

Ludlow Junior School

Child protection and safeguarding – Policy and procedure

JANUARY 2024

REVIEWED and APPROVED February 2024

Updates included from Southampton LA – from end 2023 until end 2024



Southampton Safeguarding Children Partnership (SSCP) is a statutory body that leads on keeping children safe and ensuring their wellbeing in Southampton. The Partnership includes local agencies who work together to make sure that child protection services in Southampton are effective and keep our children safe. On this website you will find links to safeguarding policies, procedures, Safeguarding Child Practice Reviews and training.

Telephone number for members of the public:
023 8083 3004

Telephone number for professionals:
023 8083 2300

Email address:
childrensresourceservice@southampton.gov.uk

If you are not a professional involved with the child or family, you do not have to give your name and your conversation will be treated confidentially.

NSPCC Freephone Child Protection Helpline:
080 8800 5000

[NSPCC's website](https://www.nspcc.org.uk). Staff can also call 0800 028 0285 from 8am to 8pm Monday to Friday or email help@nspcc.org.uk. Please remember that external services and partners can be very supportive if you have a concern – especially if this is a concern related to internal matters.

Link

<https://www.southampton.gov.uk/children-families/childrens-social-care/report-a-concern-about-a-child/>

This link shows you how to report a concern and make a referral – remember to consider:

- The child's best interests
- The child wishes
- Information to the family/person about the referral
- Think safety, risk and immediate danger
- For immediate danger use 999

To be read in conjunction with the training handout – Autumn 2023 revised version

Please also read the update guides circulated Summer, Autumn 2023

Schools and Education: Example Child Protection Policy, Procedure and Guidance			
Version	Version 4	Approved by trustees	October 2022
Date last amended	In School January 2024	Approval date	February 2024
Lead officer	Alison Philpott	Review date	Feb 2025
Contact	Alison.philpott@southampton.gov.uk	Effective date	March 2024

Compiled by – Ludlow Junior School senior team

The purpose of this policy is to:

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

This policy should be read with specific and wider safeguarding roles and responsibilities in mind and in conjunction with Working Together 2023 and Keeping Children Safe 2019 onwards up to 2023.

Keeping Children Safe in Education 2023 highlights the importance of frontline staff being involved in developing the school's policy. As part of the review process at Ludlow Junior School we have taken note of the ongoing feedback from staff including the deputy DSLs, WISH team, RAMP team and wider team in order to fine tune our work.

We welcome input from all members of community in developing further versions of this policy and in responding to areas of rapid change e.g. social media, online and in community

Legal context

There are several acts of parliament and guidance that are pertinent to the Child Protection process but key legislation is both the Children's Act of 1989 and 2004 as well as the Education Act of 2002 which states that Teachers, education professionals, social workers, health professionals, police officers and members of the public have a statutory duty to report any concerns or suspicions that a child has been abused. At Ludlow Junior school we work closely with professional colleagues and record our work in CPOMS.

Section 175 of the Education Act 2002 which clearly states that the governing body of a maintained school shall make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school." this includes independent schools and academies under section 157 of this Act. The governing body reviews the child protection and safeguarding policy annually and receives safeguarding training based on the Andrew Hall model received by the DSLs. Simon Watkins leads on whole school training and Sally Howells (trustee and Compass School staff member) delivers leadership level training for trustees. Trustees may receive further safeguarding training in their roles beyond school and/or attend that provided by the LA

Further guidance

- Working together to safeguard children 2023
- Keeping Children safe in Education 2023
- [Disqualification under the childcare act 2006, 2018](#)

- [Sexual violence and sexual harassment between children in schools and colleges - GOV.UK \(www.gov.uk\) – reference point](#)
- [Searching, screening and confiscation guidance 2018](#)
- <https://hipsprocedures.org.uk/> (not exhaustive list: bruising protocol, CERAF exploitation assessment form, bullying, harmful practices linked to faith or belief, radicalisation and further safeguarding information)
- <https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence>
- <https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines#history>
- <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
- <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>
- [Review of sexual abuse in schools and colleges - GOV.UK \(www.gov.uk\)](#)
- [Additional guidance should be found through Working Together 2023 and Annex B KCSiE 2023](#)

Scope

The policy relates to all staff, volunteers and trustees of Ludlow Junior School and provides them with the framework they need in order to keep children safe and secure in our school and to inform parents and guardians how we will safeguard their children whilst they are in our care. It should be read/used in conjunction with the safeguarding policy and procedures available on the HIPS website (link provided above).

The effectiveness of this policy is monitored by the DSLs and trustees and trustees receive regular updates on safeguarding, safeguarding training, the work of the DSLs and wellbeing team and a termly safeguarding report – see appendices. There is a nominated trustee responsible for safeguarding

Definitions

Within this document a number of phrases are used which can be explained:

- **Child Protection** is an aspect of safeguarding, but is focused on how we respond to children who have been significantly harmed or are at risk of significant harm.
- The term **Staff** applies to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity. This also includes parents and governors. Volunteers receive safeguarding training from a DSL

- **Child** refers to all young people who have not yet reached their 18 birthday. On the whole, this will apply to pupils of our school; however the policy will extend to visiting children and students from other establishments. For our children with an education, health and care (EHC) plan, this expands to 25 if they need more support than is available through special educational needs support.
- **Parent** refers to birth parents and other adults in a parenting role for example adoptive parents, step parents, guardians and foster carers.
- **Abuse** could mean neglect, physical, emotional or sexual abuse or any combination of these. Parents, carers and other people can harm children either by direct acts and / or failure to provide proper care. Explanations are given within this document as set out in KCSiE 2022 and the Schools and Education Guidance for developing Safeguarding Policies document see appendix 13
- **DSL** is the Designated Safeguarding Lead – In our school this is Simon Watkins, but due to the large size of the school we have a number of deputy DSLs and they are Ms Locke, Mrs Stevenson, Mrs Hotston, Mrs Chandler and Mrs Rooke
- **MASH** multi-agency safeguarding hub
- **CRS – children’s resource service in Southampton**
- **Safeguarding** aspects wider than process and procedures to be implemented if a child is at/reports risk of significant harm which would include (but not limited to) health and safety, offsite visits, safer recruitment, first aid, intimate care
- **MAPPA** – multi- agency public protection arrangements
- **LADO** – local area designated officer – safeguarding lead

Policy statement.

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We make every effort to provide a safe and welcoming environment underpinned by a culture of openness where both children and adults feel safe and able to talk freely about their concerns, believing that they will be listened to and valued.

We maintain an attitude of “it could happen here” and We maintain an attitude of it is happening here, even if reports from pupils are low, with reference to the findings and recommendations of the Ofsted review of Sexual Abuse in schools and colleges- June 2021

Where safeguarding is concerned. As a school we will educate and encourage pupils to keep safe through:

- The content of the curriculum
- A school ethos which helps children to feel safe and able to talk freely about their concerns, believing that they will be listened to and valued.
- Clear effective systems to support children with concerns, allegations or disclosures
- Focused training for all staff including contractors working regularly on site

- Implementing regular updates from partners
- Listening to our community

In addition to this we will be mindful of, and responsive to, in year guidance received around developing patterns, behaviours, evidence and trends in relation to safeguarding and child protection.

The child's wishes

Where there is a safeguarding concern, governing bodies, proprietors and school or college leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place for children to express their views and give feedback. Ultimately, all systems and processes should operate with the best interests of the child at their heart. (KCSiE 2023) At Ludlow Junior School the system to ensure the child's wishes are taken into account include:

At Ludlow Junior School we believe that pupils will develop specific relationships with some members of staff and feel more comfortable in speaking to them about their thoughts and feelings. A number of our roles mean that staff develop relationships where they can be a strong advocate for a child's views. These roles may include:

- Teacher
- Support staff
- ELSA
- Mentor
- Cover staff

We encourage all staff to listen carefully to the children, to use CPOMS to accurately capture their thoughts and to advocate for the child so that their wishes are represented during planning and implementation of safeguarding and child protection.

Principles and Values

At Ludlow Junior School we believe:

- All children have a right to feel secure and cannot learn effectively unless they do so.
- All children regardless of age, gender, race, ability, sexuality, religion, culture or language have a right to be protected from harm.
- All staff have a key role in prevention of harm and an equal responsibility to act on any suspicion or disclosure that may indicate a child is at risk of harm in accordance with the guidance.
- All staff recognise that they have a part to play in promoting children's safety and welfare and reporting ALL concerns however small they may seem.
- All staff have a key role in prevention of harm and an equal responsibility to act on any suspicion or disclosure that may indicate a child is at risk of harm in accordance with the guidance.

- We acknowledge that working in partnership with other agencies protects children and reduces risk and so we will engage in effective partnership working throughout the child protection process to safeguard children. This includes the transfer of records to educational and training providers to ensure that all children (under 18) are safeguarded and any records or support provided are known so actions can be taken quickly and planned in the best interests of the child. We will challenge any practice that does not uphold the principles of safeguarding children first and notify the local
- Whilst the school will work openly with parents as far as possible, the school reserves the right to contact children's social care or the police, without notifying parents if this is in the child's best interests. We also note that we will receive information from partners shared in the interests of safeguarding children that may be shared without the parent's consent and will treat this information confidentially.

Our current work in reviewing the RSE curriculum also allows us a valuable opportunity to gather parent, staff and pupil views in specific areas which may inform and support the future development of safeguarding in our school via the curriculum review opportunities being undertaken Spring 2024

Leadership and Management

We recognise that staff anxiety around child protection can undermine good practice and so have established clear lines of accountability, training and advice to support the process and individual staff within that process.

In this school any individual can contact the designated safeguarding leads (DSL) if they have concerns about a young person. We always recommend that any concern is discussed openly and recorded in CPOMS for evidence and future reference.

DSL is Simon Watkins – executive head teacher

As a large school and to ensure that all staff are able to quickly reach a deputy DSL the following staff have received the same training as the DSL and act in **the deputy DSL role (DSL team)**:

- Gillie Hotston – assistant head/SENCO
- Emma Stevenson – assistant head
- Vanessa Chandler – assistant head
- Maria Locke – pupil wellbeing lead
- Mrs Debbie Rooke – school business manager

The DSLs engage in weekly meetings to triage and review current and new pupil/family cases

There is a nominated governor, Abbie Lenza, who will receive reports of allegations against the head teacher and act on the behalf of the governing body

For all allegations against the head teacher the LADO must be involved please see the updated guidance for allegation against staff members

-As an employer we comply with the “Disqualification under the childcare act 2006” guidance issued in 2018

Training

All staff in our school are expected to be aware of the signs and symptoms of abuse and must be able to respond appropriately. Training is provided every year for all staff, with separate induction to all new staff on appointment.

All staff sign annually to acknowledge they have attended/read and understood the training, or in between if any updates are issued. The assistant business manager records all training undertaken.

All staff understand this holds them accountable to ensuring they follow appropriate policy and procedures within our school and that it is their responsibility to ask for advice or clarification if unsure about any safeguarding related issue.

The DSLs will attend DSL specific role training every two years, with regular annual updates to enable them to fulfil their role. (based on KCSiE 2023 guidance). This will always be tracked and recorded by the business support officer – Amy Noades

Any update in national or local guidance will be shared with all staff in briefings and then captured in the next whole school training session. This policy will be updated during the year to reflect any changes brought about by new guidance. This policy was reviewed in January 2024 to reflect LA updates.

Training for all staff includes:

- Prevent awareness training from the Home Office to understand the risks around radicalisation and vulnerability - The section on preventing radicalisation says children may be 'susceptible' to extremist ideology and radicalisation, rather than 'vulnerable' on preventing radicalisation (page 149). Please note that Channel guidance now also refers to people as being susceptible and at risk of being drawn into terrorism
- on-line safety CPD and updates for protecting children from on-line harm and cyber-bullying
- statutory reporting duties for Female Genital Mutilation
- Children Missing Education understanding and reporting

Information and examples to develop all staff members understanding of different types of abuse and also issues such as Child Criminal Exploitation, Child sexual exploitation, sexual abuse and harassment between children, use of reasonable force. Additional aspects are covered in our wider safeguarding guidance such as health and safety, first aid, intimate care, child employment and performance

Staff code of conduct, and visitor information, will also ensure that adults are clear regarding how the setting expects them to challenge any inappropriate, harmful or abusive behaviours that they may see or hear about. This may be verbal comments that some people may perceive as “banter” or a “normal part of growing up”. In our setting these behaviours are NOT acceptable and all adults are expected to support the immediate positive challenging of any incidents and report them using the usual processes, or system provided (CPOMS), to the DSL.

Referrals

Following any concerns raised by staff, the DSL will assess the information and consider if significant harm has happened or if there is a risk that it may happen. If the evidence suggests the threshold of significant harm, or risk of significant harm has been reached; or they are not clear if the threshold is met, then the DSL will contact Southampton MASH or children’s social care if a child is open to them to inform and discuss. If the DSL is not available or there are immediate concerns, the staff member will refer directly, by taking advice through MASH and informing the head teacher, unless the information is an allegation against the head teacher, where the nominated governor should be contacted. (Abbie Lenza – safeguarding trustee)

If the DSL or deputy is not available or there are immediate concerns, the staff member will refer directly to children’s social care via MASH.

Generally the DSL will inform the parents prior to making a referral however there are situations where this may not be possible or appropriate or in the best interest/ wishes of the child/other children.

N.B. The exception to this process includes cases of known Female Genital Mutilation where there is a mandatory requirement for the teacher to report directly to the police. Advice can be obtained from the DSL and the DSL should be made aware by the teacher.

Early Help - Please be aware that Early Help referrals can now be submitted online using the link below. The consent for the Online Early Help Referral can be given verbally, or families can self-refer if they feel that they need some support. For note: this has begun to happen since the online referral was introduced especially for families with teenagers.

Once completed the referral form will be opened and the referrer will be contacted within five working days to discuss the referral further. If the referral has been completed by a professional we will call the family and discuss the referral with them and identify what support they would like. If you would like to discuss or have any more information contact The Early Help Hub on 023 8083 3311 or via email: EarlyHelpHub@southampton.gov.uk

Confidentiality

1. We maintain that all matters relating to child protection are to be treated as confidential and only shared as per the 'working together 2023' guidance, and as indicated in KCSiE 2023.
2. Information will be shared with agencies who we have a statutory duty to share with (including the three safeguarding partners – Hampshire Police; Hampshire, Southampton and the Isle of Wight CCG; the Local Authority) and individuals within the school who 'need to know' in the best interests of the child.
3. Information may need to be established with other professionals especially in the case of welfare concerns for children not open to children's services to determine the appropriate case of action, meeting of thresholds or escalation. For example, our DSL may contact a GP for a "confidential safeguarding discussion" to determine if they hold any safeguarding concerns or understand any health issues that may be affecting attendance and the school's regular sight of a pupil. Decisions made to request a safeguarding discussion will be kept within the school record of concern system with access limited to those who need to know.
4. Parents may be asked to give consent for the school to speak to the GP. However, if the concern is a safeguarding matter the school can contact the GP without contacting the parent for consent for a "safeguarding discussion". If this occurs, we will record who made the decision to take this action, when and why in the schools confidential recording systems.
5. All staff are aware that they cannot promise a child to keep a disclosure confidential.

Dealing with allegations against staff

If a concern is raised about the practice or behaviour of a member of staff this information will be written down/recorded with clear details of what information is known about what happened, who is involved, where and when. This will be handed directly to the Executive head teacher. The local authority designated officer (LADO) will be contacted by the head teacher and the relevant guidance will be followed.

An allegation is described as a concern or complaint and may indicate that a person has:

- Harmed a child
- Displayed inappropriate behaviour relating to a child that may constitute a criminal offence
- Raised concerns about the suitability of working with children

A complaint is described as a member of staff acting in way which does not meet the above criteria but is claimed to have acted in away which contravenes agreed policies or procedures

The LA's Designated Officer is: Jemma Swann

- Phone: 023 8091 5535/ 07500952037
E-mail: LADO@Southampton.gov.uk

If the concern is a “low level” concern – below the threshold of serious harm, a consultation log should be recorded for example, so as to inform any patterns of behaviour that may escalate, or require intervention or consideration regarding referral to the Teaching regulation Agency, including where a member of staff/ agency worker may have been not used again or dismissed if they had not resigned or left.

LADO can advise if an allegation is a low level concern or if it would meet the 4th bullet point criteria relating to behaviour that may mean someone is unsuitable to work with children.

If the allegation is against the head teacher, the person receiving the allegation will contact the LADO and then the nominated governor for dealing with allegations against the head teacher directly.

- **The process is outlined in KCSiE 2023. This process should be used in all cases in which it is alleged a member of staff or volunteer in a school 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;**
- **behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or**
- **behaved or may have behaved in a way that indicates they may not be suitable to work with children**

KCSiE 2023 part four

Outcomes of an investigation into an allegation can be substantiated, false, malicious, unfounded and unsubstantiated. If the allegation is substantiated this may lead to further action being taken, for example disciplinary processes being initiated/referrals to DBS and TRA. Please note that unsubstantiated outcomes mean that there is not being enough evidence to prove or disprove the allegation which will need to be considered.

All aspects of managing allegations indicated within Annex 5 this policy and also KCSiE 2023 part four will be followed including but not limited to:

- Identifying who will be told what and when
- Managing incidents of gossip or rumour or press contact
- A communication strategy including for social media and parents

Advice from the lead agency – LADO, Police, Children’s Social care will always be followed.

The timeframe for an investigation will depend upon the nature of the allegation, and there are other agencies involved or running investigations alongside the school processes.

Ludlow Junior School has a positive track record of working in partnership with the LADO/LADO team

If Ludlow Junior School receives an allegation relating to an incident where an individual or organisation was using your school premises for running an activity for children, senior leaders will follow our safeguarding policies and procedures and inform the local authority designated officer (LADO), as they would with any safeguarding allegation (paragraph 377).

Dealing with allegations against pupils (child on child abuse)

If a concern is raised that there is an allegation of a pupil abusing another pupil within the school, the dealing with allegations against pupils will be followed. A report will be made to the DSL, without delay as per other disclosures. Depending on the allegation it may be necessary to use the guidance “[Sexual violence and sexual harassment between children in schools and colleges - GOV.UK](#) “ Whilst this document has been withdrawn but is a reference point and should then lead staff into using KCSIE

Where allegations are made between pupils that would be of a safeguarding nature the school will ensure that information is recorded using the same procedures for taking disclosures. The DSL will be informed without delay and will determine next steps.

Next steps at our school applied on a case by case basis include:

- **Allocating a single point of contact for each child**
- **Informing the relevant agencies – e.g. Police**
- **Undertake risk assessment that is regularly reviewed**

- **Consider the victims wishes in line with age and developmental understanding/ competence**
- **Ensure that consideration is given and recorded to the support needs for the victim/ alleged perpetrator and any other children affected**
- **Ensuring that both pupils can continue to receive education equitably- this may include changing classes, addressing the need to manage start and finish times in line with reduced timetable guidance for a short period of time**
- **Parental communication will be established through single points of contact in agreement with any agencies e.g. police**
- **Participate with other agencies to ensure that a full understanding is gained of context and information known that may be relevant to risk assessment or level of understanding**

There are four potential ways education establishments may need to manage allegations if this nature. They are outlined in KCSiE 2023

In our school we will use these examples to support our responses on a case by case basis.

- **Paragraphs 542 and 544 now say that teachers can sanction pupils whose conduct falls below the standard which could be reasonably expected of them and we will work in partnership with parents, whenever possible, to discuss and agree potential sanctions**

Prevention

As a school we will minimise the risk of allegations against other pupils or inappropriate behaviour that may lead to allegation by:-

- **Providing a developmentally appropriate effective PSHE curriculum which develops students understanding of acceptable behaviour and keeping themselves safe, and offer an appropriately planned RSHE provision, having completed stakeholder consultation, policy development in linked with the DfE statutory guidance, and taken account of the Ofsted review report findings and recommendations on Sexual Abuse in schools and colleges [Review of sexual abuse in schools and colleges - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/reviews/sexual-abuse-in-schools-and-colleges).**
- **Most recent RSE review and related consultations December 2023 – March 2024**
- **Having systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and responded to consistently.**

- Ensure that we have an open and visible culture of not accepting any form of verbal abuse towards others be it sexual or explicitly targeting personal or protected characteristics. Maintain a record of any such incidents and consider any further education or targeted intervention work that may be needed and seek these out proactively.
- Delivering age and developmentally appropriate targeted work on respect, responsibility, consent and assertiveness and keeping safe to those pupils identified as being at risk, or in need of additional support for understanding safeguarding.
- Ensuring that any education or policy is underpinned by a factual basis and that pupils and staff are clear about the need for any changes, as well as how they are expected to respond consistently.
- Developing robust risk assessments & providing targeted work for pupils identified as being a potential risk to other pupils.

Allegations pupils against other pupils which are safeguarding issues

Occasionally, allegations may be made against students by others in the school, or from another school, which are of a safeguarding nature. Safeguarding issues raised in this way may include verbal abuse, physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that, to be considered a safeguarding allegation against a pupil, any of the following features may be present, or others identified on a case by case basis.

If the allegation:-

- Is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil

If the allegation includes actions related to protected characteristics

- Is of a serious nature, possibly including a criminal offence, including radicalisation or another form of exploitation or abuse
- Raises risk factors for other pupils in the school
- Indicates that other pupils may have been affected by this student
- Indicates that young people outside the school may be affected by this student
- Identified a pattern of behaviour that needs addressing

Examples of safeguarding issues against a student could include (not an exhaustive list):

Physical Abuse

- Violence, particularly pre-planned
- Forcing others to use drugs or alcohol

Emotional Abuse

- Blackmail or extortion
- Threats and intimidation

Sexual Abuse

- Indecent exposure, indecent touching or serious sexual assaults
- Forcing others to watch pornography or receive or share nudes/ semi-nudes

Sexual Exploitation

- Encouraging other children to engage in inappropriate sexual behaviour (For example - having an older boyfriend/girlfriend, associating with unknown adults or other sexually exploited children, staying out overnight)
- Photographing or videoing other children performing indecent acts

Criminal Exploitation

- Encouraging / forcing others to engage in inappropriate / criminal/extortion activities
- Forcing or encouraging others to make delivery of unknown or known items and use of threats
- Grooming others to act on their behalf or in a manner that is criminal for reward

Radicalisation

- Promoting extremist ideology including sharing of information to others digitally or in hard copy

Important note: All young people Under 18 are considered as children first and in our school the management of allegations between pupils, or of a pupil will always ensure that history and context are included in decision making together with other relevant agencies.

