**

Follow the procedures in sections 2 and 3

In the first instance, if the abuse is on a hand held device, take this for safe keeping, you will need to show this to the police.

Contact the DSL immediately, taking the hand held device to them for safe keeping, under no circumstances give the child or parent back the device until the police or social care have said it is ok to do so. The DSL will contact either MASH or CAFD. If there is urgency, please do contact the police.

Write down details of the web sites and user ID if given to you.

**Information and support**

There is a wealth of information available to support schools and colleges to keep children safe online. The following is not exhaustive but should provide a useful starting point:

- [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- [www.disrespectnobody.co.uk](http://www.disrespectnobody.co.uk)
- [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- [www.internetmatters.org](http://www.internetmatters.org)
- [www.childnet.com/cyberbullying-guidance](http://www.childnet.com/cyberbullying-guidance)
- [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- educateagainsthate.com

**Information Sharing in safeguarding**
Sharing information is an intrinsic part of any frontline practitioners’ job when working with children and young people. The decisions about how much information to share, with whom and when, can have a profound impact on individuals’ lives. Information sharing helps to ensure that an individual receives the right services at the right time and prevents a need from becoming more acute and difficult to meet.

Poor or non-existent information sharing is a factor repeatedly identified as an issue in Serious Case Reviews (SCRs) carried out following the death of or serious injury to, a child. In some situations, sharing information can be the difference between life and death.

Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect. Every practitioner must take responsibility for sharing the information they hold, and cannot assume that someone else will pass on information, which may be critical to keeping a child safe.

**Being alert to signs of abuse and neglect and taking action**

All practitioners should be alert to the signs and triggers of child abuse and neglect. Abuse (emotional, physical and sexual) and neglect can present in many different forms.

Indicators of abuse and neglect may be difficult to spot. Children may disclose abuse, in which case the decision to share information is clear, as actions must be taken to respond to the disclosure. In other cases, for example, neglect, the indicators may be more subtle and appear over time. In these cases, decisions about what information to share, and when, will be more difficult to judge. Everyone should be aware of the potential for children to be sexually exploited for money, power, or status, and individuals should adopt an open and inquiring mind to what could be underlying reasons for behaviour changes in children of all ages.

If a practitioner has concerns about a child’s safety or welfare, they should share the information with the DSL or the local authority children’s social care, or the police, in line with our procedures. Security of information sharing must always be considered and should be proportionate to the sensitivity of the information and the circumstances. If it is thought that a crime has been committed and/or a child is at immediate risk, the police should be notified immediately.

**The most important consideration is whether sharing information is likely to support the safeguarding and protection of a child.**

Information should be shared in a timely fashion to reduce the risk of missed opportunities to offer support and protection to a child. Timeliness is key in emergency situations and it may not be appropriate to seek consent for
information sharing if it could cause delays and therefore place a child or young person at increased risk of harm. Practitioners should ensure that sufficient information is shared, as well as consider the urgency with which to share it.

**Secure**
Wherever possible, information should be shared in an appropriate, secure way, using delivery slip this encrypts mail, or simply pass wording this. Practitioners must always follow our policy on security for handling personal information.

**Record**
Information sharing decisions should be recorded, whether or not the decision is taken to share. If the decision is to share, reasons should be cited including what information has been shared and with whom, in line with organisational procedures. If the decision is not to share, it is good practice to record the reasons for this decision and discuss them with the requester. In line with each organisation’s own retention policy, the information should not be kept any longer than is necessary. In some rare circumstances, this may be indefinitely, but if this is the case, there should be a review process scheduled at regular intervals to ensure data is not retained where it is unnecessary to do so.

**Myth-busting guide for safeguarding sharing**

Sharing of information between practitioners and organisations is essential for effective identification, assessment, risk management and service provision. Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children and young people at risk of abuse or neglect. Below are common myths that can act as a barrier to sharing information effectively:

**The GDPR and Data Protection Act 2018 are barriers to sharing information**
No – the GDPR and Data Protection Act 2018 do not prohibit the collection and sharing of personal information. They provide a framework to ensure that personal information is shared appropriately. In particular, the Data Protection Act 2018 balances the rights of the information subject (the individual whom the information is about) and the possible need to share information about them. Never assume sharing is prohibited – it is essential to consider this balance in every case. You should always keep a record of what you have shared.