Both parties will have a single point of contact and will be supported throughout the process of any investigation in line with other agencies involvement.

Procedure:-

- When an allegation is made by a pupil against another student, members of staff should consider whether a pupil is at immediate risk of harm, or the information raises a safeguarding concern, sometimes this will, with known contextual information, be beyond the information shared. If there is a risk of immediate harm to either pupil/s or safeguarding concern the designated safeguarding lead (DSL) should be informed, if not school behaviour policy procedures may be more appropriate.
- If the member of staff hears or sees any incident of abusive verbal comments made towards a pupil or to or by a staff member they should consider how they can act immediately. For example, staff should follow what the staff code of conduct states regarding how staff are expected to challenge any verbal abuse that may be of a sexual nature, or comments regarding personal or protected characteristics both in the moment, also to record and also follow up in line with the school behaviour policy.
- A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances. In the case of verbal abuse – the staff member should follow the (add which policy) policy which sets out how our school expects all to respond.
- The DSL should contact the multi-agency safeguarding hub and/ or police to discuss the case.
- A CPI form might be completed if relevant to the individual situation.
- The DSL will follow through the outcomes of the discussion and make a referral where appropriate
- If the allegation indicates that a potential criminal offence has taken place the DSL may contact the police directly, as well as refer to the multi-agency safeguarding hub, the police advice should be followed in all circumstances.
- Parents, of both the student being complained about and the alleged victim, should be informed and kept updated on the progress of the referral (unless advised by the police to not do so)
- The DSL will ensure a record of the concern is held in the school system, confidentially if appropriate, the discussion and any outcome and keep a copy in the files of both pupils' files
- It may be appropriate to rearrange educational provision for the pupil the allegation has been made about for a period of time according to the school's behaviour policy and procedures, but this will be made on an individual basis in context and proportionate to the allegation made.

- Where neither social services nor the police accept the allegation or complaint, a thorough school investigation will take place into the matter using the school's behaviour policy and usual disciplinary procedures and in context of any known information.
- In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, and if necessary and proportionate supervision plan
- The plan should be monitored, and a date set for a follow-up evaluation including safeguarding partners or external agencies or organisations supporting anyone involved.

Sexual violence and sexual harassment between pupil in schools and colleges

[Sexual violence and sexual harassment between children in schools and colleges - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges) – as a reference but with full guidance being drawn from KCSiE 2023

In our school all adults are expected to make it clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up. This will be through the examples staff set as role models to our pupils as well as through PSHE lessons, and Relationships Education and other input such as responding to pupil surveys, and providing opportunities for pupils to develop responsibility, understand and demonstrate respect towards others and application of the behaviour policy and code of conduct. (Add own example/s if different)

Adults are expected to:

- Be aware that this can happen to any person – it is not limited to females but recognise the majority of reports are incidents targeted at girls and women.
- not tolerate or dismiss sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”;
- challenge behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting up skirts.
- recognise that “Upskirting” is now a criminal offence. It typically involves taking a picture under someone's clothes without them knowing with the intention of viewing someone's genitals or buttocks with a view to sexual gratification or to cause the victim humiliation, distress or alarm.

- understand that all of the above can be driven by wider societal factors beyond the school and college, such as everyday sexist stereotypes and everyday sexist language. This is why a whole school/college approach (especially preventative education) as described in Part 3 of recent government advice ([hyperlink above](#)) is important. In our school we will ensure that we educate our pupils through (add curriculum link and assembly examples or values promoting activities)
- recognise that pupils with SEN are three times more likely to be abused and ensure they have awareness of pupil behaviours that may be inappropriate towards pupils with SEN
- recognise that allegations of sexual violence or sexual harassment are likely to be complex and will require difficult professional decisions to be made. The DSL must be notified without delay and decisions made on a case-by-case basis. As with other disclosures the person disclosing must be able to disclose the information in a supportive environment with clear record of factual information made as soon after the disclosure as possible. The same procedures should be followed as set out in this child protection policy.

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

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

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

All parties should be confident that they will be listened to, believed and supported appropriately. Surveys and pupil consultations will support assurance around this for leaders and governors.

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

Roles and responsibilities within Ludlow Junior School

Staff responsibilities

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

- Establish and maintain an environment where children feel secure, are encouraged to discuss concerns and have confidence they will be listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried about any problems, and also know where else they might be able to draw upon reliable advice appropriate to their age and development, especially when out of school.
- Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
- Attend training, at least annually, in order to be aware of and alert to the signs of abuse, take responsibility in line with professional standards and ask questions if unsure about any of what is covered or issues you head about that have not been covered in training.
- Maintain an attitude of “it could happen here” and ‘it may be happening here’ with regards to all aspects of safeguarding. Be curious as to why something has been said or observed.
- Consider information shared or behaviours observed in a trauma informed (ACE’s) manner (refer to the ACEs resources in our training materials and consider the developmental resources too)
- Record their concerns if they are worried that a child is being abused and report these directly to the DSL without delay as soon as practical that day. These concerns are likely to be wide-ranging and could include concerns about on-line safety, exploitation, neglect, abuse, radicalisation, mental health and well-being or other welfare and safeguarding issues.

- If the disclosure is an allegation against a member of staff they will follow the allegations procedures. Follow the procedures set out by the Southampton children safeguarding partnership, HIPS and guidance issued by the DfE.
- Support pupils in line with their plan – e.g. child protection plan, medical individual health plan, EHCP.
- Ensure they know who the designated safeguarding lead (DSL) and deputy DSL are and know how to contact them.
- Know what to do if you need to report a concern out of school hours, including holiday time.
- Treat information with sensitivity, confidentiality but never promising to “keep a secret”.
- Notify DSL of any child on a child protection plan who has unexplained absence.
- In the context of early help, staff will notify colleagues and/or parents of any concerns about their child(ren), and provide them with, or signpost them to, opportunities to change the situation.
- Liaise with other agencies that support pupils and provide early help as required.

Senior management team responsibilities

At Ludlow Junior School we must:

- Contribute to inter-agency working in line with guidance (working together 2023, KCSiE 2023)
- Provide a co-ordinated offer of internal support or referral to early help when additional needs of children are identified
- Ensure staff are able to work in a trauma informed manner and that linked policies such as behaviour policies support this.
- Work with children’s social care, support their assessment and planning processes including the school’s attendance at conference and core group meetings
- Ensure DSL’s can contribute to multi-agency meetings such as MARAC when required
- Ensure where children are open to Children’s social care or Early Help that the linked social workers are informed on the same day or any absence, especially if unexplained.
- Work closely with the children’s resource service in Southampton (CRS)
- Carry out tasks delegated by the governing body such as training of staff; safer recruitment; maintaining a single central register and provide information and activities to enable scrutiny

- Provide support and advice on all matters pertaining to safeguarding and child protection to all staff regardless of their position within the school, and to visitors/volunteers.
- Treat any information shared by staff or pupils with respect and follow procedures
- Ensure that allegations or concerns against staff are dealt with in accordance with guidance from department for education (DfE), Southampton Safeguarding children partnership (SSCP) and Southampton City Council (SCC).

Filtering and monitoring of internet content and access

At Ludlow Junior School we have worked closely with our internet/It service provider CSE limited to ensure that all web traffic is suitably filtered and monitored with due regard being given to the KS 2 age group present in school

We employ SMOOTHWALL as our preferred filtering software platform and this ensures that content is suitably monitored, filtered and reported in school

The DSL receives daily reports via smoothwall of any activity which is suspicious or inappropriate and follow steps are then taken in relation to the content reported

The trustees at Ludlow Junior School have a dedicated It working group who have supported the implementation and design of the filtering and monitoring approaches

Trustees, senior leaders and CSE work in partnership to meet the following guidance:

- Review the DfE's [filtering and monitoring standards](#). Your board should discuss with your IT staff and service provider what needs to be done to support your school in meeting the standards (paragraph 142). Specifically, your school should:
 - Identify and assign roles and responsibilities to manage filtering and monitoring systems
 - Review filtering and monitoring provision at least annually
 - Block harmful and inappropriate content without unreasonably impacting teaching and learning
 - Have effective monitoring strategies in place that meet its safeguarding needs
- Cyber security - When thinking about information security and access management Ludlow Junior School is committed to embracing the [cyber security standards for schools and colleges](#) (paragraph 144)

Governing body responsibilities (trustees)

At Ludlow Junior School the trustees ensure that:

- The school has effective safeguarding policies & procedures including a child protection policy, a staff behaviour policy and processes for children who go missing from education.
- Trustees, in Autumn term 2023, established a more detailed and cross referenced safeguarding termly review process – beginning December 2023 with the first report provided for the safeguarding trustee, Abbie Lenza, and presented to FGB. This is an ongoing termly review process
- The SSCP is informed annually via local authority education safeguarding lead (Alison.philpott@southampton.gov.uk) about the discharge of duties via the safeguarding self-evaluation tool or other/additional external report evidence.
- Recruitment, selection and induction can be evidenced as following safer recruitment practice and we are clear that we will inform shortlisted candidates that it might conduct an online search as part of due diligence checks in recruitment. Schools were prompted to consider doing these checks in KCSIE 2022, but KCSIE 2023 adds that your school should make shortlisted candidates aware it will be carrying them out (paragraph 221). This is set out in part 3.
- Allegations against staff are dealt with by the head teacher, in consultation with LADO and appropriate record kept.
- A member of the senior staff team is appointed as designated safeguarding lead (DSL) and this recorded in their job description
- A nominated member/member have responsibility for monitoring safeguarding whilst it is a duty for all governors to take account of safeguarding in their duty as a trustee.
- Ensure that oversight of the effectiveness of policies is undertaken, including staff and pupil discussions including people selected independently by governors
- Staff have been trained appropriately and this is updated in line with guidance at least annually, updated by bulletin, staff meeting, or other method as required and that raining makes it clear that that some children are at greater risk of harm than others, both **online and offline** based on specific contextual safeguarding factors and this should be taken into account when considering the level of risk faced by a child
- Ensure that the DSL can provide an accurate record of all staff training and records of staff understanding the content, including for Prevent, CME and FGM.
- Any safeguarding deficiencies or weaknesses identified are remedied without delay
- Have identified a nominated trustee for allegations against the head teacher, who has undertaken training, and is able to contact HR advisor and LADO independently of the school where required.

- Trustees will also ensure that hirers or users of school facilities understand their responsibilities in positions of trust, and not to use the site for promotion or distribution of extremist materials or messages. They will provide an agreed set of information that is shared and recorded for all hirers/ users whose activities involve children. This will include how to contact a DSL is appropriate and MASH.

DSL responsibilities (to be read in conjunction with DSL role description in KCSiE 2023)

DSL – Simon Watkins

Deputy DSLs – Vanessa Chandler, Emma Stevenson, Gillie Hotston, Maria Locke, Debbie Rooke

Safeguarding trustee – Abbie Lenza

Renewed DSL job description approved Spring 2024

- The school has effective safeguarding policies & procedures including a child protection policy, a staff behaviour policy and processes for children who go missing from education.
- The SSCP is informed annually via local authority education safeguarding lead (Alison.philpott@southampton.gov.uk) about the discharge of duties via the safeguarding self-evaluation tool or other/additional external report evidence.
- Recruitment, selection and induction can be evidenced as following safer recruitment practice.
- Allegations against staff are dealt with by the head teacher, in consultation with LADO and appropriate record kept.
- A member of the senior staff team is appointed as designated safeguarding lead (DSL) and this recorded in their job description
- A nominated member/member have responsibility for monitoring safeguarding whilst it is a duty for all governors to take account of safeguarding in their duty as a governor.
- Ensure that oversight of the effectiveness of policies is undertaken, including staff and pupil discussions including people selected independently by governors
- Staff have been trained appropriately and this is updated in line with guidance at least annually, updated by bulletin, staff meeting, or other method as required
- Ensure that the DSL can provide an accurate record of all staff training and records of staff understanding the content, including for Prevent, CME and FGM.
- Any safeguarding deficiencies or weaknesses identified are remedied without delay
- Have identified a nominated governor for allegations against the head teacher, who has undertaken training, and is able to contact HR advisor and LADO independently of the school where required.
- Governors will also ensure that hirers or users of school facilities understand their responsibilities in positions of trust, and not to use the site for promotion or distribution of extremist materials or messages. They will provide an agreed set of information that is shared and recorded for all hirers/ users whose activities involve children. This will include how to contact a DSL is appropriate and MASH.

- As part of ongoing vigilance, create the right culture so staff feel comfortable discussing safeguarding matters in and outside of work

Procedures for child protection – Ludlow Junior School

Overview

The following procedures apply to all staff working in the school and will be covered by training to enable staff to understand their role and responsibility. Adults visiting and volunteers at the school will be made aware of the schools procedures and the expectation they will follow them. Visitors and volunteers are made aware of expectations when coming on to the school site and in pre briefings.

The aim of our procedures is to provide a robust framework which enables staff to take appropriate action when they are worried a child is being abused.

The prime concern at all stages must be the interests and safety of the child. Where there is a conflict of interest between the child and an adult, the interests of the child must be paramount.

If a member of staff suspects abuse or they have a disclosure of abuse made to them they must:

- Make an initial, accurate record of the information
- Report it to the DSL / head teacher immediately as set out below:

This will be completed via CPOMS

-The DSL or head teacher will consider if there is a requirement for immediate medical intervention, however urgent medical attention should not be delayed if DSL or head teacher are not immediately available (see point 8 below)

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

- Dates and times of their observations
- Dates and times of any discussions they were involved in
- Any injuries reported and recorded on body map
- Information given by the child / adult
- What action was taken
- Actual words or phrases used by the child

The records must be signed and dated by the author. Then stored securely as per school procedure in line with GDPR. In our school this is by CPOMS database:

Following a report of concerns from a member of staff, the DSL must:

Decide whether or not there are sufficient grounds for suspecting significant harm in which case a referral must be made to MASH/ police/ or the social worker if a case is open

Normally the school should try to discuss any concerns about a child's welfare with the family and where possible to seek their agreement before making a referral to MASH. However, in accordance with KCSiE and Working Together guidance, this should only be done when it will **not** place the child at increased risk and or **not** impact a police investigation. Advice should be sought from MASH if a professional has taken a decision that gaining consent is unlikely to be in the child's best interests. The child's views should also be taken into account but the decision-making rests with the professional and should be recorded.

If there are grounds to suspect a child is suffering, or is likely to suffer, significant harm they must contact the Multi Agency Safeguarding Hub (and make a clear statement of:

- a. the known facts
- b. any suspicions or allegations
- c. whether or not there has been any contact with the child's family
- d. include any contextual information relevant.

When speaking with a child/young person we will all ask and record:

- What happened?
- Where did it happen?
- When did it happen?
- Who was there?



Use the following guidelines:



The record of exact responses as given, word for word by the child is crucial. This is so the initial information that would be required for a DSL to make an informed decision about next steps that are relevant are gathered, ideally at the point of disclosure.

If the DSL feels unsure about whether a referral is necessary they will phone the MASH for advice.

If there is not a risk of significant harm, then the DSL will either actively monitor the situation or consider the early help process or follow other guidance from MASH/police.

The DSL must confirm any referrals in writing to the MASH, **within 24 hours**, including the actions and decisions that have been taken by whom and any impact of the actions and decisions. The written referral should be made using the MASH referral form which will provide children's social care with the supplementary information required about the child and family's circumstances. The DSL will include all information they are aware of and not assume anyone reading the referral has already got access to contextual or other relevant information.

If a child is in immediate danger and urgent protective action is required, the police should be called. The DSL should also notify children's social care of the occurrence and what action has been taken and decisions made by whom through contact with MASH or the social worker.

- Where the information refers to FGM, or immediate risk of, for example, forced marriage the DSL will ask the adult who took the disclosure to contact the police under the mandatory reporting duty, or follow other guidance relevant to individual information or context. Then record the information and decisions made. Since February 2023, it's been a crime to carry out any conduct whose purpose is to cause a child to marry before their 18th birthday, even if violence, threats or another form of coercion are not used. This applies to non-binding, unofficial 'marriages' as well as legal marriages (pages 155 and 156)

Where there are doubts or reservations about involving the child's family, the DSL should clarify with children's social care or the police whether, the parents should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation. Any decisions taken, in particular, not to notify parent should be recorded – who made decision and reasons decision is based on, with date and time of decision logged.

When a pupil is in need of *urgent* medical attention and there is suspicion of abuse the DSL or head teacher should organise appropriate measures to ensure the child attends the accident and emergency unit at the nearest hospital urgently, having first notified police/MASH. The DSL should seek advice about what action school/children's social care/police will take and about informing the parents, remembering that parents should normally be informed that a child requires urgent hospital attention. This decision and reasons for it should be recorded as described as above.

If the disclosure relates to extremism and falls under Prevent concerns, then the DSL will make a referral to Prevent. This referral process is as set out in the guidance for safeguarding policy published by SCC on Young Southampton and emailed to all schools Heads and DSLs.

Management

The DSL will ensure a report is provided to **all** Child Protection and Child in Need planning meetings, and where possible will provide an appropriate in attendance for each meeting also.

The school may also be invited to attend MARAC, Chanel or long-term cases panels – where possible the DSL will always attend or in the case of not being able to provide a report to the professional leading the meeting of any relevant information.

As all staff receive annual training in relation to safeguarding and child protection which outlines their absolute duty to support, protect and share information on our pupils a failure to do so may be treated as a disciplinary or competency based matter and a serious breach of contractual obligation.

Management of the policy and further guidance

At Ludlow Junior School we are aware that many aspects of our work have management aspects that may not be clear to all staff. As a result we have highlighted specific areas of our work which have a management aspect which contributes to safeguarding or child protection.

To support each of the inter related areas of work the ongoing glossary has been included:

- **Should and Must** are used throughout KCSiE 2023 – must is used when a person is legally required to do something, should is used advice set out should be followed unless there is a good reason not to.
- **VIMEO – staff are also provided with an audio summary version of KCSiE vi a Vimeo link to aid reading and understanding of the guidance based on learning styles**
- **Safeguarding** is defined in KCSiE 2023 as “ protecting children from maltreatment; preventing impairment of children’s health and development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes”. Our safeguarding practice applies to every child.
- The term **Staff** applies to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity. This also includes parents and governors.
- **Child** refers to all young people who have not yet reached their 18th birthday. On the whole, this will apply to pupils of our school; however the policy will extend to visiting children and students from other establishments or for those with specific needs until 25th birthday
- **Parent** refers to birth parents and other adults in a parenting role for example adoptive parents, guardians, step parents and foster carers.
- **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.
- **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
- **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in

preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education

- **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
- **The Trigger Trio:** The term 'Trigger Trio' has been used to describe the issues of domestic violence, mental ill-health and substance misuse which have been identified as common features of families where harm to women and children has occurred. They are viewed as indicators of increased risk of harm to children and young people. In a review of Serious Cases Reviews undertaken by Ofsted in 2011, they found that in nearly 75% of these cases two or more of the issues were present.

In linking a range of our work together and making the links to child protection and safeguarding clear we aim to:

- Provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident to approach adults if they are in difficulties.
- Plan an effective PSHE curriculum that encompasses age and developmentally appropriate content enabling pupils to build skills and confidence to help them to manage the challenges of growing up in today's society including knowing how to keep themselves and others safe and where to get help from if they, or others need it.
- Ensure that where required, action is taken in line with the best interests of the child, having taken into account the child's wishes (KCSiE 2023)
- Raise the awareness of all leaders, teaching and non-teaching staff and volunteers of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse. This responsibility does not rest solely with Designated Safeguarding Leads.
- Develop a structured procedure within the school that will be followed by all members of the school community in cases of suspected abuse.
- Provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support plans for those children through timely Early Help referral, contact and working with external partners and children's social care team.
- Refer to early help services so children, and their wider families can be supported by professionals before referral to children's social care services is required.

- Ensure that all adults within our school who have access to children have been checked as to their suitability. This includes appropriate raising of awareness for out of hours community users of our facilities and checks and training for governors in line with school policy.
- Ensure the protection of children is of the highest priority for our school. Children have a right to feel secure and cannot learn effectively unless they do so. All children regardless of age, gender, ethnicity, ability, sexuality, religion, culture, language and beliefs have a right to be protected from harm. All staff have a key role in prevention of harm and an equal responsibility to act on any suspicion or disclosure that may indicate a child is at risk of harm in accordance with the guidance. We acknowledge that working
- In partnership with other agencies protects children and reduces risk and so we will engage in partnership working throughout the child protection process to safeguard children. Whilst the school will work openly with parents as far as possible, the school reserves the right to contact Southampton's Multi-agency Safeguarding Hub (in line with current safeguarding procedures) and Local Safeguarding Children's Board Child and Family Early Intervention Model and Threshold Document or the Police, without notifying parents if this is in the child's best interests taking into account the child's wishes as set out in KCSiE 2023
- The Brooks traffic light for sexual behaviours is a useful reference point for decision makers if this aspect of behaviour is in focus
- Safeguarding processes are intended to put in place measures that minimise harm to children. There may be situations where gaps or deficiencies in the policies and processes we have in place will be highlighted. In these situations urgent review will be carried out by the DSL and governors in order to identify learning and inform the policy, practice and culture of the school. This review may involve the Local Authority or other agencies.
- Some areas, such as Health and Safety, are a specialist area of safeguarding and a separate lead for this area is in place in the school and there is a named governor/committee with responsibility for health and safety. Our site manager – Charlotte Snook – senior site lead - is very experienced in leading health and safety The site, the equipment and the activities carried out as part of the curriculum are all required to comply with the Health and Safety at Work act 1974 and regulations made under the Act. Abbie Lenza is our safeguarding trustee
- All risks are assessed and recorded plans of how to manage the risk are in place. The plans always take a common sense and proportionate approach to allow activities to be safe rather than preventing them from taking place. The school has a Health and Safety policy which details the actions that we take in more detail.
- Non compliance by staff with this policy may result in the consideration of disciplinary or competency measures
- All staff receive training in relation to whistle blowing should concerns involve a member of staff

- Governance
- As a school, we review this policy at least annually in line with Department of Education, SSCP and SCC and other relevant statutory guidance together with our wider safeguarding policy/ies.
- The policy in practice is monitored by the safeguarding governor in partnership with the DSL so the governing body can be assured of effectiveness of this policy in practice.