**Consent is always needed to share personal information**
No – you do not necessarily need the consent of the information subject to share their personal information. Wherever possible, you should seek consent and be open and honest with the individual from the outset as to why, what, how and with whom, their information will be shared. You should seek consent where an individual may not expect their information to be passed on. When you gain consent to share information, it must be explicit, and freely given.
There may be some circumstances where it is not appropriate to seek consent, either because the individual cannot give consent, it is not reasonable to obtain consent, or because to gain consent would put a child or young person’s safety or well-being at risk. Where a decision to share information without consent is made, a record of what has been shared should be kept.

**Personal information collected by one organisation cannot be disclosed to another organisation**

*No* - this is not the case, unless the information is to be used for a purpose incompatible with the purpose it was originally collected for. In the case of children in need, or children at risk of significant harm, it is difficult to foresee circumstances where information law would be a barrier to sharing personal information with other practitioners. Practitioners looking to share information should consider which processing condition in the Data Protection Act 2018 is most appropriate for use in the particular circumstances of the case. This may be the safeguarding processing condition or another relevant provision.

**The common law duty of confidence and the Human Rights Act 1998 prevent the sharing of personal information**

*No* - this is not the case. In addition to the GDPR and Data Protection Act 2018, practitioners need to balance the common law duty of confidence, and the rights within the Human Rights Act 1998, against the effect on children or individuals at risk, if they do not share the information.

If information collection and sharing is to take place with the consent of the individuals involved, providing they are clearly informed about the purpose of the sharing, there should be no breach of confidentiality or breach of the Human Rights Act 1998. If the information is confidential, and the consent of the information subject is not gained, then practitioners need to decide whether there are grounds to share the information without consent. This can be because it is overwhelmingly in the information subject’s interests for this information to be disclosed. It is also possible that a public interest would justify disclosure of the information (or that sharing is required by a court order, other legal obligation or statutory exemption).

**In the context of safeguarding a child or young person, where the child’s welfare is paramount, it is possible that the common law duty of confidence can be over overcome. Practitioners must consider this on a case-by-case basis. As is the case for all information processing, initial thought needs to be given as to whether the objective can be achieved by limiting the amount of information shared – does all of the personal information need to be shared to achieve the objective?**

**IT Systems are often a barrier to effective information sharing**

*No* – IT systems, such as the Child Protection Information Sharing project (CP-IS), can be useful in supporting information sharing. IT systems are most valuable when practitioners use the data that has been shared to make more informed decisions about how to support and safeguard a child. Evidence from the Munro Review is clear that IT systems will not be fully effective unless individuals from organisations co-operate around meeting the
needs of the individual child. Professional judgment is the most essential aspect of multi-agency work, which could be put at risk if organisations rely too heavily on IT systems.

**When and how to share information**

When asked to share information, you should consider the following questions to help you decide if, and when, to share. If the decision is taken to share, you should consider how best to effectively share the information. A flowchart follows the text.

**When**

Is there a clear and legitimate purpose for sharing information?

- Yes – see next question
- No – do not share

Do you have consent to share?

- Yes – you can share but should consider how
- No – see next question

Does the information enable an individual to be identified?

- Yes – see next question
- No – you can share but should consider how

Have you identified a lawful reason to share information without consent?

- Yes – you can share but should consider how
- No – do not share

**How**

- Identify how much information to share
• Distinguish fact from opinion
• Ensure that you are giving the right information to the right individual
• Ensure where possible that you are sharing the information securely
• Where possible, be transparent with the individual, informing them that that the information has been shared, as long as doing so does not create or increase the risk of harm to the individual.

All information sharing decisions and reasons must be recorded. If at any stage you are unsure about how or when to share information, you should seek advice and ensure that the outcome of the discussion is recorded. If there are concerns that a child is suffering or likely to suffer harm, then follow the relevant procedures in the safeguarding policy without delay.

For requests for information from parents that may cause harm to either children or staff, this should not be disclosed.