- The governing body ensures that staff at the school understand when and how the school or SCC whistleblowing policies could be used if required by employees. It identifies for staff how whistleblowing is different to raising a grievance.
[https://www.southampton.gov.uk/images/whistleblowing-\(duty-to-act\)-policy_tcm63-405861.pdf](https://www.southampton.gov.uk/images/whistleblowing-(duty-to-act)-policy_tcm63-405861.pdf)
- [Trustees will review and approve the safeguarding SEF returned to the LA annually](#)

Where online learning becomes a key focus (e.g. lockdown) we will follow the guidance from DfE
<https://www.gov.uk/government/publications/online-education-standards-and-how-to-meet-them>

Linked areas and school procedures to promote safety, wellbeing and protection – wider awareness

Identifying and dealing with Neglect

The SSCP Neglect Toolkit has been put together to help those who work with children and families in Southampton. It provides a framework for good practice around the early identification and signs of neglect. This toolkit has been constructed using the expertise of our agencies across Southampton

The Neglect Toolkit has been developed as part of the Neglect Strategy refresh. You can find the full Neglect Strategy below

<https://southamptonscp.org.uk/neglect-toolkit/>

Complete the Neglect Toolkit eLearning (please note if you are employed by SCC please go to [‘My Learning’](#) to complete this eLearning

Using the same link as above please look at the professional development documents and resources in the e learning page

Site security

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

- We aim to provide a secure site, but recognise that the site is only as secure as the people who use it. Therefore all people on the site have to adhere to the rules which govern it.
- These are:
- All gates are locked except at the start and end of the school day – any open gate must be staffed at all times during the taught day e.g. deliveries
- Doors are kept closed to prevent intrusion
- Visitors and volunteers enter at the reception and must sign in.
- Visitors and volunteers are identified by showing school staff their identification.

- Children are only allowed home during the school day with adults/carers with parental responsibility or permission being given.
- All children leaving or returning during the school day have to sign out and in.
- A lockdown alarm and procedure has been developed and is under testing

First Aid

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

- The school currently has 1 key first aid area located adjacent to the main reception area. However, minor first aid matters may be triaged on the playground by a first aider
- Trained first aiders operate on the site throughout the taught day

Physical Intervention (use of reasonable force)

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools> 2013.

Our school does adhere to the guidance contained in the above publication. Physical intervention should only be used when other strategies have not been effective or when the failure to use force would create immediate danger to staff or pupils and could, as a result, be deemed to be negligent

See appendix 14

Key staff members have been trained in the Maybo methodology – whilst physical intervention is a last resort and de-escalation/distraction a prime course of action – there may be times when particular behaviours/situations mean that PI is used to:

- Protect an individual pupil from harm to self
- Protect other pupils or staff from harm
- Protect significant property from harm or damage – especially when damaging the property poses a risk to safety e.g. windows, SMART boards, screens etc
- Protecting self

All staff are referred to the guidance ‘Use of reasonable force in schools’ and all staff and volunteers are entitled to act under that guidance as well as having their rights within common law protected.

Where a Physical Intervention is undertaken parents should always be informed, a debrief should be held with the parents and pupil and any physical outcomes of the PI should be reviewed together and recorded

Reference points:

- Working Together to Safeguard Children 2023

- Keeping Children safe in Education 2023
- [Disqualification under the childcare act 2006, 2018](#)
- [Sexual violence and sexual harassment between children in schools and colleges - GOV.UK \(www.gov.uk\) \(withdrawn\) key guidance now within KCSiE \(2023\)](#)
- Searching, screening and confiscation guidance UPDATED July 2023
- <https://hipsprocedures.org.uk/> (not exhaustive list: bruising protocol, CERAF exploitation assessment form, bullying, harmful practices linked to faith or belief, radicalisation and further safeguarding information)
- <https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence>
- <https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines#history>
- <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
- <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>
- [Review of sexual abuse in schools and colleges - GOV.UK \(www.gov.uk\)](#)
- [Additional guidance should be found through Working Together 2023 and Annex B KCSiE 2023.](#)

GUIDANCE – developed for specific instances/events

Taking and the use and storage of images

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

- As a school we will seek consent from the parent of a pupil and from teachers and other adults before taking and publishing photographs or videos that contain images that are sufficiently

detailed to identify the individual in school publications, printed media or on electronic publications. We will not seek consent for photos where you would not be able to identify the individual. Similarly we will not seek consent where an image is for internal use only

- We will seek consent for the period the pupil remains registered with us and, unless we have specific written permission we will remove photographs after a child (or teacher) appearing in them leaves the school or if consent is withdrawn.
- Photographs will only be taken on school owned equipment and stored on the school network. No images of pupils will be taken or stored on privately owned equipment by staff members.

Transporting pupils

[Home-to-school travel and transport - GOV.UK](#)

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

- We will give consideration to the transport needs of our pupils including in an emergency situation and out of hours. Safeguarding the needs of our pupils when travelling in school owned / private hire minibus or coaches / taxis with staff or parents as drivers in cars is imperative
- On occasions parents and volunteers support with the task of transporting children to visits and off-site activities arranged by the school. (This is in addition to any informal arrangements made directly between parents for after school clubs etc.). In managing these arrangements the school will put in place measures to ensure the safety and welfare of young people carried in parents' and volunteers' cars. This is based on guidance from the local authority and follows similar procedures for school staff using their cars on school business. Please see appendix for further information
- Where parents'/volunteers/staff cars are used on school activities the school will notify parents/volunteers/ staff of their responsibilities for the safety of pupils, to maintain suitable insurance cover and to ensure their vehicle is roadworthy. A record will be kept in school of insurance, evidence of roadworthiness and understanding of responsibilities. Evidence of the right to drive must be obtained.
- For school trips private providers may be used such as coach companies. Copies of any insurance will be sought by the school and retained with trip documentation

Dealing with disclosures and allegations

All staff should:

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

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

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

Guiding principles for staff:

- Listen to what is being said, without displaying shock or disbelief or asking child to repeat anything unnecessarily
- Accept what is said and take it seriously
- Make a note of exactly what has been said as soon as practicable
- Don't make promises you may not be able to keep e.g. 'I'll stay with you' or 'everything will be alright now' or 'I'll keep this confidential'
- Do reassure the pupil e.g. you could say: 'I am glad you felt able to say this', "I will speak to someone who will know what to do next", "I know you might be feeling upset but there are people trained to know what to do to help you next", "x is trained to help pupils who need it I'm going to go and speak to x as they will know what we should do now"
- Be clear about who any disclosure or allegation is being made against
- Remember TED – Tell me (Can you tell me about that?), Explain (Can you explain that to me?), Describe (Can you describe that?)

- **Do not** ask 'leading' questions i.e. 'did x touch your private parts?' or 'did x hurt you?' Such questions may invalidate your evidence (and the child's) in any later prosecution in court
- **Do not** criticise the alleged perpetrator; the pupil may care about him/her, and reconciliation may be possible

- **Do not** ask the pupil to repeat it all for another member of staff. Explain what you have to do next and whom you have to talk to. Reassure the pupil that it will be a senior member of staff
- **DO** share concerns with the designated safeguarding lead as soon as possible
- Confidentiality is essential. Share your knowledge only with appropriate professional colleagues
- If you are not able to contact your designated safeguarding lead, and the child is at risk of immediate harm, contact the children's services department/ police directly, recording decisions for doing so.
- If you are dissatisfied with the level of response you receive following your concerns, you should press for re-consideration indicating why you feel decisions have not been made in the best interests of a child if this is the case. Ensure that all known information, including contextual information has been shared for assessment of the information to be made
- Ensure that you consider if you need some time to process what you have heard to ensure you look after your own mental health and well-being, and our DSL will ensure that staff are offered support and time to manage their emotions when having received information from a child.
- If the allegation is regarding child on child abuse it is important to note who was present, if anyone, if the incident/s were in person/ reported to them or online. Using the same questions as for disclosure a record should be made and then an investigation into the allegation undertaken. All incidents should be taken seriously, and consideration should also be given if staff were present if they followed the code of conduct.
-

Helpful notes:

- If possible make some very brief, accurate notes at the time, and write them up as soon as possible
- Keep your original notes on file
- Record the date, time, place, person's present/named and noticeable non-verbal behaviours, and the words used by the child. If the child uses sexual 'pet'/slang words, record the actual words used, rather than translating them into 'proper' terms – this is essential that the record is word for word.
- Complete a body map to indicate the position of any noticeable bruising, or where a child has indicated something to you.
- Record facts and observable things, rather than your 'interpretations' or 'assumptions'
- If a DSL / deputy is not available or contactable know how to contact MASH for advice.

After decisions and referral:

Review (led by DSL)

- Has the action taken provided positive outcomes for the child?
- Did the steps taken by staff work? Is there a clear record and timeframe of information and decisions taken?
- Did staff follow policy?
- Were any deficiencies or weaknesses identified in the procedure? Have these been remedied?
- Is further training required?

What happens next?

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

If they have concerns that the disclosure has not been acted upon appropriately, they might inform the safeguarding governor of the school and/or may ultimately contact the children's services department. Procedures to follow can be found within our complaints policy or whistleblowing policies

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

In some cases additional counselling might be needed and they should be encouraged to recognise that disclosures can have an impact on their own emotions.

Children may become subject to Child in Need plans or Child Protection plans. This will always involve multiagency working around the child / family. All agencies are required to provide written reports for each meeting. Our school wherever possible will also send a representative to the meeting to share this report and hear the wider contextual picture so as to ensure we can apply the any specific safeguarding procedures with good understanding of the context.

If a meeting falls in a school holiday period the following arrangements are in place and shared with the LA. (add holiday DSL contact arrangements)

Off site visits/ provision including overnight stay

www.hampshireoutdoors.com <https://oeapng.info/evc/>

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

- All off site activities will have a range of risks and these must be assessed and addressed prior to the visit taking place. The school has a clear procedure for assessing risk and the lead member of staff, acting as the educational visits coordinator is Mrs Gillie Hotston.
- Once internal approval for a visit has been reached we will use the evolve portal to gain that approval too
- Homestay visits/ overnight visits/ visits using host families guidance found in KCSiE 2023 is followed as can be seen in our policy and processes
- A particular strand of health and safety is looking at risks when undertaking off site visits. Some activities, especially those happening away from the school and residential visits, can involve higher levels of risk. If these are annual or infrequent activities, a review of an existing assessment may be all that is needed.
- If it is a new activity, a visit involving adventure activities, residential, overseas or an 'Open Country' visit, a specific assessment of significant risks must be carried out.
- The school has an educational visits coordinator (Gillie Hotston) who liaises with the county outdoor education adviser and helps colleagues in school to manage risks and support with off site visits and provides training in the management of groups during off site visits, as well as First Aid in an outdoor context.
- The EVC ought to be appointed to the role and receive training for the role. It is recommended that any EVC completes suitable training for the role or refresher training every five years. The EVC will also provide in house training within school for those who run regular off site visits as well as staff new to off site visits.
- Where a visit includes at least one overnight stay in UK the school will have risk assessed the accommodation, and where it is with a family carried out an enhanced DBS check with barred list for adults responsible in the household, and consider and record if any persons over 16 in the house will also have these checks carried out.
- If no/expenses only are being paid a volunteer check can be applied for. If the stay is outside of the UK these checks cannot be carried out. Parents should be made aware of this and children given clear information about who to contact at any time if they need to report something or feel uncomfortable. The school may consider contacting the relevant embassy to confirm what checks could be carried out. (Annex E KCSiE 2023)

Behaviour and Safety

- The school has a behaviour policy in place that meets the relevant requirements and this policy forms part of all staff induction. Our policy is based on positive rewards and recognition but also explains consequences of poor behaviour. Behaviour should be discussed with all parents regularly. Our policy is on the school website and includes aspects of tackling bullying and discrimination. Our policies will aim to support pupils positively but do also reference physical intervention and exclusion dependent on situation.
- We have a staff code of conduct that is a part of all staff induction and is on the website and is provided to all staff
- The school has reserved the right to use the behaviour policy beyond the school day and in the community where the safety/wellbeing of pupils is put at risk by others who are part of our school community. Sanctions may be applied in these instances and this includes online behaviour
- The school has sought and retained signed and dated assurances in writing from users of the premises that they have appropriate awareness or policy and procedure in place relating to the safeguarding of children, are aware of preventing extremism and how to report concerns to the school designated safeguarding lead, head teacher or Multi-agency safeguarding hub through Southampton Childrens Advice and Duty Service in line with SCC and Association of Chief Police Officers (replaced by National police chiefs council, NPCC, 1/4/2015) regarding speakers, that can be applied to groups (<http://www.hampshirepreventboard.org.uk/wp-content/uploads/2016/05/Prevent-Extremist-Speaker-Guidance.pdf>) that they have appropriate policies and procedures in place related to safeguarding of children are aware of preventing extremism and how to report concerns to the multi-agency safeguarding hub (MASH).
- In school, systems for monitoring systems and volunteers can be found in our policy and procedure section of the server. These supplement our fire evacuation procedures.
- As a school we encourage staff to act upon patterns of absence for pupils, especially the most vulnerable by discussing their observations with staff e.g. wellbeing lead/senior ELSA, or DSL/deputy if an unexplained absence of a vulnerable pupil

Curriculum

1. Details of our school curriculum for all subjects can be found on our school website. This information includes details of regular PSHE learning planned to support pupils in age appropriate safeguarding issues as well as how we teach on-line / e-safety and the content of this. We use the new teaching online safety guidance and During Spring/Summer term 2024 we will be updating our curriculum and policy for Relationships education, Relationships and sex education and health education in line our phase of schooling, as well as the [statutory guidance](#) mandatory from September 2020. Our consultation process will involve parents, pupils, staff and trustees as a minimum
- We will have some open meetings at this time to ensure parents are kept informed of any changes and to advise parents of the statutory duties of the school. We will develop our policy

in line with the statutory guidance and any local advice from statutory groups such as Southampton SACRE and will liaise with the LA over particular areas of debate/challenge

- We welcome discussion with parents regarding the content of the curriculum to support our safeguarding aims and also ensure that where appropriate pupils are able to input and determine the effectiveness of such provision.

Exploitation

This can take many forms.

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

Missing, Exploited and Trafficked Children

- MET action plan 2018 <http://southamptonlscb.co.uk/wp-content/uploads/2018/05/MET-Plan-final-Apr-2016-updated-May-18-1.pdf>
- Within the local area, the acronym MET is used to identify all children who are missing; believed to be at risk of or being sexually exploited; or who are at risk of or are being trafficked. Given the close links between all of these issues, there has been a considered response to join all three issues so that cross over of risk is not missed. (add own info)
- We recognise that any child or young person is vulnerable to exploitation and ensure through our annual safeguarding training for all staff that they are aware of the importance of identifying risks, raising safeguarding concerns, and sharing intelligence with Police using the CPI form (safe4me website <https://www.safe4me.co.uk/portfolio/sharing-information/>).

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

Child Sexual Exploitation (CSE)

Child sexual exploitation: definition and guide for practitioners - GOV.UK

http://staffinfo.southampton.gov.uk/Images/CSE-Concern-Process-Flowchart_tcm67-397285.pdf

http://staffinfo.southampton.gov.uk/Images/CSE-Practitioner-Guidance_tcm67-397286.pdf

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

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

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

2. *National definition of Child Sexual Exploitation is “Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology”.*
3. *Like all forms of child sexual abuse, child sexual exploitation:*
 - *can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;*
 - *can still be abuse even if the sexual activity appears consensual;*
 - *can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;*
 - *can take place in person or via technology, or a combination of both;*
 - *can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;*
 - *may occur without the child or young person’s immediate knowledge (through others copying videos or images they have created and posting on social media, for example);*
 - *can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and*
 - *is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.*
4. *Child sexual exploitation is a complex form of abuse and it can be difficult for those working with children to identify and assess. The indicators for child sexual exploitation can sometimes be mistaken for ‘normal adolescent behaviours’. It requires knowledge, skills, professional curiosity and an assessment which analyses the risk factors and personal circumstances of individual children to ensure that the signs and symptoms are interpreted correctly and appropriate*

support is given. Even where a young person is old enough to legally consent to sexual activity, the law states that consent is only valid where they make a choice and have the freedom and capacity to make that choice. If a child feels they have no other meaningful choice, are under the influence of harmful substances or fearful of what might happen if they don't comply (all of which are common features in cases of child sexual exploitation) consent cannot legally be given whatever the age of the child.

5. *Indicators a child may be at risk of CSE include:*
 - *Leaving home/care without explanation and persistently going missing or returning late;*
 - *Exclusion or unexplained absences from school, college or work;*
 - *Associating with other young people being sexually exploited*
 - *Relationships with controlling or significantly older individuals or groups;*
 - *Acquisition of money, clothes, mobile phones etc without plausible explanation;*
 - *Drug and/or alcohol use – may return home or present at school under influence*
 - *Increasing secretiveness around behaviours;*
 - *Self-harm or significant changes in emotional well-being*
 - *Excessive receipt of texts/phone calls;*
 - *Multiple callers (unknown adults or peers);*
 - *Concerning use of internet or other social media;*
 - *Inappropriate sexualised behaviour for age/sexually transmitted infections;*
 - *Evidence of/suspicions of physical or sexual assault;*
 - *Frequenting areas known for sexual exploitation or adult sex work.*
6. *CSE can happen to a child of any age, gender, ability or social status. Often the victim of CSE is not aware that they are being exploited and do not see themselves as a victim.*
7. *As a school we educate all staff in the signs and indicators of sexual exploitation. We will use the sexual / criminal exploitation risk assessment form (SERAF) and associated guidance to identify pupils who are at risk and follow safeguarding procedures where there is a concern about a child being at risk of or experiencing CSE/CCE. We use advice from the multi-agency safeguarding hub and the DSL will share this information as appropriate with children's social care.*
8. *Our curriculum in school includes:*

A developing set of resources to enable pupils to stay safe appropriate to their age and development

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

Local guidance, which is updated every Summer, can be found in Young Southampton.

CME guidance <http://www.youngsouthampton.org/images/2017-cme-guidance-for-schools.pdf>

CME procedures <http://www.youngsouthampton.org/images/cme-procedure-final-2017.pdf>

“Children Missing Education, statutory guidance for local authorities” September 2016

<https://www.gov.uk/government/publications/school-attendance>

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/395138/Children_missing_education_Statutory_guidance_for_local_authorities.pdf

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

DSLs and staff should consider:

Missing lessons:

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

Single missing days:

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

Continuous missing days:

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

- Have we had any concerns about physical or sexual abuse?

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

We have a targeted and planned response to all absence and are committed as a school to driving down absence, improving the attendance of persistent absentees and working with all partners to secure high overall attendance. We also recognise that children being absent from education for prolonged periods and/or on repeat can act a warning sign to a range of safeguarding issues. The guidance specifies it's important that your school's response to persistently absent pupils and children missing education supports identifying any abuse, and in the case of absent pupils, helps prevent the risks of them becoming a child missing education in future

Child Missing from Home or Care

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

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

- Children who run away from home or from care, provide a clear behavioural indication that they are either unhappy or do not feel safe in the place that they are living. Research shows that children run away from conflict or problems at home or school, neglect or abuse, or because children are being groomed by predatory individuals who seek to exploit them. Many run away on numerous occasions.
- **The association of chief police officers has provided the following definitions and guidance:**
- "Missing person is: 'Anyone whose whereabouts cannot be established and where the circumstances are out of character or the context suggests the person may be the subject of crime or at risk of harm to themselves or another.'
- An absent person is: 'A person not at a place where they are expected or required to be.'
- All cases classified as 'missing' by the police will receive an active police response – such as deployment of police officers to locate a child. Cases where the child was classified as 'absent' will be recorded by the police and risk assessed regularly but no active response will be deployed.
- The absent case will be resolved when a young person returns or new information comes to light suggesting that he/she is at risk. In the latter instance, the case is upgraded to 'missing'.

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

Push factors include:

- Conflict with parents/carers
- -Feeling powerless
- Being bullied/abused
- Being unhappy/not being listened to
- The Toxic Trio

Pull factors include:

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

As a school we will inform all parents of children who are absent (unless the parent has informed us). If the parent is also unaware of the location of their child, and the definition of missing is met, we will advise the parent/carer to report this matter to the police, if the parent has not already done so. We will also advise the parent of our duty to ensure that the matter is reported to the police. If there is any concern the parent has not, and will not, report the child missing, we will notify the Police by telephoning 101 or 999 in a case of emergency.

Child Sexual Exploitation

(CSE) Child sexual exploitation: definition and guide for practitioners - GOV.UK

http://staffinfo.southampton.gov.uk/Images/CSE-Concern-Process-Flowchart_tcm67-397285.pdf

http://staffinfo.southampton.gov.uk/Images/CSE-Practitioner-Guidance_tcm67-397286.pdf

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

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

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

- National definition “Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology”
- **Like all forms of child sexual abuse, child sexual exploitation:**

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- - can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (through others copying videos or images they have created and posting on social media, for example);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse;
- 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.
- Child sexual exploitation is a complex form of abuse and it can be difficult for those working with children to identify and assess. The indicators for child sexual exploitation can sometimes be mistaken for 'normal adolescent behaviours'. It requires knowledge, skills, professional curiosity and an assessment which analyses the risk factors and personal circumstances of individual children to ensure that the signs and symptoms are interpreted correctly and appropriate support is given. Even where a young person is old enough to legally consent to sexual activity, the law states that consent is only valid where they make a choice and have the freedom and capacity to make that choice. If a child feels they have no other meaningful choice, are under the influence of harmful substances or fearful of what might happen if they don't comply (all of which are common features in cases of child sexual exploitation) consent cannot legally be given whatever the age of the child.