The subject access code of practice (v 1.2) states;

In deciding what information to supply to a SAR you need to have regard to the general principles about exemptions. It is a matter for you to decide whether or not to use an exemption.

However, it may be appropriate to withhold;
• information that may cause serious harm to the physical or mental health of the pupil or another individual;
• information that would reveal that the child is at risk of abuse, where disclosure of that information would not be in the child’s best interests;
• information contained in adoption and parental order records
• Certain information given to a court in proceedings concerning the child.

It is wise to always check with the LADO, the DSL and the ICO as regards sharing information to parents if you are unclear.

Host families - homestay during exchange visits
We do not make arrangements for children to take part in exchange visits, either to other parts of the UK or abroad. This is due to the age of the children under our care. However, we supply the following for staff and parent information should the question arise.

A Homestay is where a child is on an exchange visit to another area who will stay with another family. Under this circumstance, we would still be obliged to consider the children’s safety and how best to minimise risk of harm to those children during any exchange visit we arranged for the care and accommodation of a child with a host family.

**School arranged homestay – suitability of adults in UK host families**

When arranging a homestay, schools should consider the suitability of the adults in the respective families who will be responsible for the visiting child during the stay. If a child is staying in the home of an unrelated adult, the responsible adults will be engaging in regulated activity for the period of the stay. In such cases and where we have the power to terminate such a homestay the school or college would be the regulated activity provider.

A regulated activity provider commits a criminal offence if it knows, or has reason to believe that, an individual is barred by the Disclosure and Barring Service (DBS) from engaging in regulated activity but allows that individual to carry out any form of regulated activity. Therefore we would have to follow full safer recruitment procedure, obtaining an enhanced DBS, with barred list and carrying out the normal checks as regards volunteer application. We would take the time to consider if the host family is suitable.

Where the child’s parent(s) themselves arranges their own homestay, this would be a private arrangement therefore the school or college would not be the regulated activity provider. This includes where a person has parental responsibility for the visiting child. A DBS would not be required in this case.

**Homestay – suitability of adults in host families abroad**

It is not possible for schools and colleges to obtain criminality information from the DBS about adults who provide homestays abroad. Schools and colleges should liaise with partner schools abroad, to establish a shared understanding of, and agreement to the arrangements in place for the visit. They should use their professional judgement to satisfy themselves that the arrangements are appropriate and sufficient to safeguard effectively every child who will take part in the exchange. Parents should be aware of agreed arrangement. Schools and colleges are also free to decide whether they consider it necessary to contact the relevant foreign embassy or High Commission of the country in question to discuss what checks may be possible in respect of those providing homestay outside of the UK.
During the visit

Pupils should understand who to contact during a homestay should an emergency occur or a situation arise which makes them feel uncomfortable.

Additional action for extended homestays

Where a period of UK homestay lasts 28 days or more, for a child aged under 16 years of age (under 18 years of age if the child has disabilities), this may amount to private fostering under the Children Act 1989. In these cases the school or college should notify the local authority of the arrangements. Private fostering legislation places a duty on local authorities to satisfy themselves that the welfare of a child who is being, or proposed to be, privately fostered in their area is being or will be satisfactorily safeguarded and promoted. By notifying the local authority, the school and college will be assisting the local authority in discharging its duty.

Regulated activity - a guide

Statutory guidance - Regulated activity (children) - Supervision of activity with children which is regulated activity when unsupervised

This statutory guidance on the supervision of activity with children, which is regulated activity when unsupervised, is also published separately on

1. We start with a presumption of trust and confidence in those who work with children, and the good sense and judgment of their managers. This guidance applies when an organisation decides to supervise with the aim that the supervised work will not be regulated activity (when it would be, if not so supervised). In such a case, the law makes three main points:

• there must be supervision by a person who is in regulated activity
• the supervision must be regular and day to day; and
• the supervision must be “reasonable in all the circumstances to ensure the protection of children”.

This gives local managers the flexibility to determine what is reasonable for their circumstances. While the precise nature and level of supervision will vary from case to case, guidance on the main legal points above is as follow.