Indicators a child may be at risk of CSE include:

- Leaving home/care without explanation and persistently going missing or returning late;
- Exclusion or unexplained absences from school, college or work;
- Associating with other young people being sexually exploited ☒ Relationships with controlling or significantly older individuals or groups;
- Acquisition of money, clothes, mobile phones etc without plausible explanation;

- Drug and/or alcohol use – may return home or present at school under influence
 - Increasing secretiveness around behaviours;
 - Self-harm or significant changes in emotional well-being
 - Excessive receipt of texts/phone calls;
 - Multiple callers (unknown adults or peers);
 - Concerning use of internet or other social media;
 - Inappropriate sexualised behaviour for age/sexually transmitted infections;
 - Evidence of/suspicions of physical or sexual assault;
 - Frequenting areas known for sex work.
-
- CSE can happen to a child of any age, gender, ability or social status. Often the victim of CSE is not aware that they are being exploited and do not see themselves as a victim.
 - As a school we educate all staff in the signs and indicators of sexual exploitation. We use advice from the multi-agency safeguarding hub, the sexual exploitation risk assessment form (SERAF) and associated guidance to identify pupils who are at risk and the DSL will share this information as appropriate with children’s social care.
 - We recognise that we may have information or intelligence that could be used to both protect children and prevent risk. Any relevant information that we have will be shared on the community partnership information (CPI) form and through contact with the multi-agency safeguarding hub.

Trafficked Children

Practice to safeguard children who may have been trafficked

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/177033/DFE-00084-2011.pdf

[Safeguarding unaccompanied asylum seeking and refugee children - GOV.UK](https://www.barnardos.org.uk/what_we_do/our_work/trafficked_children.htm)

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

- *Human trafficking is defined by the UNHCR in respect of children as a process that is a combination of:*
 - *Movement (including within the UK);*
 - *For the purpose of exploitation*
 - *Any child transported for exploitative reasons is considered to be a trafficking victim.*
- *For any child where exploitation is suspected or known, and there are indicators of movement which is facilitated, arranged or controlled by individuals who may be exploiting or intending to exploit them, trafficking should be considered.*

- *External (or international) trafficking describes trafficking which occurs from one country to another. Internationally trafficked children may first come to the attention of the local authority as Unaccompanied Children.*
- *Internal trafficking is the term used to describe trafficking which occurs within the borders of a country. This can be within a neighbourhood, city, county, country etc.*
- *There are a number of indicators which suggest that a child may have been trafficked into the UK, and may still be controlled by the traffickers or receiving adults. These are as follows:*
 - *Shows signs of physical or sexual abuse, and/or has contracted a sexually transmitted infection or has an unwanted pregnancy;*
 - *Has a history with missing links and unexplained moves;*
 - *Is required to earn a minimum amount of money every day; deprived of earnings by another person; or claims to owe money to another person (debt bondage)*
 - *Works in various locations;*
 - *Has limited freedom of movement;*
 - *Appears to be missing for periods;*
 - *Is known to beg for money;*
 - *Is being cared for by adult/s who are not their parents and the quality of the relationship between the child and their adult carers is not good;*
 - *Performs excessive housework chores and/or rarely leaves the residence.*
 - *Is one among a number of unrelated children found at one address;*
 - *Has not been registered with or attended a GP practice;*
 - *Is excessively worried about being deported*
- *Children or young people may be trafficked from town to town or city within the UK, having been groomed and coerced into sexual or criminal exploitation. There are a number of indicators associated with child exploitation that are displayed by young people in this situation (detailed in the child sexual exploitation section). Other signs which may indicate trafficking risks:*
 - *Talking about or rumours about new places the child has or they are planning to visit (without plausible explanation)*
 - *Talking about travel routes or modes of transport, or evidence of travel tickets / receipts*
 - *Travelling / found out of area without plausible explanation*
 - *Links with controlling or significantly older individuals or groups from other areas (without plausible explanation)*
- *Where there are reasonable grounds to suspect a child to be the victim of trafficking, child protection procedures must be initiated by reporting to the DSL, who will contact the multi-agency safeguarding hub following procedure.*
- *The above behaviours themselves do not indicate that a child is being trafficked, but should be considered as indicators that this may be the case. If staff believe that a child is being trafficked, this will be reported to the designated safeguarding lead for referral to be considered to **children's social care**.*

- *Unaccompanied minors – extract from Children’s commissioner report 2023 – Ludlow Junior School is committed to working closely and positively with all agencies supporting the welfare and education of unaccompanied minors*
- *In my study of **children missing education**, I found that unaccompanied children were much more likely to be missing school. As of March 2022, 21% of unaccompanied children were missing education, compared to 2% of all other looked after children.*
- *Many of these children are in temporary accommodation, which can make it difficult to secure a place at and attend a good school. Over half (52%) of children who were unaccompanied and placed in temporary education were not in school.*
- *I fear that the life chances for unaccompanied children will significantly worsen this year. In July, the Illegal Migration Act 2023 was passed. I have grave concerns around what this piece of legislation will mean for the rights of unaccompanied children. It will mean that children who arrive here fleeing war and those who have been trafficked will no longer be able to seek asylum, they will instead be removed at eighteen.*

Child criminal exploitation including county lines

- **Child Criminal Exploitation** occurs where an individual or group takes advantage of a person under the age of 18 and may coerce, manipulate or deceive a child or young person under that age into any criminal activity
 - (a) In exchange for something the victim needs or wants, and/or
 - (b) For the financial advantage or increased status of the perpetrator or facilitator and/or
 - (c) Through violence or the threat of violence.

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

A Barnardo’s reference point on CCE can be found at <https://www.barnardos.org.uk/get-support/support-for-parents-and-carers/child-abuse-and-harm/definitions>

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

- **County Lines** is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas (within the UK), using dedicated mobile phone lines or other form of “deal line”. They are likely to exploit children and vulnerable adults to move (and store) the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons. (Home Office 2018)
 - a. County lines is a form of Child Exploitation (CE). It is a major, cross-cutting issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery, and missing persons. The response to tackle it involves the Police, the NCA (National Crime Agency) and a wide range of Government departments, local government agencies and VCS (voluntary and community sector) organisations. County lines activity and the associated violence, drug dealing and exploitation has a devastating impact on children, vulnerable adults and local communities.
 - b. Children exploited through County Lines activity are particularly vulnerable to be being trafficked. Modern slavery, including child trafficking, is child abuse. When an agency comes into contact with a child who may have been exploited or trafficked, Local Authority Children’s Services and the police should be notified immediately and who will consider if a National Referral Mechanism (NRM) needs completing alongside child protection procedures.
41. **Cuckooing** - Urban gangs establish a base in the market location, often by taking over the homes of local vulnerable adults by force and/or coercion, in a practice referred to as ‘cuckooing’. Urban gangs then use children and vulnerable people to move drugs and money.

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

- affect any child or young person (male or female) under the age of 18 years;
 - affect any vulnerable adult over the age of 18 years;
 - still be exploitation even if the activity appears consensual;
 - involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
 - be perpetrated by individuals or groups, males or females, and young people or adults; and
 - is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.
42. Any person in our school who has concerns that a child is being criminally exploited should report their concern to the DSL without delay. The DSL will contact the multi-agency safeguarding hub for advice / to make a referral. It may be that the DSL decides to refer to the police.

As a school we educate all staff in the signs and indicators of criminal exploitation. We use advice from the multi-agency safeguarding hub, the sexual/criminal exploitation risk assessment form

(SERAF) and associated guidance to identify pupils who are at risk and the DSL will share this information as appropriate with children's social care.

- We will use the CPI (community partnership information) form to share relevant intelligence information with Police that will assist in building a bigger picture of potential exploitation issues in the community. Once a CPI form is submitted (use form on Safe4me website) it can be destroyed. Information may be relevant to record in a child's record of concern in school as per other concerns. We will also take part in the local Partners Action Group (PAG) as required
- The Local Authority lead officer for juvenile employment (Danielle Rutherford, Danielle.Rutherford@southampton.gov.uk) can check the working hours of young people are within the requirements, and ensure that the employer has appropriate knowledge and safeguards in place. If we were concerned about a young person from our school, or another where information was reported to us this would be acted on by (add in school person/ DSL)
- The same officer (Danielle Rutherford) will also ensure the correct performance licencing is in place for children who perform in shows/concerts. In school (add person) will liaise with the LA officer regarding child performance.

Gangs and Youth Violence including across county lines

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

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

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

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

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

As a school we will:

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

- safeguard, and specifically organise child protection, when needed;
- make referrals to appropriate external agencies;
- carefully manage individual transitions between educational establishments, especially into Pupil Referral Units (PRUs) or alternative provision;
- At Ludlow Junior School we do not exclude to AP but we may use additional approved partners to support our work – e.g. a Forest School placement
- work with local partners to prevent anti-social behaviour or crime
- We will use the CPI (community partnership information) form to share relevant intelligence information with Police that will assist in building a bigger picture of gang issues in the community. Once a CPI form is submitted (use form on Safe4me website) it can be destroyed. Information may be relevant to record in a child's record of concern in school as per other concerns and can be recorded on CPOMS

Multi-agency Public Protection Arrangements

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

Preventing Radicalisation and Extremism

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

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

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

Prevent duty guidance 2023 <https://www.gov.uk/government/publications/prevent-duty-guidance>

The person to contact in our school regarding Prevent is: Simon Watkins

The prevent duty requires that all staff are aware of the signs that a child maybe vulnerable to radicalisation. The risks will need to be considered for political; environmental; animal rights; or faith based extremism that may lead to a child becoming radicalised. All staff have received Prevent e-learning/received awareness training or have undertaken this as part of induction in order that they can identify the signs of children being radicalised. This is recorded as a part of the schools monitoring of the reading and understanding of policies and attendance at training. Certificates are held for all staff.

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

Any child who is considered vulnerable to radicalisation will be referred by the DSL to Southampton children's social care front door, where the concerns will be considered within the MASH Prevent process. If the police Prevent officer considers the information to be indicating a level of risk a "channel panel" will be convened and the school will attend and support this process

We also ensure and record that any hirer has appropriate awareness of safeguarding issues and how to contact the Multi-agency safeguarding hub or Police with any concerns, including regarding radicalisation and extremist views or material. There is a record of this awareness when required.

Gender based violence / Violence against women and girls

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

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

So-called Honour Based Violence

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

www.nationalfgmcentre.org.uk – resources and guidance

[NHS information and guidance](#)

- FGM comprises any of four different procedures involving partial or total cutting, removal of the external female genitalia or other deliberate injury to the female genital organs for non-medical reasons (See NHS link). It has no health benefits and harms girls and women in many ways. It is one of a number of forms of abuse that are specifically linked to gender. It involves removing and damaging healthy and normal female genital tissue, and hence interferes with the natural function of girls' and women's bodies.
- Procedures can be extremely high risk for the woman or girl, they are pre-meditated and organised. The safeguarding of the woman/girl is the priority whilst ensuring professionals remain culturally sensitive and inclusive.

- The age at which girls undergo FGM varies enormously according to the community. **The procedure may be carried out when the girl is new-born, during childhood or adolescence, just before marriage or during the first pregnancy.** However, the majority of cases of FGM are thought to take place between the ages of 5 and 8, or before puberty and therefore girls within that age bracket are at a higher risk, but this is not always the case.
- Girls may report being excited that they are going to have a ceremony or celebration in their honor, a female relative visiting, possibly from overseas, that they are going to become a woman soon. These can be indicators of risk but are not always an indicator of FGM and should not be treated as such. They should raise awareness if appropriate and be reviewed case by case, in context. Staff should always refer to the DSL for advice and record clearly what they have heard and from whom without delay. Unless this information has come directly from the victim is not sufficient to warrant the mandatory reporting duty coming into force if it is known that FGM has occurred from this third party information alone. It is recommended that staff seek advice from the DSL, or police if unsure if the mandatory duty applies.
- FGM is illegal in the UK. UK nationals and habitual residents are protected under the law when in the UK and when abroad. On the 31 October 2015, it became **mandatory for teachers and other regulated professionals** to report known or disclosed cases of FGM directly to the police. In these situations, the DSL and/or head must be informed that the member of teaching staff has called the police to report information that they believe indicates that FGM has happened. Advice can be sought from the DSL if required. If the information is gained by a non-regulated professional they must report to the DSL without delay for advice on actions, if a child is at immediate risk call 999, and then MASH.
- **At no time will school staff examine pupils to confirm FGM concerns.**
- For cases where it is believed that a girl (under 18) may be vulnerable to FGM or there is a concern that she may be about to be affected by this issue the staff will inform the DSL who will report it in line with any other child protection concern. If the female is 18 or over teachers should follow local safeguarding procedures and contact the DSL, who in turn will contact MASH/police. UK nationals and habitual residents are protected under the law when in the UK and when abroad.

Breast flattening (sometimes referred to as breast ironing)

- The process can occur in a single incident, but most likely over an extended period of time, sometimes years.
- A rock, spoon, implement is heated and is then pressed and massaged over the breast area to damage the breast tissue. This causes extreme pain. The girl then is wrapped or has a band over the breast area to ensure that the tissues repair in such a way that it flattens the tissue

and breast area. It can result in a range of outcomes including severe burns, infections, cancer risks as well as psychological and emotional turmoil.

- Girls are encouraged by family to be brave and not cry. They are placed under a significant emotional toll and expectations placed upon them by the family members who are likely to be carrying out this act. Family members are likely to report trying to protect the girl from becoming a woman too early, being attractive to males for example.
- Girls may be seen to be experiencing pain, have absences from school, wearing a band across chest, reluctant to change at school, there may be smell from the damage/ burns indicating infections or lack of washing due to injury.
- Reports of concerns should be made through the usual process in school and the DSL will determine how and when to report to MASH, depending on circumstance and consider contextual factors such as a female relative staying or arriving, possibly from overseas.
- At Ludlow we should also be aware of the other practices such as breast binding which may be damaging to pupils

Forced Marriage

[Forced marriage DfE.gov.uk document](#)

- Forced marriage is illegal in the UK. A forced marriage is where one or both people do not (or in cases of people with learning disabilities or reduced capacity, cannot) consent to the marriage as they are pressurised, or abuse is used, to force them to do so. It is recognised in the UK as a form of domestic or child abuse and a serious abuse of human rights.

The pressure put on people to marry against their will may be:

- physical – for example, threats, physical violence or sexual violence
 - emotional and psychological – for example, making someone feel like they are bringing ‘shame’ on their family
 - financial abuse, for example taking someone’s wages, may also be a factor.
- *The school acknowledges that forced marriage is different to arranged marriage. In developing countries 11% of girls are married before the age of 15. One on three victims of forced marriage in the UK are under 18, two out of three are under 25.*
 - It is important that all members of staff recognise the presenting symptoms, how to respond if there are concerns and where to turn for advice. Advice and help can be obtained nationally through the Forced Marriage Unit and locally through the local police safeguarding team or children’s social care, the link above gives awareness and advice on how to apply for a prevention order to help safeguard the child or adult.

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

Characteristics that may indicate forced marriage

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

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

Teenage Relationship Abuse

- Research has shown that teenagers didn't understand what constituted abusive behaviours such as controlling behaviours, which could escalate to physical abuse, e.g. checking someone's phone, telling them what to wear, who they can/can't see or speak to and that this abuse was prevalent within teen relationships. Further research showed that teenagers didn't understand what consent meant within their relationships. They often held the common misconception that

rape could only be committed by a stranger down a dark alley and didn't understand that it could happen within their own relationships. This led to these abusive behaviours feeling 'normal' and therefore left unchallenged as they were not recognised as being abusive.

- In response to this the school will provide education to prevent teenagers from becoming victims and perpetrators of abusive relationships by encouraging them to rethink their views of violence, abuse and controlling behaviours, and understand what consent means within their relationships. Relationships education will be included in all year groups at our school and will be differentiated so as to be developmentally appropriate for pupils. This will be in line with the statutory guidance to become mandatory from September 2020. For Relationships education, Sex and relationships education and health education. At Ludlow Junior School our policy and provision will be developed during Spring term 2024 and consultations with parents/carers/pupils and staff will be held at this time so all are clear about the duty.
- Reports of sexual violence and sexual harassment are complex and require difficult professional decisions to be made, often quickly and under pressure. The process in our school will ensure all parties feel supported and is in line with SCC Child protection policy in that a single point of contact will be established for both the alleged victim and perpetrator, as well as any other person the DSL deems it to be necessary for. Each report will be evaluated on a case by case basis with children's social care and/ or the police being involved at the earliest opportunity where necessary.
- A risk assessment will be carried out to ensure that where appropriate timetables/class groups are in place mindful of the allegations made and being investigated on a case by case basis. This will also include a risk assessment of travel to and from school by the pupils involved. Any risk assessment will take in to account detailed assessments by other professionals as soon as they are available, but will be made through professional decisions if they are not and take into account the wishes of the alleged victim.

Domestic Abuse

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

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

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

- a. Psychological
- b. Physical
- c. Sexual

d. Financial

e. Emotional

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

- Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.
- Research indicates that living within a home where domestic abuse takes place is harmful to children and can have a serious impact on their behaviour, wellbeing and understanding of what a normal relationship is. At Ludlow Junior School we recognise that witnessing domestic abuse, or becoming involved has an impact on a young person that needs support. All staff know, through training that they must be alert to signs and may be asked to support a young person at the request of a DSL with short notice if the school has been alerted to an incident by the police.
- Children witnessing domestic abuse is recognised as '**significant harm**' in law. These children may become aggressive; display anti-social behaviours; suffer from depression or anxiety; or fail to reach their educational potential. Indicators that a child is living within a relationship with domestic abuse include:
 - a. withdrawn
 - b. suddenly behaves differently
 - c. anxious
 - d. clingy
 - e. depressed
 - f. aggressive
 - g. problems sleeping
 - h. eating disorders
 - i. wets the bed
 - j. soils clothes

- k. takes risks
- l. misses school m
- . changes in eating habits
- n. obsessive behaviour
- o. nightmares
- p. drugs
- q. alcohol
- r. self-harm
- s. thoughts about suicide
- These behaviours themselves do not indicate that a child is living with domestic abuse, but should be considered as indicators that this may be the case. If staff believe that a child is living with domestic abuse, this will be reported to the designated safeguarding lead for referral to be considered to children's social care.

Bullying

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

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

The school works to a separate bullying policy, has a child friendly version of the policy and runs anti bullying awareness a part of the curriculum.

Sexual Harassment and sexual violence

- Sexual harassment refers to 'unwanted conduct of a sexual nature' this can often occur online and offline. Reports of sexual violence and sexual harassment can be extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted.
- Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police.
- Ludlow Junior School will do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment. It is also important that other

children, adult students and school and college staff are supported and protected as appropriate.

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

Prejudice based abuse

- Our school will use the Pan-Hampshire prejudicial language and behaviour toolkit (launched October 15th 2019) for all issues it applies to and to support us in tackling this issue. Thus, educating our adults and young people to understand its impact and how to tackle it if they see it or hear it effectively.

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

- Disability
- Race
- Religion – faith, religion or belief, including non faith
- Gender identity
- Sexual orientation
- Age

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

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

- threatened or actual physical assault
- derogatory name calling, insults, for example racist jokes or homophobic language
- hate graffiti (e.g. on school furniture, walls or books)
- provocative behaviour e.g. wearing of badges or symbols belonging to known right wing, or extremist organisations
- distributing literature that may be offensive in relation to a protected characteristic

- verbal abuse
- inciting hatred or bullying against pupils who share a protected characteristic
- prejudiced or hostile comments in the course of discussions within lessons
- teasing in relation to any protected characteristic e.g. sexuality, language, religion or cultural background
- refusal to co-operate with others because of their protected characteristic, whether real or perceived
- expressions of prejudice calculated to offend or influence the behaviour of others
- attempts to recruit other pupils to organisations and groups that sanction violence, terrorism or hatred.

As a school we will respond by:

- clearly identifying prejudice based incidents and hate crimes and monitor the frequency and nature of them within the school
- taking preventative action to reduce the likelihood of such incidents occurring
- recognising the wider implications of such incidents for the school and local community
- providing regular reports of these incidents to the Governing Body
- ensuring that staff are familiar with formal procedures for recording and dealing with prejudice based incidents and hate crimes
- dealing with perpetrators of prejudice based abuse effectively
- supporting victims of prejudice based incidents and hate crimes
- training staff to ensure staff recognise what constitutes hate crime, or early indicative behaviour and take action to challenge it effectively
- Train staff in a wide range of curriculum areas where safeguarding content may be delivered effectively and appropriately
- supporting victims of prejudice based incidents and hate crimes
- recognising that anyone can be a perpetrator and that this can take place within groups who have a protected characteristic as well as those who do not
- considering the use of the [Pan-Hampshire Prejudicial language and behaviours toolkit](#) launched in October 2019 to support the school and wider agencies to tackle this issue.

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

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

<https://hipsprocedures.org.uk/zkyysy/harmful-practices-linked-to-faith-or-culture/child-abuse-linked-to-spiritual-cultural-or-religious-beliefs>

43. Faith/belief based abuse can be targeted to individuals or groups and can be in person or online the same as any other abuse. It can be any person of any faith/belief group abusing any person of any faith/belief or group. It can also be experienced from within faith/belief groups.
44. Faith/belief and no faith/belief is a protected characteristic within the Equality Act 2010 and therefore should be managed within this understanding. At our school pupils will be spoken with and asked for their account and understanding of what has been said or done. The toolkit for prejudicial language and behaviours includes a reporting form that should be used and there is also a leaflet which can be useful when discussing any incidents with parents.
[\(young southampton prejudicial language and behaviours – PLAB- toolkit link – leaflet for parents \)](#)

Possession or witchcraft allegations

45. Sometimes faith/belief issues are believed to be linked to accusations of “possession” or “witchcraft”. Whilst this is not common, children involved can suffer damage to their physical and mental health, their capacity to learn, their ability to form relationships and to their self-esteem. Such abuse generally occurs when an adult/ carer views a child as being “different” for any reason, and this is the reason for bad things happening to them/family or community. The adult attributes this difference to the child being “possessed” by a spirit or involved in “witchcraft” and attempts to exorcise him or her. This is sometimes attributed to faith/belief, or other protected characteristics.
46. A child could be viewed as “different” for a wide variety of reasons, these could include, disobedience; independence; bed-wetting; nightmares; illness; or disability. There is often a weak bond of attachment between the carer and the child or for example, different family structures present such as private fostering arrangement. There are various social reasons that make a child more vulnerable to an accusation of “possession” or “witchcraft”. These include family stress and/or a change in the family structure. The attempt to “exorcise” may involve severe beating, burning, starvation, cutting or stabbing and isolation, and usually occurs in the household where the child lives, or sometimes a place of worship.
47. If the school become aware of a child who is being abused in this context, the DSL will follow the normal referral route in to children’s social care.

Hate Crime

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

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

- age

Mate Crime and Peer on peer abuse

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

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

Mate crime is a rapidly increasing problem across the country and is defined as: “the exploitation, abuse or theft from any vulnerable person by those they consider to be their friends. Those that commit such abuse or theft are often referred to as 'fake friends'.” Mate crime is most prevalent when the victim suffers with a mental disability and is especially common when that disability is Autism or Asperger’s.

Internet / e-safety/ on-line safety

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

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

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

www.safe4me.co.uk

[trolls resource](#)

[Child net online advice for parents](#)

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

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

- unwanted contact
- grooming
- online bullying including sexting
- digital footprint

Also refer to the teaching online safety guidance

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

- Acceptable use agreements for children, teachers, parents/carers and governors

- Curriculum activities involving raising awareness around staying safe online
- Information included in letters, newsletters, web site
- Parents evenings / sessions
- Regular pupil surveys to ensure that the content of lessons are up to date and relevant and effective
- High profile events / campaigns e.g. Safer Internet Day
- Building awareness around information that is held on relevant web sites and or publications
- Ensuring the safeguards in place for the school electronic systems are effective and monitored for any threats to safety

Social Media

Resources – Safe4Me

<https://360safe.org.uk/> - online safety self review for schools

[*Social networking links for advice -*](#)

[*https://www.childnet.com/Content/Childnet/Childnet/Assets/forms/create-send-new-letter-light.html*](https://www.childnet.com/Content/Childnet/Childnet/Assets/forms/create-send-new-letter-light.html)

[*Child net online advice for parents*](#)

48. With the current speed of on-line change, some parents and carers have only a limited understanding of online risks and issues. Parents may underestimate how often their children come across potentially harmful and inappropriate material on the internet and may be unsure about how to respond. Some of the risks could be:
- unwanted contact
 - grooming
 - online bullying
 - sexting
 - digital footprint
 - information accessed by accident
 - information accessed beyond a child's ability to comprehend or understand
49. The school will therefore seek to provide information and awareness to both staff, pupils and their parents through:
- Acceptable use agreements for children, teachers, parents/carers and governors
 - Curriculum activities involving raising awareness around staying safe online
 - Regular student surveys to ensure the content of lessons/ assemblies is up to date and relevant and effective
 - Information included in letters, newsletters, web site, VLE
 - Parents evenings / sessions
 - High profile events / campaigns e.g. Safer Internet Day
 - Building awareness around information that is held on relevant web sites and or publications
 - Social media policy for pupils, parents and staff

- Building awareness around information that is held on relevant web sites and or publications
- Ensuring the safeguards in place for the school electronic systems are effective and monitored for any threats to safety

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

Cyberbullying

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf

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

[*Safe4me- resources*](#)

[*Child net online advice for parents*](#)

Central to the School’s anti-bullying policy is the principle that ‘bullying is always unacceptable’ and that ‘all pupils have a right not to be bullied’. In relation to most recent changes in the government proposals linked to preferred pronouns, preferred names etc we will always use the standpoint that behaviours designed to be hurtful, harmful or upsetting will not be tolerated and that using a specific defence such as not recognising preferred gender should not be accepted if harm is caused to another – our approach should be based on respect, tolerance and celebration of diversity

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

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

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

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

Cyber-bullying may be at a level where it is criminal in character. It is unlawful to disseminate defamatory information in any media including internet sites. Section 127 of the Communications

Act 2003 makes it an offence to send, by public means of a public electronic communications network, a message or other matter that is grossly offensive or one of an indecent, obscene or menacing character. The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.

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

Sexting

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

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

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

[Safe4me- resources](#)

[Child net online advice for parents](#)

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

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

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

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

Upskirting

[Child net online advice for parents](#)

120. At Ludlow Junior School we recognise that "Upskirting" is a criminal offence and any incidents will be recorded and reported to the DSL and the police.

121. It is recognised that incidents are likely to be upsetting and support and sensitivity are required when dealing with both victim and perpetrator. The DSL will determine how the school will approach

any incident on a case by case basis ensuring a clear record is made by the person who it was first reported to.

Gaming

[*Professionals Online Safety Helpline | Safer Internet Centre*](#)
[*http://www.childnet.com/search-results/?keywords=gaming – support documents*](http://www.childnet.com/search-results/?keywords=gaming – support documents)
[*Child net online advice for parents*](#)

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

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

Online reputation

[*http://www.childnet.com/resources/online-reputation-checklist*](http://www.childnet.com/resources/online-reputation-checklist)
[*http://www.saferinternet.org.uk/advice-centre/teachers-and-professionals/professional-reputation*](http://www.saferinternet.org.uk/advice-centre/teachers-and-professionals/professional-reputation)
[*http://www.kidsmart.org.uk/digitalfootprints/*](http://www.kidsmart.org.uk/digitalfootprints/)
[*Child net online advice for parents – hot topics*](#)

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

Grooming

[*http://www.saferinternet.org.uk/search/node/grooming*](http://www.saferinternet.org.uk/search/node/grooming)
[*http://www.childnet.com/search-results/?keywords=grooming*](http://www.childnet.com/search-results/?keywords=grooming)
[*http://www.internetmatters.org/issues/online-grooming/*](http://www.internetmatters.org/issues/online-grooming/)
[*safe4me – resources*](#)

- Online grooming is the process by which one person with an inappropriate sexual interest in children will approach a child online, with the intention of developing a relationship with that child, to be able to meet them in person and intentionally cause harm.
- The school will build awareness amongst children and parents about ensuring that the child:
 - only has friends online that they know in real life
 - is aware that if they communicate with somebody that they have met online, that relationship should stay online

That parents should:

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

The school will raise awareness by:

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

Substance misuse including alcohol and drugs

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

[safe4me – resources](#)

[Searching, screening and confiscating advice](#)

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

Parental substance misuse

Parental substance misuse of drugs or alcohol becomes relevant to child protection when substance misuse and personal circumstances indicate that their parenting capacity is likely to be seriously impaired or that undue caring responsibilities are likely to be falling on a child in the family.

For children the impact of parental substance misuse can include:

- Inadequate food, heat and clothing for children (family finances used to fund adult's dependency)
- Lack of engagement or interest from parents in their development, education or wellbeing
- Behavioural difficulties- inappropriate display of sexual and/or aggressive behaviour

- d. Bullying (including due to poor physical appearance)
- e. Isolation – finding it hard to socialise, make friends or invite them home
- f. Tiredness or lack of concentration
- g. Child talking of or bringing into school drugs or related paraphernalia
- h. Injuries /accidents (due to inadequate adult supervision)
- i. Taking on a caring role
- j. Continued poor academic performance including difficulties completing homework on time
- k. Poor attendance or late arrival

These behaviours themselves do not indicate that a child’s parent is misusing substances, but should be considered as indicators that this may be the case. If staff believe that a child is living with parental substance misuse, this will be reported to the designated safeguarding lead for referral to be considered for children’s social care.

Substance misuse including alcohol and drugs - children

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

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

[*Safe4me- resources*](#)

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

Pupils with medical conditions (in school) including emergency evacuation

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

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

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

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

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

Pupils with medical conditions (out of school)

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

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

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

Intimate care

[Intimate and Personal Care for Children with Disabilities](#)

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

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

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

Intimate care can include:

- Feeding
- Oral care

- Washing
- Dressing/undressing
- Toileting
- Menstrual Care
- Photographs
- Treatments such as enemas, suppositories, enteral feeds
- Catheter and stoma care
- Supervision of a child involved in intimate self-care

Fabricated or induced illness

[NHS advice and guidance for what to do if worried about a child](https://www.nhs.uk/healthcareprofessionals/child-protection/child-protection-what-to-do-if-worried-about-a-child)

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

There are three main ways that a carer could fabricate or induce illness in a child. These are not mutually exclusive and include: ☐ fabrication of signs and symptoms. This may include fabrication of past medical history; ☐ fabrication of signs and symptoms and falsification of hospital charts and records, and specimens of bodily fluids. This may also include falsification of letters and documents; ☐ induction of illness by a variety of means.

If we are concerned that a child may be suffering from fabricated or induced illness we will follow the established procedures of the SSCP.

Mental Health

<https://www.time-to-change.org.uk/about-us> - link with information that may be helpful

<http://www.youngminds.org.uk/> - link with information that may be helpful

[Guidance for promoting children's emotional , mental health and wellbeing](#)

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

For children the impact of parental mental health can include:

- The parent / carer's needs or illnesses taking precedence over the child's needs
- Child's physical and emotional needs neglected
- A child acting as a young carer for a parent or a sibling
- Child having restricted social and recreational activities
- Child finds it difficult to concentrate- impacting on educational achievement
- A child missing school regularly as (s)he is being kept home as a companion for a parent / carer
- Adopt paranoid or suspicious behaviour as they believe their parent's delusions.

- Witnessing self-harming behaviour and suicide attempts (including attempts that involve the child)
- Obsessional compulsive behaviours involving the child

Class teachers and support staff see their pupils day in, day out. They know them well and are well placed to spot changes in behaviour that might indicate an emerging problem with the mental health and emotional wellbeing of pupils.

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

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

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

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

Where the needs require additional professional support referrals will be made to the appropriate team or service with the parent's agreement (or child's if they are competent as per Fraser guidelines).

In addition to this Ludlow Junior School is strongly committed to the support of staff mental health and wellbeing and all staff will be listened to and supported as and when required. Wellbeing Wednesday is a treat based day for staff and we ask everyone to make regular STOPS in their day for wellbeing and self regulation purposes – Stop, Take time, Observe (yourself), Pause (from the daily grind)

Children Looked After

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

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

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

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

At Ludlow Junior School we will always adhere to the LA guidance regarding children looked after and pupils previously looked after and the designated teacher will lead on these areas of work

Private fostering

http://www.proceduresonline.com/4lscb/southampton/p_ch_living_away.html?zoom_highlight=private+fostering

Private fostering is an arrangement by a child's parents for their child (under 16 or 18 if disabled) to be cared for by another adult who is not closely related and is not a legal guardian with parental responsibility for 28 days or more. It is not private fostering if the carer is a close relative to the child such as grandparent, brother, sister, uncle or aunt.

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

Parenting

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

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

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

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

As a school we will support parents in understanding the parenting role and provide them with strategies to make a difference by:

- a. providing details of community based parenting courses
- b. linking to web based parenting resources (<http://www.familylives.org.uk/>)
- c. referring to the school parenting worker/home school link worker (where available)
- d. discussing the issue with the parent and supporting them in making their own plans of how to respond differently (using evidence based parenting programmes)
- e. Considering appropriate early help services

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds (Young witness booklet for 5 to 11 year olds - GOV.UK and 12-17 year olds (Young witness booklet for 12 to 17 year olds - GOV.UK . They explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers. If this situation arises for a child at Ludlow Junior School we will work with the relevant agencies and families to ensure that the child feels supported through the process and after through assessment on a case by case basis.

Children with family members in prison

[NICCO](#)

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

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

Homelessness

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

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

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

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

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

During office hours you can contact on:

telephone number 023 8083 2327

email homelessness.advice@southampton.gov.uk.

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

Child performers, licences and LA officers

Children who perform or participate in activities such as modelling, stage and TV performances or sport may require a child performance licence, regardless of if they are paid or unpaid. There are lots of children who participate in performances within Southampton, providing them with a range of opportunities

It is important all staff are aware of this guidance and understand they should pass this on within school e.g. admin team, class teachers, attendance lead

<https://www.southampton.gov.uk/schools-learning/employ-teach/child-performance-licensing/#:~:text=For%20further%20information%20regarding%20Child,%40Southampton.gov.uk>.

Southampton City Council reviews and issues licences for children to participate in these activities, following thorough checks to ensure that the children are safe whilst participating in the performance.

Legislation exists that is designed to protect children's health, welfare, and education. While we want to give children the opportunity to work and gain experience, we have a statutory duty to prevent the work from impacting their education and to prevent children from being exploited.

The law applies to all children from birth until completion of compulsory schooling. This is the last Friday in June, during the school year in which the child turns 16 (Year 11). We ask for 21 days' notice for applications, in line with guidance from the Department for Education; this ensures we can undertake our checks to keep children safe.

Performances that need a licence

- Performances at a licensed premises or a registered club

- If a performance is to be broadcast. This includes performing on stage, TV, filming and modelling
- If children will be paid
- Any performance for which a charge is made, whether for admission or otherwise
- If absence from school is required
- If the production will be directed in any way
- If it includes working in paid/professional sport

Performances that do not need a licence

A child may be exempt from licensing, but only if they meet all of the following criteria:

- It is unpaid
- No absence from school is required
- The child has not performed on more than four days in the previous six months

Performances arranged by schools are exempt from licensing and you do not need to tell us. Performances by Guides and Scouts are covered by a National Body of Persons Approval and do not require licensing; however, they should inform the Local Authority of any performances.

All performances requiring absence from school require licensing.

It is a legal requirement to seek a licence when one is required, and any person who causes or procures any child to do anything in contravention of the licensing requirement commits an offence and may be subject to a fine, imprisonment or both.

Key reminders

Reporting and recording. Any member of staff who has concerns about the welfare of a child must share this information with the DSL. Staff will make a brief, accurate and verbatim record of the concerns including the child's own words (if a disclosure / allegation) or the evidence that has led to the concerns. This report is given to the DSL who will analyse risk and refer onwards as necessary and appropriate. Remember to CPOMS your report

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

- We recommend that when recording information in records that the member of staff recording indicates reasons for decisions made e.g. why not referred to MASH, or why information shared with/without consent. This enables records to be evaluated, if necessary in the future and provide context to decisions taken were that member of staff to leave and a new staff member take over responsibility.
- Where it has been determined that it will not increase the risk to the child to do so consent will be sought from the parent in all cases where referral to any partner is going to be made.
- Records should clearly record time and date, and who has made the record. It should record specific words/ information used by the child.

Confidentiality

We maintain that all matters relating to child protection are to be treated as confidential and only shared as per the 'working together' guidance.

Information will only be shared with agencies who we have a statutory duty to share with or individuals within the school who 'need to know'.

All staff are aware that they cannot promise a child that they will keep a secret

Disciplinary action will be considered for any breach of confidentiality.

Reporting

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

Referral

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

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

How to notify the Local Authority of removal from roll

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

- Ludlow Junior School works in close partnership with the LA when dealing with all aspects of removing a pupil from roll or looking at parental requests to enter in Elective Home Education. A clear track record of communication with the LA should be retained in these areas. If the parent/carer of a child with an education, health and care (EHC) plan has

expressed their intention to educate their child at home, local authorities will need to review the plan and work closely with parents/carers (paragraph 178). We would expect to work in close partnership with all parties to ensure that all outcomes reflect the best interests of the child

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

Transfer of child protection records or welfare concerns

<https://www.southampton.gov.uk/media/h4wdc03r/retention-of-records-update-of-policy-review-jan22-final-check-transfer-form-280422.pdf>

It is stated in KCSiE 2023 that it is our, the sending schools, responsibility to pass on any records to any new school in a timely manner, and that if there is provision that should be in place for day 1 or information that should be known to safeguard a child then this can be shared prior to day 1.

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

Transfer of educational records

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

Internal safeguarding checks and balances

Staff and recruitment

_Safer Recruitment

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

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

<http://www.saferrecruitmentconsortium.org/GSWP%20Oct%202015.pdf>

The school operates a safer recruitment process as part of the school's Recruitment Procedure]. On all recruitment panels there is at least one member who has undertaken safer recruitment training. This training is undertaken every 3 years. This should be regularly updated.

The process checks the identity, criminal record (enhanced DBS), mental and physical capacity, right to work in the U.K., professional qualification and seeks confirmation of the applicant's experience and history through references. It must include barred list checks and prohibition checks for teachers. A Disqualification under the childcare act declaration where appropriate. **Online checks now form a key part of our recruitment process**

Single Central Register

- The Single Central Register is fully compliant with current guidance as of September 2023, KCSiE 2023, in line with Ofsted's guidance, "Inspecting Safeguarding in early years, education and skills"
- At least termly monitoring, as recommended by the LA, of the SCR is undertaken by senior leaders or governors and a record of this monitoring and any actions required is held in meeting minutes – our SIO and external partners will evaluate our SCR regularly and we will also perform internal scrutiny

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

Regulated or unregulated activity

- This is determined for all staff, governors and volunteers in our school and recorded . Going forward it means that different checks may be completed depending on the role being undertaken for example, by volunteers or governors. It is recorded on the Single Central register with other relevant information pertaining to checks completed.
- Where it is determined that a person is engaging in their role in regulated activity an enhanced DBS certificate with children's (and if relevant adults) barred list check will be carried out, in addition to any other checks relevant to role. Guidance in KCSiE 2023 is used in our school.
- Where it is determined that someone is not engaging in regulated activity an enhanced DBS certificate which does not include any barred list check will be appropriate , as outlined in KCSiE 2023.

- Where agency staff are working in school the business team must ensure that compliancy statements have been received from those agencies prior to deployment – teachers and support staff

Teacher Status Checks

- This includes prohibition from teaching checks. These are carried out via the DfE secure access portal <https://sa.education.gov.uk/idp/Authn/UserPassword>. This information must be recorded and dated on the Schools Single Central Register. We check all qualified teachers that are appointed to positions in our school. We include the EEA / overseas checks if required.
- There are a number of individuals who are subject to disciplinary sanctions imposed by the GTCE prior to its abolition in 2012- it is a pre-appointment check for all staff to whom this could apply at our school.

Section 128 checks

- For all governors in a maintained school/setting a Section 128 check will be carried out and outcome recorded on the single central register. In academies/free schools a Section 128 check will be carried out and outcome recorded on the single central register for all those in management positions (head of department or above). This is carried out via the DfE secure portal as for prohibition from teaching.
- The Section 128 check will also be disclosed **IF** an enhanced DBS with Barred list information is requested **PROVIDING THAT** “Children’s workforce of independent schools is specified for the barred list check. In our school we include the Section 128 for those it is relevant for within our DBS process or we check the Section 128 for all new relevant roles on appointment , and termly.

Disqualification under the Childcare Act

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

- The Childcare Act of 2006 was put in place to prevent adults who have been cautioned or convicted of a number of specific offences from working within childcare.
- Staff (meaning individuals employed by the school or local authority, those undertaking training in schools (both salaried and unsalaried), casual workers and volunteers) are covered by this legislation in the following circumstances:
 - f. They are employed and/or provide early years childcare (this covers the age range from birth until 1 September following a child’s fifth birthday, i.e. up to and including

reception age). This includes education in nursery and reception classes (e.g. teachers and support staff in a reception class) and/or any supervised activity (such as breakfast clubs, lunchtime supervision and after school care provided by the school) both during and outside of school hours for children in the early years age range; and

- g. They work in childcare provided by the school outside of school hours for children who are above reception age but who have not attained the age of 8. This includes before school settings, such as breakfast clubs, after school provision and holiday clubs. It does NOT include education or supervised activity for children above reception age during school hours including extended school hours for co-curricular learning activities, such as the school's choir or sports teams.

- The legislation also applies to any staff directly concerned in the management of such early or later years' provision. In 2009 additional regulations were made to include those living in the same household as another person who is (or would be) disqualified under the Act, this "by association" responsibility to report was removed 31/8/2018, staff are clear the disqualification responsibilities to report relate to themselves.
- As a school we require all staff who may be impacted by this piece of legislation to complete a self-declaration form and to inform the head teacher immediately if they become aware of any changes to their circumstances that would require us to be aware that they may become or have become disqualified.

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

Staff Induction

The DSL or their deputy will provide all new staff with training to enable them to both fulfil their role and also to understand the child protection policy, the safeguarding policy, the staff behaviour policy/code of conduct, part one (and annex A) of Keeping Children Safe in Education, September 2023. This induction may be covered within the annual training if this falls at the same time; otherwise it will be carried out separately during the initial starting period. A record of training undertaken as well as clarification of understanding will be kept up to date in school

Induction of volunteers

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

Training

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

Any update in national or local guidance will be shared with all staff in briefings and then captured in the next whole school training. A record will be kept and policy updated.

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

How to escalate professional disagreement

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

At no time will professional dissent detract from ensuring that any child is safeguarded. If professionals are unable to resolve differences, this will then be addressed by the line manager in conjunction with the DSL in the first instance.

If any professional in our school remains dissatisfied with another professional/agencies response to the raising of a concern then the LSCB procedures for escalation should be followed. Advice may be sought from SCC officers.