Supervision by a person in regulated activity/regular and day to day: supervisors must be in regulated
activity themselves
The duty that supervision must take place “on a regular basis” means that supervision must not, for example, be concentrated during the first few weeks of an activity and then tail off thereafter, becoming the exception not the rule. It must take place on an ongoing basis, whether the worker has just started or has been doing the activity for some time.

Self Harm

Self-harm is ‘self-poisoning or self-injury, irrespective of the apparent purpose of the act’ (NICE 2004).

Self-harm is becoming increasingly common in young people;
Self-harm is usually a sign of significant emotional distress, which may or may not be accompanied by suicidal thoughts or intent. As part of all assessments it is important to try to understand and establish the purpose of each act of self-harm.
The treatment of self-harm is the most important service response in preventing suicide in young people.
Previous self-harm is common in young people who die by suicide, occurring in around 52% of under 20s.
(2017) Suicide by children and young people - National Confidential Inquiry Report;
Self-harm includes a wide range of behaviours that can often be secretive and go on for a long time without being discovered;

Many children and young people may struggle to express their feelings in another way and will need a supportive response to assist them to explore their feelings and behaviour and to help them find appropriate help and support.

2. Indicators

The indicators that a child or young person may be at risk of taking actions to harm themselves or attempt suicide can cover a wide range of life events such as bereavement, bullying at school or a variety of forms of cyber bullying, often via mobile phones, homophobic bullying, mental health problems including eating disorders, family problems such as domestic violence and abuse or any form of child abuse as well as conflict between the child and parents.

We know that young people who are experiencing abuse do not always tell us directly, they indicate something is wrong through their behaviours, this is the same with self-harm. They may not tell someone directly (at first), we have to notice changes in their behaviour, enquire when they seem distressed, be interested in them and caring towards them so that they feel able to tell us what is happening.

Types of self-harm include:
• Cutting behaviours;
• Other forms of self-harm, such as burning, scalding, banging, hair pulling;
• Self-poisoning;
• Not looking after their needs properly emotionally or physically;
• Direct injury such as scratching, cutting, burning, hitting yourself, swallowing or putting things inside;
• Staying in an abusive relationship;
• Taking risks too easily;
• Eating distress (anorexia and bulimia);
• Addiction for example, to alcohol or drugs;
• Low self-esteem and expressions of hopelessness.

An assessment of risk should be undertaken at the earliest stage and should enquire about and consider the child or young person's:

• Level of planning and intent;
• Frequency of thoughts and actions;
• Signs or symptoms of a mental health disorder such as depression, anxiety;
• Social circumstances, including any safeguarding or child protection concerns, history of abuse including domestic abuse and parental mental health problems;
• Evidence or disclosure of substance misuse;
• Previous history of self-harm or suicidal thoughts/behaviour;
• Previous history of self-harm or suicide in the wider family or peer group;
• Feeling overwhelmed, lack of sense of belonging, without any control of their situation and hopelessness.

A supportive response demonstrating respect and understanding of the child or young person, along with a non-judgmental stance, are of prime importance. Note also that a child or young person who has a learning disability may find it more difficult to express their thoughts.

Practitioners should talk and listen to the child or young person in a private safe environment, not in the presence of other pupils/friends/family and establish:

• If and how they have self-harmed;
• The immediate trigger and underlying stresses/concerns/issues (find out what is troubling them
and how long have they felt like this)?

- Explore how imminent or likely (further) self-harm might be (their intentions/plans and risk of impulsive behaviours);
- Find out what help or support the child or young person would wish to have;
- Find out who else may be aware of their feelings.
- Are they at risk of harm from others?
- Are they worried about something?
- Ask about the young person’s health and any other problems such as relationship difficulties, abuse and sexual orientation issues?
- What other risk taking behaviour have they been involved in?
- What have they been doing that helps?
- What are they doing that stops the self-harming behaviour from getting worse?
- What can be done in school or at home to help them with this?
- How are they feeling generally at the moment?
- What needs to happen for them to feel better?

Do not:

- Panic;
- Dismiss what the child or young person says;
- Disempower the child or young person;
- Ignore or dismiss their feelings or behaviour;
- See it as attention seeking or manipulative;
- Trust appearances alone, as many children and young people learn to cover up their distress.

**Self-harm in primary school age children**

Self-harm in children is a safeguarding concern for families and Children's Services.

Staff should always be mindful of the underlying factors which may lead a child or young person of any age to self-harm. This is particularly the case for children of primary school age as self-harm in this age group is less common. The National CAMHS Workforce Programme in their Children and Young People who Self-harm Handbook (March 2011) quote a survey of more than 10,000 children found that the prevalence of self-harm among 5-10 year-olds was 0.8% among children without any mental health issues and only slightly higher for those with any form of mental health problem.

Self-harm in primary school children is less common. Whenever information comes to the attention of staff which suggests that a primary age child may have self-harmed, staff should consider whether abuse
is causing the child to self-harm or whether the carer/child could be excusing non-accidental injuries as self-inflicted. All such cases must be discussed with children's social care.

Even in those unusual cases where a primary age child is thought to have self-harmed it is important to recognise that this behaviour is an indicator of emotional distress and the child will need support to address this.

**Referral to Children's Social Care:**

The child or young person may be a Child in Need of services which could take the form of an early help assessment or a Common Assessment Framework (CAF) support service or they may be likely to suffer significant harm, which requires child protection services under S47 of the Children Act 1989.

The referral should include information about the background history and family circumstances, the community context and the specific concerns about the current circumstances, if available.

**CAMHS SHARP**

In Nottingham City, there is the CAMHS SHARP (self-harm awareness and resource project). SHARP aim to raise awareness, build confidence and skills, and provide support to front-line service providers and professionals to intervene and manage young people who present with self-harm and suicidal behaviours by offering training, professional consultations and school clinics. Contact should be made through Children & Families Direct on 0115 8764800.

**CAMHS Crisis Team**

Where there is a mental health crisis and/or young person is expressing suicidal thoughts/plans – is at immediate risk of suicide but there is no medical need/emergency as it is prior to the young person acting on their thoughts, contact the CAMHS crisis team for advice via CAMHS SPA (Single Point of Access) teams:

City – 0115 8764000
County – 0115 8542299
CAMHS Crisis - 0115-8440560.

The CAMHS crisis team aim to respond to mental health crisis by offering a mental health assessment within four hours.
**Sexual behaviour in early years**

Young children will often display behaviour that may be taken as part of growing up/natural curiosity. However, staff must still be vigilant and look at the whole picture. Please do refer to peer to peer abuse in this policy, remember that this happens within young children. Never dismiss something as “playing out” remember, this can be how young children show signs.

For instance, if a child is displaying behaviour towards other children that appears to be sexually forceful, if they are told to stop touching themselves and carry on, these can be indications of abuse.

It is important that early year’s staffs are risk aware to any incidences, ensure that children can always be heard and observed. Ensure any dens made are visible from the outside and children can be observed at all times. Children ask to go to the toilets and only one goes at once unless they are supervised by adults.

**Procedure**

- If any child displays any form of sexual behaviour, please complete an all incident report form immediately and give this to the DSL
- They must then report this to MASH/CAFD it is harder with younger children who may not be able to communicate as succinctly as older children. It is always best to report in to ensure this is dealt with correctly
- If the child is NOT in danger and MASH/CAFD feel it is fine to discuss this with the parents, the early years staff should complete a behaviour plan and shared with the parents and DSL – this will explain how any further incidents will be managed by all adults.

A behaviour plan is extremely important because it is likely that the behaviour is being exhibited at home as well, but this may be in secret, so parents will need to be vigilant and follow the agreed behaviour plan. Early year’s staff should review this on a fortnightly basis with the DSL and parents and document this on the child’s file.

Please ensure you look at the traffic light tool below, this will give you guidance on what can be classed as normal behaviour and behaviour that causes concern.

Remember; always check your thoughts with the DSL, who will refer to the appropriate body, it is better to be overcautious.
Traffic light tool for children displaying sexual behaviour

Whilst it is vital you report on amber/red behaviours to CAFD/MASH, consider the frequency and context of green behaviours and report. It is essential that you call the DSL consult line for advice as soon as an issue is flagged up to double check the child isn’t known to them.