Governance

55. Key personnel

- The Designated Safeguarding Lead for the school is: Simon Watkins

- The Deputy Safeguarding Leads is/are: Gillie Hotston, Emma Stevenson, Vanessa Chandler, Maria Locke, Debbie Rooke
- The Designated Teacher for Looked After Children is: Gillie Hotston
- The Person to contact for Prevent is: Simon Watkins
- The Safeguarding Governor/s is/are: Abbie Lenza
- Southampton Virtual School Head teacher is Maria Anderson: 02380 833060
- The Local Authority Designated Officer is identified earlier in this document – Jemma Swann
- Safeguarding lead within Southampton Local Authority school improvement is: Alison Philpott Alison.philpott@southampton.gov.uk

Appendix 1

Appendix 1: Transporting of Pupils by Parents

Draft letter:

Dear Parent / Volunteer

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

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

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

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

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

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

Signed

Head Teacher

Appendix 2 - DECLARATION FORM

Safeguarding statement

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

All drivers must: Hold a valid driving licence for the type of vehicle being driven Be fit to drive Have no medical condition which affects their ability to drive Have a valid MOT for any vehicle older than 3 years old Ensure that any vehicle is roadworthy, including brakes, lights, tyres,

bodywork, wipers, mirrors etc. ☐ Ensure that any vehicle used has current road tax ☐ Ensure that they adhere to the appropriate speed limit ☐ Ensure that all seat belts are working and worn by everybody in the vehicle Insurance: ☐ Maintain valid insurance, as a minimum, for third part liability ☐ Check with their insurance company and inform them that the driver occasionally conveys children on school activities. (This is unlikely to affect the cost of your insurance premium.) Safety: ☐ Be familiar with, and drive in accordance with, the Highway Code at all times ☐ Drive safely and observe the speed limit ☐ Before driving not to consume alcohol or drugs which may impair driving ☐ Ensure that all passengers wear seat belts as appropriate ☐ Use child proof locks on rear doors where necessary ☐ Child seats such as booster seats are to be used at all times according to the height and age of each child in the vehicle

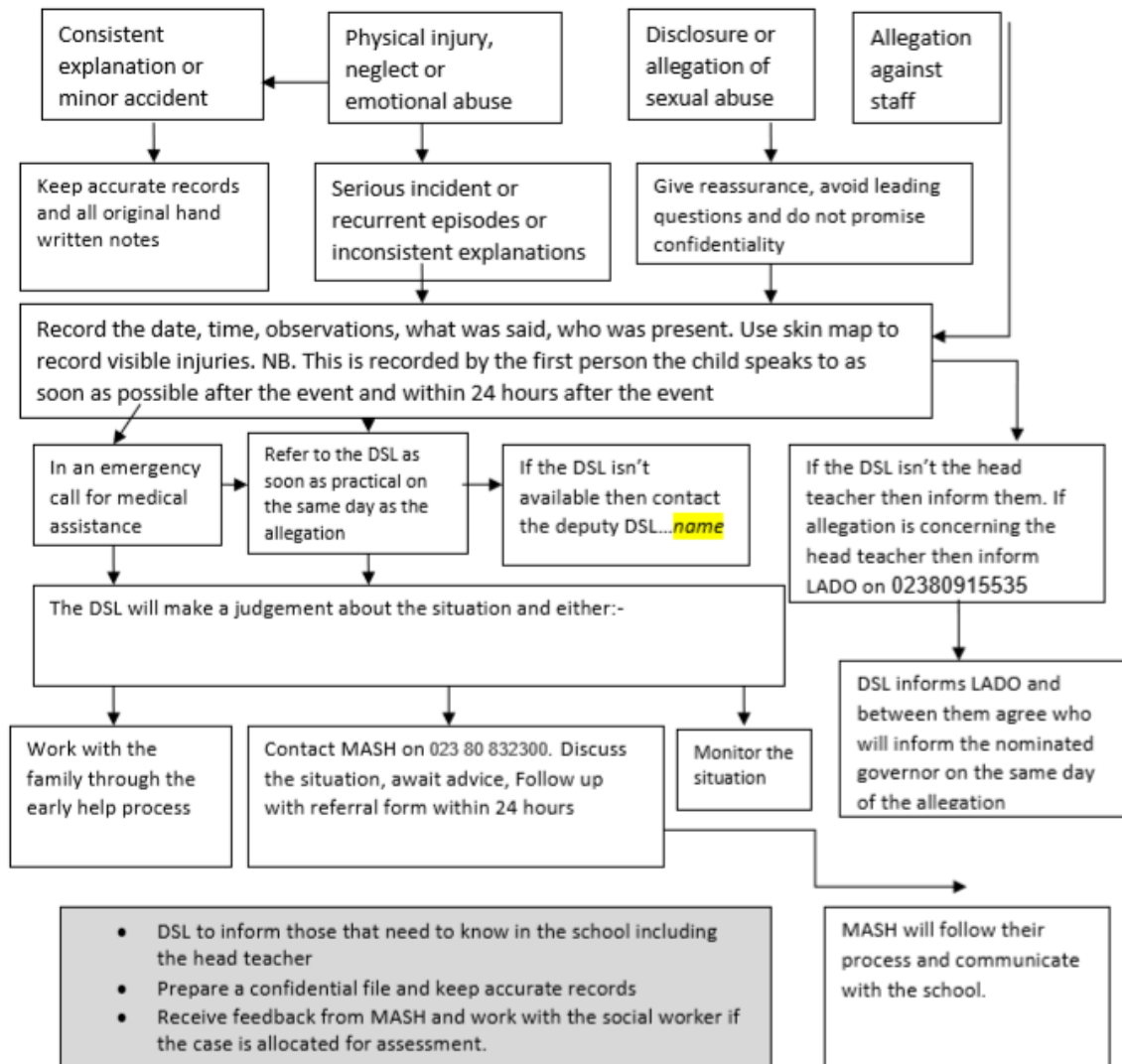
I have read and understood the above requirements and agree to comply with them. I agree to inform the school if circumstances change and I can no longer comply with these arrangements.

Signature: Date:

Name (Please print)

Number of seats in vehicle:

Appendix 3 – Flow chart



Appendix 4 Flowchart KCSiE 2018 p 13

What to do if there are concerns about a child



Annex 3: Body Map

Body Maps should be used to document and illustrate visible signs of harm and physical injuries. Always use a black pen (never a pencil) and do not use correction fluid or any other eraser. Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

***At no time should an individual teacher/member of staff or school take photographic evidence of any injuries or marks to a child's person, the body map below should be used. Any concerns should be reported and recorded without delay to the appropriate safeguarding services, e.g. Social Care direct or child's social worker if already an open case to social care/ Police.**

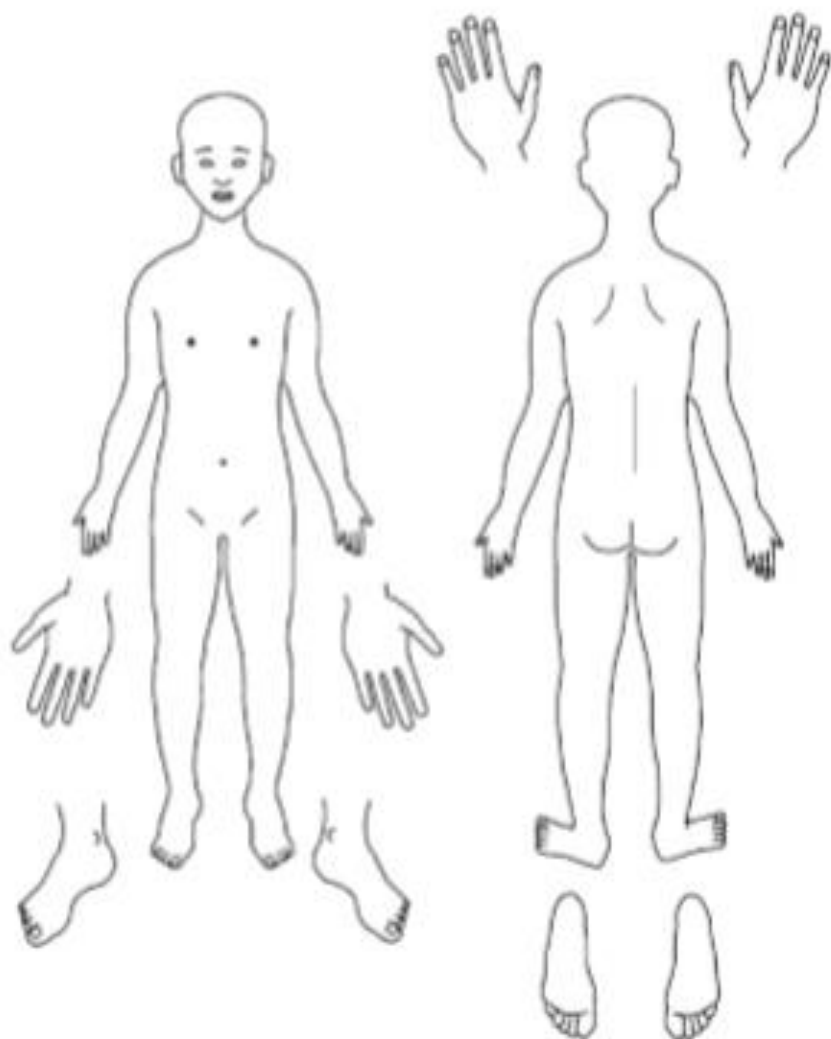
When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:

- Exact site of injury on the body, e.g. upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g. round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

Ensure First Aid is provided where required and record

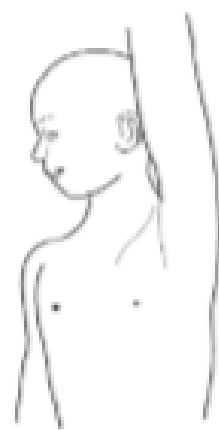
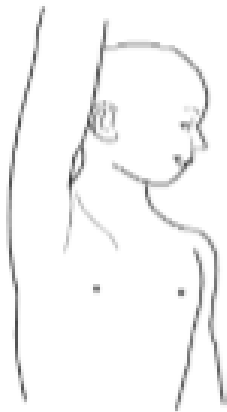
A copy of the body map should be kept on the child's concern/confidential file.



Name of Child: _____

Date of birth: _____ Date of recording: _____

Name of completer: _____



Any additional information:

Appendix 6

Dealing with disclosures All staff should:

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

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

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

Guiding principles for staff:

- Listen to what is being said, without displaying shock or disbelief or asking child to repeat anything unnecessarily
- Accept what is said and take it seriously
- Make a note of what has been said as soon as practicable
- Don't make promises you may not be able to keep e.g. 'I'll stay

with you' or 'everything will be alright now' or 'I'll keep this confidential'

- Do reassure the pupil e.g. you could say: 'I am glad you felt able to say this', "I will speak to someone who will know what to do next", "I know you might be feeling upset but there are people trained to know what to do to help you next", "x is trained to help pupils who need it Im going to go and speak to x as they will know what we should do now"
- **Do not** ask 'leading' questions i.e. 'did x touch your private parts?' or 'did x hurt you?' Such questions may invalidate your evidence (and the child's) in any later prosecution in court
- **Do not** criticise the alleged perpetrator; the pupil may care about him/her, and reconciliation may be possible
- **Do not** ask the pupil to repeat it all for another member of staff. Explain what you have to do next and whom you have to talk to. Reassure the pupil that it will be a senior member of staff

- Share concerns with the designated safeguarding lead as soon as possible
- Confidentiality is essential. Share your knowledge only with appropriate professional colleagues
- If you are not able to contact your designated safeguarding lead, and the child is at risk of immediate harm, contact the children's services department/ police directly, recording decisions for doing so.
- If you are dissatisfied with the level of response you receive following your concerns, you should press for re-consideration indicating why you feel decisions have not been made in the best interests of a child if this is the case. Ensure that all known information, including contextual information has been shared for assessment of the information to be made
- Ensure that you consider if you need some time to process what you have heard to ensure you look after your own mental health and well-being, and our DSL will ensure that staff are offered support and time to manage their emotions when having received information from a child.

Helpful notes:

- If possible make some very brief notes at the time, and write them up as soon as possible
- Keep your original notes on file
- Record the date, time, place, person's present/named and noticeable non-verbal behaviours, and the words used by the child. If the child uses sexual 'pet'/slang words, record the actual words used, rather than translating them into 'proper' terms – this is essential that the record is word for word.
- Complete a body map to indicate the position of any noticeable bruising, or where a child has indicated something to you.
- Record facts and observable things, rather than your 'interpretations' or 'assumptions'

After decisions and referral:

Review (led by DSL)

- Has the action taken provided positive outcomes for the child?
- Did the steps taken by staff work? Is there a clear record and timeframe of information and decisions taken?
- Did staff follow policy?

- Were any deficiencies or weaknesses identified in the procedure? Have these been remedied?
- Is further training required?

What happens next?

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

If they have concerns that the disclosure has not been acted upon appropriately they might inform the safeguarding governor of the school and/or may ultimately contact the children's services department. Procedures to follow can be found within our complaints policy or whistleblowing policies.

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

In some cases additional counselling might be needed and they should be encouraged to recognise that disclosures can have an impact on their own emotions.

Children may become subject to Child in Need plans or Child Protection plans. This will always involve multiagency working around the child / family. All agencies are required to provide written reports for each meeting. Our school may also send a representative to the meeting to share this report and hear the wider contextual picture so as to ensure we can apply the any specific safeguarding procedures with good understanding of the context.

Procedure

This procedure should be used in all cases in which it is alleged a member of staff or volunteer in a school 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 to children**

In dealing with allegations or concerns against an adult in the school, staff must:

- Report any concerns about the conduct of any member of staff or volunteer to the Head teacher or the DSL as soon as possible
- If an allegation is made against the Head teacher, the concerns need to be raised with the LADO or nominated governor as soon as possible
- Once an allegation has been received by the Head teacher or nominated governor they will contact the Local Authority Designated Officer on 02380 915535 as soon as possible and before carrying out any investigation into the allegation.
- Inform the parents of the allegation unless there is a good reason not to. The decision to inform or not inform should be recorded as to who made the decision and the reasons for it.

In liaison with the LADO, the school will determine how to proceed and if necessary the LADO will refer the matter to children's social care and/or the police.

If the matter is investigated internally, the LADO will advise the school to seek guidance from their personnel/HR provider in following procedures set out in 'keeping children safe in education' (2019) and the SCSP and HIPS procedures.

Appendix 8 Managing allegations against other pupils

DfE guidance keeping children safe in education (2021) says that ‘governing bodies should ensure that there are procedures in place to handle allegations against other children’. The guidance also states the importance of minimising the risks of child-on-child abuse. In most instances, the conduct of students towards each other will be covered by the school’s behaviour policy.

Some allegations may be of such a serious nature that they may raise safeguarding concerns. These allegations are most likely to include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is also likely that incidents dealt with under this policy will involve older students and their behaviour towards younger students or those who are vulnerable. DfE issued guidance in May 2019 “Sexual violence and sexual harassment between children in schools and colleges - GOV.UK It is recognised that this could happen and therefore the guidance will be followed.

Supporting resources from SCC:

Responding ‘In The Moment’ to Child-on-Child

(child on child) abuse

The following set of questions can be used by staff or pupils to form a consistent response from all. They should

be used at the time of the incident but can also be used in follow up work. They may be developed into staff

prompt cards or pupil posters to promote consistent responses when challenging harmful language and behaviour.

In the moment responses

- What I heard/ saw was not acceptable
- Could that have been hurtful?
- How could you put that right?
- Was that a positive choice?

Supporting those in need

- How are you feeling?
- What can I do to help?
- How can I support you?
- What will help you feel safe?

Restorative questions

- Were your words/actions acceptable?
- What impact have your words/actions had?
- How do you feel about it now?
- How could you rephrase that?
- Can you explain the words you have used?
- How has your behaviour made_____ feel?
- What would putting this right look like?

Further links:

- Example offences <https://www.southampton.gov.uk/media/hdqmrybc/example-offence-guide.pdf>
- Parent and carer guide - <https://www.southampton.gov.uk/media/0nadrxd2/220-46dl-dig-guide.pdf>

The safeguarding implications of sexual activity between young people

From SCC – harmful sexual behaviours flowchart

<https://www.southampton.gov.uk/media/q1ccik13/220-46-flowchart.pdf>

From scc – Risk assessment for child on child harmful sexual behaviours

<https://www.southampton.gov.uk/media/elzaxufc/risk-assessment-for-child-on-child-peer-on-peer-harmful-sexual-behaviours.pdf>

The intervention of child protection agencies in situations involving sexual activity between children can require difficult professional judgments. Some situations are statutorily clear – for example, a **child under the age of 13 cannot consent to sexual activity.**

But it will not necessarily be appropriate to initiate safeguarding procedures where sexual activity involving children and young people below the age of legal consent (16 years) comes to notice. In our society generally the age at which children become sexually active has steadily dropped.

It is important to distinguish between consensual sexual activity between children of a similar age (where at least one is below the age of consent), and sexual activity involving a power imbalance, or some form of coercion or exploitation. It may also be difficult to be sure that what has or has been alleged to have taken place definitely does have a sexual component.

As usual, important decisions should be made on a case by case basis, on the basis of an assessment of the children's best interests. Referral under safeguarding arrangements may be necessary, guided by an assessment of the extent to which a child is suffering, or is likely to suffer, significant harm.

Key specific considerations will include:

The age, maturity and understanding of the children;

Any disability or special needs of the children;

Their social and family circumstance;

Any evidence in the behaviour or presentation of the children that might suggest they have been harmed;

Any evidence of pressure to engage in sexual activity;

Any indication of sexual exploitation;

There are also contextual factors. Gender, sexuality, race and levels of sexual knowledge can all be used to exert power. A sexual predator may sometimes be a woman or girl and the victim can be a boy

Taken from The safeguarding implications of events leading to the closure of Stanbridge Earls School – A Serious Case Review (2015)

At Ludlow Junior School we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's behaviour policy.

Prevention

As a school we will minimise the risk of allegations against other pupils by:-

- Providing a developmentally appropriate PSHE syllabus which effectively develops students understanding of acceptable behaviour and keeping themselves safe
- Having systems in place for any student to raise concerns with staff, and staff to raise concerns about pupils knowing that they will be listened to, believed and valued
- Delivering targeted work on assertiveness and keeping safe to those pupils identified as being at risk
- Developing robust risk assessments & providing targeted work for pupils identified as being a potential risk to other pupils.

Allegations against other pupils which are safeguarding issues

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional

abuse, sexual abuse and sexual exploitation. They may include Sexual violence or sexual harassment. It is likely that, to be considered a safeguarding allegation against a pupil, some of the following features will be found.

If the allegation:-

- Is made against an older pupil and refers to their behaviour towards a younger pupil or where there may be a coercion/power imbalance, or a more vulnerable pupil
- Is of a serious nature, possibly including a criminal offence
- Raises risk factors for other pupils in the school
- Indicates that other pupils may have been affected by this student
- Indicates that young people outside the school may be affected by this student

Examples of safeguarding issues against a student could include:

- Physical Abuse
 - Violence, particularly pre-planned
 - Forcing others to use drugs or alcohol
 - Emotional Abuse
 - Blackmail or extortion
 - Threats and intimidation
-
- Sexual Abuse
 - Indecent exposure, indecent touching or serious sexual assaults
 - Forcing others to watch pornography or take part in sexting

Sexual Exploitation

- Encouraging other children to engage in inappropriate sexual behaviour (For example - having an older boyfriend/girlfriend, associating with unknown adults or other sexually exploited children, staying out overnight)
- Photographing or videoing other children performing indecent acts

Procedure:-

When an allegation is made by a pupil against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the designated safeguarding lead (DSL) should be informed

- A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances

- The DSL should contact the multi-agency safeguarding hub to discuss the case
- The DSL will follow through the outcomes of the discussion and make a referral where appropriate
- If the allegation indicates that a potential criminal offence has taken place, once referred to the multi-agency agency safeguarding hub, the police will become involved
- Parents, of both the student being complained about and the alleged victim, should be informed and kept updated on the progress of the referral
- The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils' files
- It may be appropriate to arrange for alternative education provision for a short period for either or both pupils as the allegation is an allegation and will need to be fully investigated
- Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures-
- In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan
- The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

Appendix 9 Briefing

Briefing sheet for temporary, supply staff - and those on short contracts in *Ludlow Junior* school

While working in *Ludlow Junior* school, you have a duty of care towards the children/pupils/students here. This means that at all times you should act in a way that is consistent with their safety and welfare. You should follow any policies or procedures the school has made you aware of, some of which may be specific to the context or individuals.

In addition, if at any time you have a concern about a child or young person, particularly if you think they may be at risk of abuse or neglect, it is your responsibility to share that concern with the school designated safeguarding lead (DSL), who is *Simon Watkins* and can be found *by going up the main stairs from the year 3 corridor and heading to the right (opposite the staffroom area)*

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

- observing a physical injury, which you think may have been non-accidental
- observing something in the appearance of a child or young person which suggests they are not being sufficiently well cared for
- observing behavior that leads you to be concerned about a child or young person
- a child or young person telling you/overhearing that they/another pupil have been subjected to some form of abuse.

In any of the circumstances listed here, you must write down what you saw or heard, date and sign your account, and give it to the DSL. This may be the beginning of a legal process – it is important to understand that legal action against a perpetrator can be seriously damaged by any suggestion that the child has been led in any way.

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

- Rather than directly questioning the child, just listen and be supportive
- Never stop a child who is freely recalling significant events, but don't push the child to tell you more than they wish. If they have told you little but it is clear you need to pass the information on, do so, do not ask for more information or ask any leading questions.
- You could ask "Who was involved", "What happened" "Where did it happen and when?"
- Make it clear that you may need to pass on information to staff in other agencies who may be able to help – do not promise confidentiality. You are obliged to share any information relating to abuse or neglect. You will need to report under the mandatory reporting duty directly to the police if known FGM is disclosed to you, take advice from the DSL within the setting first unless to do so would delay the referral.
- Write an account of the conversation immediately, as close to verbatim as possible. Put the date and timings on it, and mention anyone else who was present. Then sign it, and give your record to the designated safeguarding lead or head teacher who will then follow the school procedure

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

Remember, if you have a concern, discuss it with the DSL team as soon as possible.

If you witness any prejudicial language, conduct, use of abusive or derogatory language or experience any behaviours which target protected characteristics you should challenge these if you deem it safe and appropriate to do so. You should report this to the DSL team immediately.

A written record should be made of what was said, by whom, at whom if it was directed towards someone, and actions taken at the time.

In our school what may be deemed by some as "banter" , "a normal part of growing up" or "boys being boys" is not acceptable and all adults are expected to positively challenge any incidents they become aware of or see or hear when at our school.

Appendix 10

Brook sexual behaviours traffic light tool

Behaviours: age 0 to 5

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

<p>What is a green behaviour? Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability. They are reflective of natural curiosity, experimentation, consensual activities and positive choices.</p>	<p>What is an amber behaviour? Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.</p>	<p>What is a red behaviour? Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur.</p>
<p>What can you do? Green behaviours provide opportunities to give positive feedback and additional information.</p>	<p>What can you do? Amber behaviours signal the need to take notice and gather information to assess the appropriate action.</p>	<p>What can you do? Red behaviours indicate a need for immediate intervention and action.</p>
<p>Green behaviours</p> <ul style="list-style-type: none"> • 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. 	<p>Amber behaviours</p> <ul style="list-style-type: none"> • 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. 	<p>Red behaviours</p> <ul style="list-style-type: none"> • 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.