CHILDREN 0-5

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

**What is green behaviour?**
Green behaviours reflect safe and healthy sexual development. They are:
- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

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

**What is amber behaviour?**
Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:
- unusual for that particular child or young person
- of potential concern due to age, or developmental differences
of potential concern due to activity type, frequency, duration or context in which they occur

Red behaviours

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

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

In children 5-9 (still early years up to 7)

Green behaviours

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

What is green behaviour?
Green behaviours reflect safe and healthy sexual development. They are:
- displayed between children or young people of similar age or developmental ability
- Reflective of natural curiosity, experimentation, consensual activities and positive choices

Amber behaviours

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

What is amber behaviour?
Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:
- unusual for that particular child or young person
- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

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

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

Children 9-13 years

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

What is green behaviour?
Green behaviours reflect safe and healthy sexual development. They are:
- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices
Amber behaviours

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

What is amber behaviour?
Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- Unusual for that particular child or young person
- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

Red behaviours

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

What is red behaviour?
Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur
End Note
Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for schools and colleges can be found on the TES website and NSPCC website.

You can also access broad government guidance on the issues listed below via the GOV.UK website and local practice guidance on the Nottingham City Safeguarding Board Website.

- child sexual exploitation (CSE)
- bullying including cyberbullying
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- preventing radicalisation
- sexting
- teenage relationship abuse
- trafficking
- children missing from home or care
- private fostering
- missing children and adults
- children missing education
USEFUL CONTACTS LIST

(DSLs)

Jo Delaney, Sarah Bednall, Chris Bosman  DSL Kindergarten/School/Nursery  0115 9415295
Eileen Hickman, Susanne Buergstein DSL School  0115 9415295
Janine Skivington Svitlana Kovbar Nursery DSL  0115 9587392
Martin Taylor - Designated Trustee for Child Protection  martintaylor@theionaschool.org.uk
Ofsted  0300 1231231
DSL consultation helpline  07711189544

Dept. Children and Families Direct  0115 8764800
Education Welfare Service;  0115 876 2965
Email: educationwelfareservices@nottinghamcity.gov.uk.

Children and Families Direct (Nottingham City)  0115 87 64800/0115 8765600
LINK Person at government; Tom Brittain; Business Support – Safeguarding.  0115 8763428
LADO first point of contact-Karen Shead (safeguarding co-ordinator 0-19)  0115 8764725
LADO Richard Powell  0115 876 4747 Mobile 07904 813968
DART (domestic abuse referral team)  01158762363
Nottinghamshire police prevent/chanel police practitioner
Asif Mohammed;  101 ext 8015060
Prevent email for referrals/assistance  prevent@nottinghamshire.pnn.police.uk

For consultation/advice on allegations against a member of staff  LADO  01158764725
For online concerns NSPCC  0808 8005000
Multi Agency Safeguarding Hub (MASH) (Nottingham County)
For consultations/advice on concerns about a child  03005008090
Local number
(This number is available 24 hours a day; between 08.00am to 06.00pm the call will be passed to the Access Team, outside those hours the call will go to the Duty Team.)

City CAMHS  – 0115 8764000
County CAMHS  – 0115 8542299
CAMHS Crisis  - 0115-8440560.
The NSPCC provides a helpline for professionals at 0808 800 5000 and help@nspcc.org.uk. The helpline provides expert advice and support for school and college staff and will be especially useful for the designated safeguarding lead (and their deputies).

Or in writing to: Ofsted, Piccadilly Gate, Store Street, Manchester, M1 2WD

Further policies to support this one

- Whistleblowing policy
- Anti radicalism/Prevent policy
- Safer recruitment policy
- DBS policy
- Mobile phone policy
- Staff code of conduct
- Social media policy
- personal care policy
- data control policy

**Issue date**

This policy takes effect from April 2008

**Review date**

This policy will be reviewed and revised by the school manager on an annual basis.

**Endorsement**

Full endorsement to this policy is given by:

Name: Mr Martin Taylor

Position: Iona School Trustee

Signed:  

14/12/18