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

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

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

Behaviours: age 5 to 9 and 9 to 13

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

<p>What is a green behaviour? Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability and reflective of natural curiosity, experimentation, consensual activities and positive choices.</p>	<p>What is an amber behaviour? Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.</p>	<p>What is a red behaviour? Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur.</p>
<p>What can you do? Green behaviours provide opportunities to give positive feedback and additional information.</p>	<p>What can you do? Amber behaviours signal the need to take notice and gather information to assess the appropriate action.</p>	<p>What can you do? Red behaviours indicate a need for immediate intervention and action.</p>
<p>Green behaviours 5-9</p> <ul style="list-style-type: none"> 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 	<p>Amber behaviours 5-9</p> <ul style="list-style-type: none"> 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 	<p>Red behaviours 5-9</p> <ul style="list-style-type: none"> 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
<p>Green behaviours 9-13</p> <ul style="list-style-type: none"> solitary masturbation use of sexual language including swear and slang words having girl/boyfriends who are of the same, opposite or any gender interest in popular culture, e.g. fashion, music, media, online games, chatting online need for privacy consensual kissing, hugging, holding hands with peers 	<p>Amber behaviours 9-13</p> <ul style="list-style-type: none"> 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 	<p>Red behaviours 9-13</p> <ul style="list-style-type: none"> 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

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

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Brook sexual behaviours traffic light tool adapted from Family Planning Queensland. (2012). Traffic Lights guide to sexual behaviours. Brisbane: Family Planning Queensland, Australia. 27

Behaviours: age 13 to 17

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

<p>What is a green behaviour?</p> <p>Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability and reflective of natural curiosity, experimentation, consensual activities and positive choices.</p>	<p>What is an amber behaviour?</p> <p>Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.</p>	<p>What is a red behaviour?</p> <p>Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur.</p>
<p>What can you do?</p> <p>Green behaviours provide opportunities to give positive feedback and additional information</p>	<p>What can you do?</p> <p>Amber behaviours signal the need to take notice and gather information to assess the appropriate action.</p>	<p>What can you do?</p> <p>Red behaviours indicate a need for immediate intervention and action.</p>
<p>Green behaviours</p> <ul style="list-style-type: none"> • solitary masturbation • sexually explicit conversations with peers • obscenities and jokes within the current cultural norm • interest in erotica/pornography • use of internet/e-media to chat online • having sexual or non-sexual relationships • sexual activity including hugging, kissing, holding hands • consenting oral and/or penetrative sex with others of the same or opposite gender who are of similar age and developmental ability • choosing not to be sexually active 	<p>Amber behaviours</p> <ul style="list-style-type: none"> • accessing exploitative or violent pornography • uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, • withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing • concern about body image • taking and sending naked or sexually provocative images of self or others • single occurrence of peeping, exposing, mooning or obscene gestures • giving out contact details online • joining adult- only social networking sites and giving false personal information • arranging a face to face meeting with an online contact alone 	<p>Red behaviours</p> <ul style="list-style-type: none"> • exposing genitals or masturbating in public • preoccupation with sex, which interferes with daily function • sexual degradation/humiliation of self or others • attempting/forcing others to expose genitals • sexually aggressive/exploitative behaviour • sexually explicit talk with younger children • sexual harassment • non-consensual sexual activity • use of/acceptance of power and control in sexual relationships • genital injury to self or others • sexual contact with others where there • is a big difference in age or ability • sexual activity with someone in authority and in a position of trust • sexual activity with family members • involvement in sexual exploitation and/or trafficking • sexual contact with animals • receipt of gifts or money in exchange for sex

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

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

27

Appendix 11 – other Summer 2021 updates to be aware of:

Parents and PR

Where the parents were not married to each other at that time, the child's father can gain parental responsibility:

- *by registering the child's birth jointly with the mother*
 - *by subsequently marrying the child's mother*
 - *through a 'parental responsibility agreement' between him and the child's mother which is registered with the court*
 - *by obtaining a court order for parental responsibility*
-
- *PR and court orders:*
 - *Schools should ask parents to ensure they provide schools with a copy of the most recent court order in place, to support the school's duties in respect of child safeguarding.*
 - *Parents may first need to seek the permission of the court to share orders with third parties, including the child's school.*
 - *Also the section on being a parent and PR*

For the purposes of education law, the department considers a 'parent' to include:

- *all biological parents, whether they are married or not*
- *any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative*
- *Also:*
- *any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person*

Taking this into account we need to consider who we deem to be a parent and remember:

Individuals who have parental responsibility for, or care of, a child have the same rights as biological parents. For example to:

- receive information – such as pupil reports
- participate in statutory activities – such as voting in elections for parent governors
- be asked to give consent - such as to the child taking part in school trips
- be informed about meetings involving the child - such as a governors' meeting on the child's exclusion

Parental conflict

Schools should avoid becoming involved in any disagreement between parents but might want to suggest that where parents cannot agree they seek independent legal advice about obtaining a court order setting out exactly what decisions each parent can make in respect of the child (a Specific-Issue or Prohibited Steps Order as appropriate)

Medical treatment and 'in loco parentis'

Schools may experience problems when a child has had an accident and consent might be needed for emergency medical treatment. The [Children Act 1989, section 3](#) provides that people who do not have parental responsibility but nonetheless have care of a child may:

...do what is reasonable in all the circumstances of the case for the purpose of safeguarding or promoting the child's welfare.

This would allow schools to act 'in loco parentis', in place of a parent, or allow them to seek consent from a parent who may not hold parental responsibility.

It would clearly be reasonable for a school to take a child who needs to have a wound stitched up to hospital, but the parents, including the non-resident parent who has asked to be kept informed of events involving the child, should be informed as soon as possible

Changing a registered surname

Changing a surname

A change of surname is a private law matter and should be resolved between parents. Where one parent seeks to change the surname by which their child is known, schools should ensure that they do not change the surname without written evidence that consent has been given by the other parent or

by anyone else who has parental responsibility for the child. Schools should source this evidence independent of the parent seeking to make the change.

Regulation 5(1)(a) of the Education (Pupil Registration) Regulations 2006 requires a school to record the full name of every pupil in alphabetical order in the admissions register. This means the child's full legal name and not any other name that the child is known by.

However, there may be circumstances where an informal name change has already been adopted in the school and it would not be in the best interests of the child, who might be called by a new name, to refer back to a different name. In these circumstances, schools should decide what action to take but the best interests of the child must be the paramount consideration when making a decision.

Where a child is subject to a special guardianship order, there are particular considerations in cases where a school receives a request to use a different surname for a pupil.

Section 14C(3) of the Children Act 1989 (CA 1989) states that:

While a special guardianship order is in force with respect to a child, no person may cause the child to be known by a new surname.....without either the written consent of every person who has parental responsibility for the child or the leave of the court. Schools must therefore decline requests from special guardians for a child to be known by a different surname unless the above criteria are met.



Hampshire, Isle of Wight, Portsmouth & Southampton (HIPS) Child Exploitation Newsletter

Quarterly professionals update from the HIPS Child Exploitation Group - Spring 2021

As the Covid-19 pandemic progresses, the HIPS partners continue to work together to tackle child exploitation and the different risks to children that the pandemic has brought. This newsletter keeps professionals in all four areas up-to-date with issues and progress discussed in the HIPS Child Exploitation meetings and to flag up local and national campaigns.

In this issue:

Update from the meeting on Missing
Lurking Trolls launch update
CPI update
Are you listening? A film to tackle CCE
Update on Safeguarding Transition work
Youth Commissioners' update
Good practice examples – voice of the child

Are You Listening? A film to tackle CCE

Leicestershire Police have produced a short film, *Are You Listening?* which helps practitioners spot some signs that can indicate that children need help around criminal exploitation. The film focuses on four stories, which although fictional, are typical of the types of criminality children become involved in. For more information and the film, please see [Leicestershire Police](#).

We need you!

Do you have an example of a time when you've captured a child's voice and worked with them to improve your service? The Voice of the Child will be the theme of the next HIPS Child Exploitation Group meeting, and examples of good practice will help to inform this discussion. If you can help, please email hscp@hants.gov.uk

Thank you!

Appendix 13 Suicide Pacts

Dear Heads of Service and Partners,

Re: Online suicide pacts involving children and young people.

I received today a letter from the National Police Chiefs' Council leads for Child Protection and Abuse Investigations (CPAI) and Suicide Prevention. I have adapted this letter for the purposes of sharing it with you.

It was in relation to a recent police-led operation involving the discovery of child online chat groups, where peer-to-peer influence increased suicidal ideation amongst the children involved to the extent that several escalated to suicidal crises and serious self-harm. You may be already aware of this specific incident but if you are not, I have included further details of the incident and potential suggestions and learning that might be of use in preparing or supporting your staff and the development of contingency plans to respond to similar circumstances in future.

Twelve girls, aged between twelve and sixteen years of age and from across the South of England, were involved in the online forums. The group first came to notice after three of the girls, who were reported missing, travelled by train to meet in London. They then purchased and consumed alcohol and acquired a large quantity of paracetamol tablets. They were found in the street, seriously unwell and taken by ambulance for emergency hospital treatment. At this stage one of the girls mentioned they had first met each other online and they had created a pact to die by suicide. It then transpired they were members of a wider closed chat group on Instagram called 'SuicideSquadGoMissing'.

On this occasion, all the girls who were part of the online communications have been identified and safeguarded, but the operational partnership responses required to identify and protect all those involved required significant co-ordination and support by policing. In this case the young girls initially came together in an internet-enabled virtual environment, communicated with each other online and then presented across geographical and multi-disciplinary boundaries.

Regrettably, it is likely that a similar scenario may come to notice in the future. Therefore, in preparedness for such an eventuality we would ask that:

- You share the contents of this letter and the details of this incident with the necessary staff in your organisation;
- If the first report of is identified through your organisation, that your staff are fully briefed to ensure the local police are informed immediately the information is known. The use of 999 if the police cannot be raised immediately would be appropriate as there is immediate risk to life with this information;
- The police Force where the first report originates will take the lead and to co-ordinate the necessary multi-agency responses required.

We are likely to ask for your support in order to identify, support and protect all those who may be involved, as well as support with debriefing those involved. We would also be engaged with fast-time forensic digital examinations which include the examination of technical devices belonging to those concern or that of their families.

The following provides a very brief outline of the nature and scale of the previous operation. This demonstrates the challenges likely to be presented in leading this type of cross-border and multi-agency response to protect and safeguard the vulnerable children involved:

- 12 girls were identified as being involved
- Seven of the 12 girls had self-harmed prior to being identified, in most cases they had taken numerous paracetamol tablets, one had cut her neck
- 13 digital devices were seized by police and subject to fast-track forensic digital examinations, to identify the remaining members of this virtual group
- Children's Social Care services from seven separate Local Authority areas were involved
- Five Police forces were involved
- Various other acute hospital trusts, mental health trusts and services for example CAMHS were involved
- Other third sector NGOs were involved to provide advice and support, for example, the Samaritans
- The first police force responding, convened, chaired and facilitated multi-agency meetings with all partners on a daily basis. This approach was considered essential to effectively lead and coordinate the necessary engagement and responses by all partners.

I hope this was of use to you to increase awareness of the influence of social media on our young people and how we may jointly respond in the future as effectively as possible. I have asked for our Adults At Risk partners to also be sighted due to the same level of vulnerability and harm all our communities are exposed to.

Kind regards



Rebecca Mears
Detective Superintendent
Head of PVP

Appendix 14 – Educate against hate newsletter example

Schools/ individuals can sign up for this useful update from Educate against hate – free newsletter – most recent one below

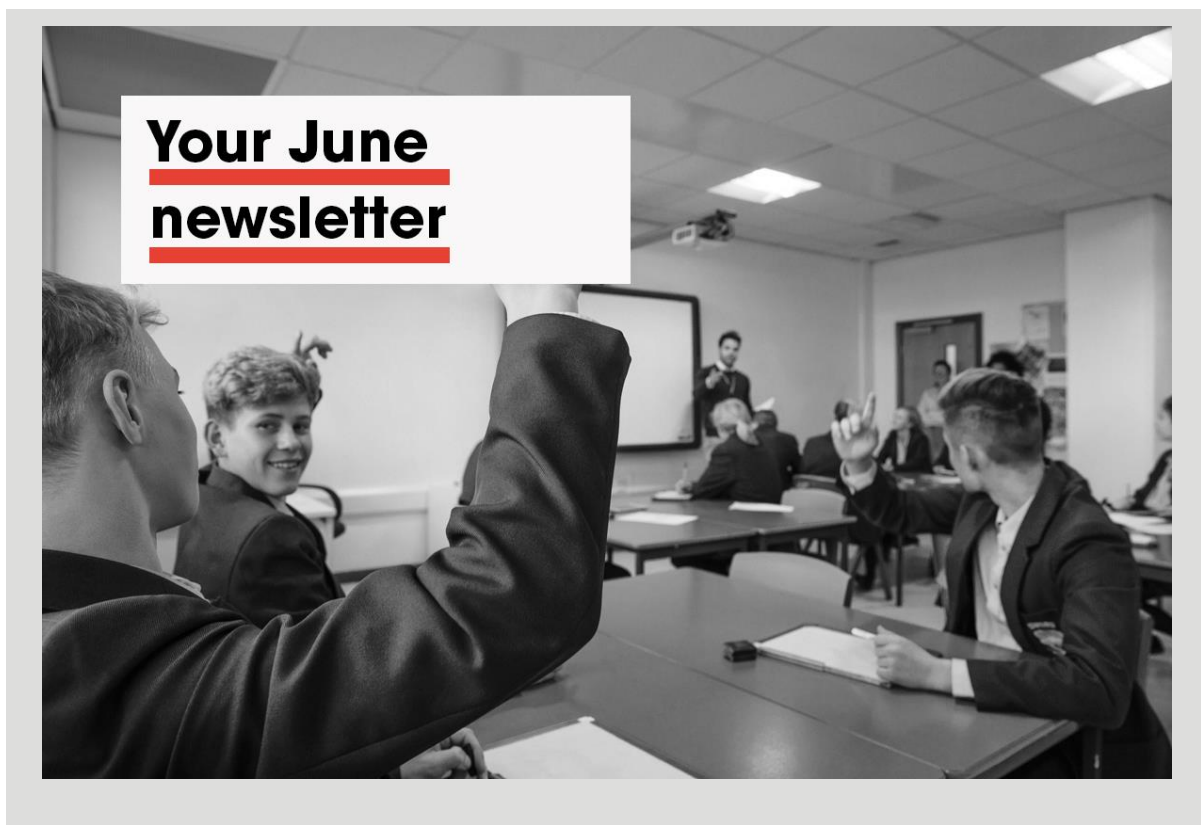
From: Educate Against Hate <educateagainsthate.mailbox@education.gov.uk>

Sent: 30 June 2021 09:10

To: Murphy, Jason <Jason.Murphy@southampton.gov.uk>

Subject: Welcome to this month's Educate Against Hate newsletter

**educate.against.
hate**



Welcome to June's Educate Against Hate newsletter. In this month's edition we'll be looking at:


- Our resource of the month
- How to create a safe space for discussion in the classroom
- Empathy Day
- Teachers wanted for Prevent e-learning testing
- The Protect Duty consultation
- The Great Get Together
- In the news

What's new?

What is a conspiracy theory?

Conspiracy theories are often talked about along with **fake news** and **misinformation**, but what do they all mean?

Match the word (3-4 mins)
Take a look at the three terms below. Can you match them to the correct definition?
Click to see if you're right!



Fake news	Misinformation	Conspiracy theory
A story that looks like news, but has actually been created as a joke or to make you feel a certain way.	Wrong, or partly wrong information that is trying to trick you.	Believing that an event or situation is the result of a secret plan made by powerful people.

Resource of the month

This month we added Vote for School's resource '[Are conspiracy theories more dangerous than we realise?](#)' to the Educate Against Hate website. The KS2 classroom resource gives the opportunity to explore with pupils what conspiracy theories are, what kind of conspiracy theories exist and if they can be dangerous.

Blog of the month

In this month's blog Prevent Education Officer and former teacher Sally shares her six key tips and useful resources for [creating a safe space for discussion in the classroom](#).

Empathy Day



On 10th June it was Empathy Day, a day to help young people learn more about empathy and put it into practice. This year's theme was walking in someone else's shoes. To help young people learn more about empathy BBC Teach have pulled together a [collection of classroom resources](#), or check out our [Virtual Inclusion Project](#) classroom resource which lets pupils experience a 'day in the life' of three different young people facing discrimination.

Teachers wanted for Prevent e-learning testing

We're testing a new Prevent e-learning platform and modules, and would like to invite teachers to help us improve and refine the platform. If you are interested in being involved in the user testing in November 2021, please register on the link below. The Prevent Training Team will be in contact if you have been chosen to help us test the platform.

You can register for:

1. [User testing of the Awareness and Referrals courses](#)
2. [User testing of the Refresher Awareness course](#)
3. [User testing of the Channel course](#)

The Great Get Together



The Great Get Together took place from Friday 18- Sunday 20 June. The Great Get Together, inspired by the late Jo Cox MP, aims to build social cohesion and bring communities together. Check out the PHSE Association approved [assembly packs](#) for KS2, KS3 and KS4 on Jo Cox and the Great Get Together.

How parents and educators can take part in the Protect Duty consultation

There are only a few days left to [take part in the 'Protect Duty' consultation](#).

First launched on 26 February and due to close on 2 July 2021, the consultation seeks views on how publicly accessible locations - including education settings - can improve their security and organisation preparedness.

The consultation will seek views on:

- Who would a Duty apply to?
- What would a proposed Duty require stakeholders to do?
- How should compliance work?
- How would Government support those affected by a Duty?

It's important to get a wide range of views from across the education sector to inform the development of the Duty, anyone who is linked to education or has an interest in education can [take part in the consultation](#).

In the news this month

[More support for schools and colleges to tackle sexual abuse](#)

The Department for Education has confirmed it will take forward work to strengthen the RSHE curriculum so that teachers and school leaders will be better supported to

recognise sexual harassment and abuse and teach confidently about issues of consent, online pornography and healthy relationships.

[How young people are becoming increasingly exposed to the far right](#)

Interesting article on the radicalisation process, the effect that lockdowns have had on young people's online safety and a real-life Prevent case study.

What's next?

Want to find out more? There are hundreds of resources available on the [Educate Against Hate website](#). Find your next resource now:



Visit the website

Follow us on [Twitter](#) and [Facebook](#) for advice, information and practical guidance on protecting children from radicalisation and extremism.

Do you know a colleague who would like to receive these emails? They can sign up [here](#).



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Want to change how you receive these emails?
You can [update your preferences](#) or [unsubscribe from this list](#).

Eating disorders. Know the first signs?



Lips

Are they obsessive about food?



Flips

Is their behaviour changing?



Hips

Do they have distorted beliefs about their body size?



Kips

Are they often tired or struggling to concentrate?



Nips

Do they disappear to the toilet after meals?



Skips

Have they started exercising excessively?

If you're worried someone you care about is showing any signs of an eating disorder – even if they're not on our list – act quickly and get in touch. We can give you the answers and support you need to help them on the road to recovery as soon as possible.

Don't delay. Visit beateatingdisorders.org.uk/tips





How to spot

County Lines exploitation

And where to go for help



A guide for parents, carers
and people working with children

September 2021

Southampton City Council
Confirmation of Safeguarding Checks for Local Authority Staff
(Statement to be included with the school's Single Central Register)

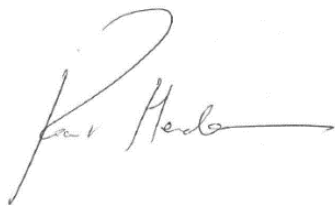
In accordance with the DfE statutory guidance 'Keeping Children Safe in Education', I can confirm that Local Authority has a policy that all its staff who may have unsupervised access to children are checked by the authority. This includes the following:

- Ensuring an appropriate DBS check is in place which will include a barred list check for staff working in a regulated activity with children.
- That staff covered by the Childcare Disqualification Regulations are aware of their obligation to disclose anything that may mean they are disqualified under this legislation.

With regard to schools, this covers Local Authority staff in the roles listed below:

Education Psychologists	Virtual School
Social Workers	Pupil Services
Family Support	Youth Offending
SEND	Educational Welfare Officers
Southampton Music staff	Early Years
Early Help	School Improvement Officers/Consultants
Youth Workers	
Residential Care	
Health and Safety Officers	
Safeguarding Unit	

Therefore, there is no requirement for schools to view these LA staff member's DBS check. However, each school must continue to carry out appropriate identity check when LA staff enter schools (for example, identity badges examined and visitor log signed).



Robert Henderson
Service Director
Children, Families and Education

Appendix 18 – Squid Game advice

Squid Games – There have been reports in the media around the exposure of children to the Netflix show 'squid games'. This report (from common sense media) talks about the violent nature of the show and the reason we urge parents not to let children younger than 16 watch the show or any content linked to it. [Squid Game TV Review \(commonsensemedia.org\)](https://www.common-sense-media.com/parents/parents-guide-to-squid-games/)

There have also been reports of the violence involved in Squid Games being linked/ replicated on other social media sites/ games for younger children such as tik-tok (13+ official age rating) and roblox (7+ official age rating).

If you are worried your child may see or has seen something harmful please use the following links to find guidance to support parents, including useful guidance around parental controls.

[I'm worried my child might see something inappropriate online \(thinkuknow.co.uk\)](https://www.thinkuknow.co.uk/parents/what-if-my-child-has-seen-something-inappropriate-online/)

[What to do if your child has seen something inappropriate online. \(thinkuknow.co.uk\)](https://www.thinkuknow.co.uk/parents/what-if-my-child-has-seen-something-inappropriate-online/)

Further useful links;

- <https://www.saferinternet.org.uk/advice-centre/parents-and-carers>
- <https://www.nspcc.org.uk/keeping-children-safe/online-safety/>
- <https://www.net-aware.org.uk/>
- [https://www.internetmatters.org/?gclid=CjwKCAjw2bmLBhBREiwAZ6ugo7LVr4wOj-
ea6pHXgPurY6Gxbs9HK-M6104NWm8Ni3NJ6AxbSH-sthoC6jIQAvD_BwE](https://www.internetmatters.org/?gclid=CjwKCAjw2bmLBhBREiwAZ6ugo7LVr4wOj-
ea6pHXgPurY6Gxbs9HK-M6104NWm8Ni3NJ6AxbSH-sthoC6jIQAvD_BwE)

Danielle Rutherford

**Lead Officer for Child Performance Licensing, Child Employment and Designated
Safeguarding Lead Training**

CEOP Ambassador

Southampton City Council

Danielle.rutherford@southampton.gov.uk

Appendix 14

What is child abuse?

The following definitions are taken from *working together to safeguard children* HM Government (2015). In addition to these definitions, it should be understood that children can also be abused by honour based violence, forced marriage or female genital mutilation

What is abuse and neglect?

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

Physical abuse

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

Emotional abuse

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

Sexual abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely

perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate care-givers)
- ensure access to appropriate medical care or treatment

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

Indicators of abuse

Neglect - The nature of neglect

Neglect is a lack of parental care but poverty and lack of information or adequate services can be contributory factors. Far more children are registered to the category of neglect on child protection plans than to the other categories. As with abuse, the number of children experiencing neglect is likely to be much higher than the numbers on the plans.

Neglect can include parents or carers failing to:

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

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

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

In addition to these factors SCC has also defined "Educational neglect" and produced guidance for practitioners that should be considered (Young Southampton – safeguarding local guidance)

Neglect is a difficult form of abuse to recognise and is often seen as less serious than other categories. It is, however, very damaging: children who are neglected often develop more slowly than others and may find it hard to make friends and fit in with their peer group. Neglect is often linked to other forms of abuse, so any concerns school staff have should at least be discussed with the designated person/child protection co-ordinator.

The Neglect toolkit and advice (<http://southamptonlscb.co.uk/neglect/>) is used by our school when reviewing individual cases or processes.

Indicators of neglect

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

Physical indicators of neglect

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

Behavioural indicators of neglect

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

Emotional abuse - The nature of emotional abuse

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

Emotional abuse is difficult to define, identify/recognise and/or prove.

Emotional abuse is chronic and cumulative and has a long-term impact.

All kinds of abuse and neglect have emotional effects although emotional abuse can occur by itself.

Children can be harmed by witnessing someone harming another person – as in domestic violence.

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

Indicators of emotional abuse

Developmental issues

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

Behaviour

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

Social issues

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

Emotional responses

- Extreme fear of new situations

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

Physical abuse - The nature of physical abuse

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

A body map (annex 3) can assist in the clear recording and reporting of physical abuse. The body map should only be used to record observed injuries and no child should be asked to remove clothing by a member of staff of the school.

Indicators of physical abuse / factors that should increase concern

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

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

- the explanation given does not match the injury

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

You should be concerned if the child or young person:

- is reluctant to have parents/carers contacted
- runs away or shows fear of going home
- is aggressive towards themselves or others
- flinches when approached or touched
- is reluctant to undress to change clothing for sport
- wears long sleeves during hot weather
- is unnaturally compliant in the presence of parents/carers.
- has a fear of medical help or attention
- admits to a punishment that appears excessive.

Sexual abuse – the nature of sexual abuse

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

Characteristics of child sexual abuse:

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

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

Indicators of sexual abuse

Physical observations

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

Behavioural observations

- Sexual knowledge inappropriate for age
- Sexualised behaviour or affection inappropriate for age
- Sexually provocative behaviour/promiscuity
- Hinting at sexual activity Inexplicable decline in school performance
- Depression or other sudden apparent changes in personality as becoming insecure or clinging
- Lack of concentration, restlessness, aimlessness
- Socially isolated or withdrawn
- Overly-compliant behaviour
- Acting out, aggressive behaviour
- Poor trust or fear concerning significant adults
- Regressive behaviour, Onset of wetting, by day or night; nightmares
- Onset of insecure, clinging behaviour
- Arriving early at school, leaving late, running away from home
- Suicide attempts, self-mutilation, self-disgust
- Suddenly drawing sexually explicit pictures
- Eating disorders or sudden loss of appetite or compulsive eating
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Become worried about clothing being removed
- Trying to be 'ultra-good' or perfect; overreacting to criticism.

Ludlow Junior School

Physical intervention guidelines

Reviewed September 2021

Rationale

This policy has been adopted with reference to government guidelines on the use of physical intervention in schools, maintaining good order, understanding 'reasonable force' and taking into account the school's behaviour and child protection guidelines/policies. We understand that physical intervention can be distressing for pupils and parents and that there will be an impact on staff too. However, we recognise that there may be times when physical intervention is warranted and this is outlined within the guidelines. It is expected that the need to use physical intervention will result in consequences for the pupil in line with the behaviour policy and that this may include exclusion.

Mission Statement

Ludlow Junior School does not support the routine use of physical interventions with children. We are committed to ensuring that all our children and staff are able to live and work in a supportive and caring environment, demonstrating a mutual respect, so that teaching and learning can take place in order to maximise children's potential and achievement.

In the circumstances that it becomes appropriate/necessary to use physical intervention, it will be used as an act of care and not punishment, and staff will follow the guidelines outlined below. Staff are required, whilst taking any of the action detailed in these guidelines, to ensure that the child understands that this is a last resort and that the security of the child should be continually maintained. Good communication with the child should be maintained, if at all possible, explaining choices, alternatives, timescales and consequences.

Circumstances when physical intervention might be appropriate

The Department for Education Non statutory Guidance was issued in July 2013. It states the following:

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.

- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances

The Department for Education states that schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so:
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others:
- Prevent a pupil from attacking another member of staff or another pupil, or to stop a fight in the playground; and
- Restrain a pupil at risk of harming themselves through physical outbursts

It may be necessary to engage in physical interventions to move a child in the above situations, but only when all other possible tactics outlined in our behaviour policy have been tried. Staff are trained and reminded to use alternative options, to outline choices, to try de-escalation techniques, to swap out of the situation to see if alternate member of staff can persuade a child and to have colleagues present whenever possible.

A member of staff will sometimes need to rely on their professional judgement about whether or not to physically intervene by placing her/himself in a hazardous situation, or stand back and by that allow a child or colleague to face a potential hazard.

Staff must balance the level and duration of their intervention against the seriousness and likely consequences of the incident that may occur if intervention is declined.

Procedures for staff before and during any physical intervention

Before physically intervening, staff will:

- remain calm and attempt to engender calm, considering their body language and proximity to the child
- tell the child to stop and explain to them what will happen if they do not
- Use a range of non-physical alternatives aimed at calming or defusing situations in order to prevent further escalation.

These might include:

- continuing to speak and listen to the child/children
- employing an appropriate level of eye contact during any dialogue
- diverting, distracting, cajoling or humouring the child where appropriate
- Reasoning with and offering appropriate choices to the child/children

- Seek to change any environmental features that might aid de-escalation – light, heat, sound, other pupils, staff

Sometimes a teacher should not intervene in an incident without help. For example, when dealing with physically large children, or with groups of children, or if the teacher believes he or she may be at risk of injury, the teacher should remove other children who may be at risk and summon assistance from a colleague or colleagues, or where necessary telephone the police. The teacher should tell the child/children that he or she has sent for help. Until assistance arrives the teacher should continue to attempt to defuse the situation through talking to the children and try to prevent the incident from escalating.

Whilst physically intervening, staff will:

- Use the minimum amount of force required to achieve the desired result.
- Tell the child that physical restraint will stop as soon as it is no longer necessary
- Continue to use a range of non-physical alternatives aimed at calming or defusing situations in order to prevent further escalation, as above.
- Remove the rest of the class when a child persistently refuses to leave or offers any kind of resistance to being removed from a classroom.
Communication with the child concerned can continue in isolation if required.

Ways in which staff may use reasonable force

Whilst there is no legal definition of reasonable force, DFE Guidance July 2013 advises that ‘The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point during their career that involve a degree of physical contact with pupils.’

During a potentially dangerous/challenging situation staff may be required to:

- physically step in between children
- block a child’s path
- hold a child
- lead a child by the hand or arm
- guide a child away by placing a hand in the centre of the back
- In more extreme circumstances use more restrictive holds or an escorted walk
- Deny entry or exit from a dedicated space if this will improve safety, reduce risk and promote good order for the other staff and children

Staff are not permitted to act in a way that might cause injury, for example by:

- holding a child round the neck, or by the collar, or in any other way that might restrict the child’s ability to breathe
- slapping, punching, pushing, pulling or kicking a child (however an escorted may include an element of directed movement)

- twisting or forcing limbs against a joint
- tripping up a child
- holding or pulling a child by the hair or ear
- holding a child face down on the ground

Physical force cannot be justified in a situation that could clearly be resolved without force, for example to prevent a child from committing a trivial offence. Staff are expected to use their professional judgment prior to considering physical intervention. Wherever possible senior members of staff should be consulted but this may not always be possible.

Staff who are permitted to use reasonable force to control or restrain children

Section 550A of the Education Act 1996 permits adults who have lawful charge or control of children to use reasonable force to control or restrain them. These include:

- teachers
- learning mentors
- learning support assistants
- midday supervisors
- site team
- other members of the support team
- HLTA's

Training

Our school will ensure that all permanent and long term supply staff have access to These guidelines and understand it.

Our school aims to identify, address and review the training needs of school staff, with a view to developing a shared awareness of:

- how and when to intervene
- how to prevent, defuse and/or resolve disputes, including the appropriate use of anger management, de-escalation and conflict resolution skills and techniques.

Elements of this training will be covered in whole school INSET around child protection, safeguarding, behaviour and physical intervention. Ongoing training around the management of behaviour forms part of the coaching expectation for all staff.

Planning for the needs of individual children

Our school aims to identify, in consultation with parents/carers, any child whose behaviour is potentially thought to require a physical intervention response, and to consider the needs of those children in relation to:

- any individual medical, social, behavioural, learning or cultural factors
- any Individual plans that are linked to the child
- any support or input from other agencies

Any plan should:

- identify basic risks (risk assessing the behaviours)
- outline the likely behaviours
- identify triggers
- strategies to be used in advance of intervention (where possible)
- identify support provided
- outline any agency involvement e.g. ed psych or behaviour outreach
- potential consequences of intervention
- parental views

If a member of staff thinks that a particular child may, at sometime, need such intervention, the circumstances and requirements will be presented for discussion at an appropriate meeting of relevant staff.

Parents should be updated as to the views of the school and their views may contribute to the planning for their child. However, plans need to ensure that they consider the individual pupils, other pupils, staff and the commitment we have to maintaining good order, a safe environment and high expectations.

Whilst parents are invited to make a contribution to the plan it should owned by the school and they will have the final decision making responsibility in relation to boundaries, guidelines and judgments.

Other physical contact with children

Our school believes that some use of appropriate, positive physical contact with children can contribute to its development as a safe and friendly school. Some physical contact may be necessary or unavoidable when staff are working with:

- younger children who may need encouraging or guiding
- children with special educational needs who may need physical prompts or help
- children requiring first aid
- children receiving coaching in sport or as part of another curriculum activity
- Children in distress

Note: some children may be very averse to physical contact. Where this is known to be the case staff should be made aware to avoid a potential trigger point.

Our staff will make professional and sensitive judgements about the nature and extent of their physical contact with children. We will take into account cultural sensitivities and gender differences, the needs of all children who may be particularly vulnerable following previous trauma or abuse.

Record-keeping

Our school uses the CPOMS system to record all key behaviour aspects for pupils. Any physical intervention should be recorded in CPOMS and brought to the attention of the DSL and DSL team. Parents should be informed as soon as possible that an intervention has taken place.

In some instances it may be necessary to pre warn a parent that an intervention may take place if behaviour does not de-escalate.

The number and nature of interventions should be discussed at the weekly safeguarding meeting. A plan should be drawn up for a pupil where it is believed it is not an isolated incident. The key content for the plan has been outlined above.

Sharing of information

All members of the school community should know of the existence of these guidelines. In principle, as few people as possible should know of any specific incident and staff should maintain confidentiality to the greatest possible extent. This is to enable governors and staff involved in any consequence or complaint to do so without having acquired hearsay knowledge. Please ensure that CPOMS records are accurate, up to date and factual

Complaints

Complaints following a dispute about the use of physical intervention by an adult should, in the first instance, be referred to the executive headteacher. This will generally result in an investigation, which will take account of the written or verbal reports which have been collected.

Any complaint should be dealt with in line with the school's complaints procedure.

Implementation, monitoring and review

At Ludlow Junior School the executive headteacher is responsible for:

- ensuring that all staff are familiar with these guidelines and where to find them

- ensuring that all relevant staff have received training in non-physical interventions in order to reduce the need for physical intervention
- ensuring that all staff are familiar with national guidance including the use of reasonable force
- ensuring that staff understand that physical intervention is most often a last resort unless immediate danger has to be averted
- monitoring and reviewing the implementation of the school's guidelines in light of safeguarding considerations

Appendix A

Physical interventions with children

Guidelines for short-term supply and casual staff and other adults authorised by the headteacher to work with children at Ludlow Junior School

Physical intervention must never be used as a punishment.

- It should only be used if there is an immediate danger to children, staff or school property
- It must only be used if all other tactics have failed unless immediate danger is present and it would be negligent not to intervene
- Any force used in a physical intervention must be of minimum strength and duration to deal with the immediate danger (use of reasonable force)
- Send for help as soon as you can, probably using another child to do so.
- Be careful how you handle a child. Never hold them by the neck, collar, ear or hair. Do not slap, punch, kick or trip them. Do not twist limbs, force limbs against the joint or hold a child's face down on the ground. Avoid contact with breasts, bottoms and genital areas.

- Talk to the child; explain that physical contact will cease as soon as they calm down.
- Keep yourself and other children safe – it might be better to remove other children than to try to physically intervene with the aggressor
- Remember – a passive intervention such as blocking a pathway, doorway etc may be enough in the first instance
- Do not put yourself at risk by confronting children who are bigger/stronger than you, who are armed or who otherwise pose a threat to your safety.
-

All incidents of physical intervention must be reported to the executive headteacher, or in his absence a member of the DSL team, on the day of the intervention.

It should be written up immediately if possible and you may be asked to dictate your notes to a CPOMS user or they may be scanned and added to the school system.

Always seek advice following an incident from a senior colleague and/or your trade union representative.

Appendix B

Ludlow Junior School

Intervention planning

1. Outline the potential behaviours
2. Identify basic risks presented by the behaviours (risk assessing the behaviours)
3. Identify potential triggers
4. Identify support provided already
5. Strategies to be used in advance of intervention (where possible)
6. Outline any agency involvement e.g. ed psych or behaviour outreach
7. Potential consequences of intervention
8. Parental views

Job Title: Designated Safeguarding Lead (DSL)

Ludlow Junior School

Core purpose of the role:

The DSL will take lead responsibility for safeguarding and child protection across the school. They will take part in, or closely delegate, strategy discussions and inter-agency meetings including reporting to all CP meetings, and contribute pro-actively to the assessment of children.

The DSL will undertake, or delegate, all of the key activities within their remit based on a 'best fit' and 'most well placed' judgment in order to get the right expertise in the right meetings at the right times in order to serve the best interests of the child. The DSL retains overall responsibility at all times

They will advise and support other members of staff on child welfare and child protection matters, and liaise with relevant agencies such as the local authority and police. They will ensure that all staff under take training relevant to their role/statutory training to ensure that the school meets its statutory duty to train all staff annually, providing regular updates as required. DSL will ensure that contact is open during out of term time and that the LA is aware of these arrangements for DSLs.

The DSL will lead, develop, monitor and mentor a significant Deputy DSL team in order to ensure that there is always significant DSL capacity at Ludlow – in line with the size of the school and its known/developing needs

Responsible to: The Full Board

The DSL is: **Simon Watkins**

The Deputy DSL team comprises: Debbie Rooke, Maria Locke, Gillie Hotston, Emma Stevenson and Vanessa Chandler

Duties and responsibilities:

Managing referrals

- Refer cases of suspected abuse to the local authority children's services.

- Support staff who make referrals to the local authority children's services.
- Refer cases to the Local Authority and if agreed support the Channel programme where there are radicalisation concerns.
- Refer cases to the Disclosure and Barring Service where a person is dismissed or left due to risk or harm to a child.
- Refer cases where a crime may have been committed to the police.
- Keep detailed, accurate and secure written records of concerns and referrals in line with school policy and statutory guidance, including all those received from external agencies or safeguarding partners
- Ensuring that school culture and ethos is monitored and reviewed regularly
- Ensuring that all training, development and related policies and procedures are up to date and reviewed regularly with the LA and FGB

Working with staff and other agencies

- Ensure staff understand the school's child protection and safeguarding policies and procedures, and where to get advice from if they are unsure.
- Keep a record of staff undertaking and confirming their understanding of the training/ policy/procedure ensuring statutory duties are met. Escalate through the schools capability or disciplinary process where staff are not following policy or procedure.
- Inform the DSL/DDSL team of safeguarding issues, especially ongoing enquiries into whether a child is at risk of harm, and police investigations.
- Inform governors if actions may be required to, for example, ensure security of the site.
- Liaise with the case manager and the local authority's designated officer for child protection concerns in all cases where a member of school staff is involved.
- Liaise with staff on matters of safety, safeguarding, and when deciding whether to make a referral keeping a clear record of information and any decisions taken.
- Act as a source of support, advice and expertise for staff – developing and mentoring them within these areas
- Record and recommend actions required as a result of referral in form a safeguarding partner or external agency eg PNN1.
- Understand the assessment process for providing early help and intervention. Pro-actively seek access to Early Help as a route to support children and families, if appropriate.
- Develop a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference.

- Develop knowledge of learning from serious case reviews and apply this to practice and policy.

Training

- Undergo role specific DSL training to develop and maintain the knowledge and skills required to carry out the role every two years.
- Refresh knowledge and skills at least annually through training/ updates so as to remain up to date with any developments relevant to the role locally and nationally.
- Undergo Prevent training and be able to:
 - Support the school in meeting the requirements of the Prevent duty.
 - Provide/ commission advice and support to staff on protecting children from the risk of radicalisation.
 - Lead the completion of the PREVENT toolkit evaluation and lead on actions identified
- Undergo training on female genital mutilation (FGM) and be able to:
 - Provide/commission training, advice and support to staff on protecting and identifying children at risk of FGM.
 - Report known cases of FGM to the police, and help others to do so. Ensure that teachers understand and are able to act upon the statutory duty for teachers to report FGM.
- Obtain access to relevant resources to support children, adults and staff relevant to safeguarding.

Raise awareness

- Ensure the school's child protection policies are known, understood and used appropriately and effectively. Hold staff to account for the following of policy.
- Work with the governing body to ensure the child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly.
- Work with the governing body to enable them to monitor that the schools safeguarding policies and procedures are effective
- Work closely with the designated safeguarding governor / trustee to review key aspects of the school's work termly
- Ensure the safeguarding and child protection policies are available and easily accessible to everyone in the school community.
- Ensure that parents have access to the safeguarding policy, and are aware that referrals about suspected abuse or neglect may be made, and the role of the school in this.
- Link with Southampton Children's Safeguarding partnership and LA officers to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

- Be alert to the specific needs of children in need, including those with special educational needs, young carers, children looked after and any other vulnerable groups.
- Encourage a culture of listening to children among all staff, ensuring that children's wishes are heard and considered where the school puts measures in place to protect them
- Constantly act as a role model to staff in relation to cultural boundaries, expectations, ethos and the interactions expected of all community members
- Ensure that staff understand the need to identify concerns through contextual awareness relating to individual pupils.
- Support staff to proactively raise concerns, understanding the need for immediate action in some cases and clear record to be kept.
- Ensure that staff are aware of the whistleblowing policy and how to use it if required.

Other areas of responsibilities

- Ensure that staff behaviours do not compromise the safeguarding culture at the school
- Ensure that staff and their professional associations are aware of the key policies and frameworks in this area – including code of conduct, acceptable use of ICT etc
- Ensure that the curriculum supports the development of appropriate knowledge and skills to help children to recognise risk and develop strategies to keep themselves and where appropriate others safe. This includes on line risks, or risks through use of technology.
- Where children leave the school, securely transfer their child protection file to their new school as soon as possible, separately from the main pupil file keeping record of the transfer using SCC templates provided for this.
- Take responsibility for the secure destruction of electronic files once receipt is acknowledged and keep a record of the destruction.
- Undertake safer recruitment training and support the school to follow best practice.
- Monitor, with other identified leaders and governors the single central register and ensure it complies with all relevant legislation.
- Provide safeguarding reports at least annually to the governing body.
- Model best practice and uphold the principles of confidentiality and data protection at all times.

The DSL will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

During term time, the DSL should always be available during school hours for staff in the school to discuss any safeguarding concerns. Ideally this will be in person, but can be via phone call in exceptional circumstances. Out of term time/hours the DSL will have agreed a plan for cover and notified childrens services of any arrangements that differ from term time contact details.

Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the DSL will carry out. The post holder may be required to do other duties appropriate to the level of the role.

Within these 2 paragraphs the DSL and DDSL team will work in partnership to ensure an ever present capacity for staff

Person Specification

Criteria	Qualities
Qualifications and training	<ul style="list-style-type: none"> • GCSE (or equivalent) in English and mathematics • Degree – education/social care
Experience	<ul style="list-style-type: none"> • Successful leadership and management experience in a school or other relevant organisation at a middle/senior leadership level. • Current member of a senior leadership team. • Experience of managing safeguarding in a team, school or other relevant organisation, including: <ul style="list-style-type: none"> ○ Building relationships with children and their parents, particularly the most vulnerable ○ Working and communicating effectively with relevant agencies ○ Implementing and encouraging good safeguarding practice throughout a large team of people

	<ul style="list-style-type: none"> • Demonstrate evidence of developing and implementing pro-active and responsive strategies to help children and their families • Experience of handling large amounts of sensitive data and upholding the principles of confidentiality.
Skills and knowledge	<ul style="list-style-type: none"> • High level of knowledge of legislation and guidance on safeguarding and working with young people, including knowledge of the responsibilities of schools and other agencies • Ability to work with a wide range of people with the aim of ensuring the safety and welfare of children • Awareness of local and national agencies that provide support for children and their families • Effective record keeping skills and attention to detail, in order to produce reports, take minutes of meetings, and document safeguarding concerns • Good IT skills, including use of Any Comms or other secure electronic data systems securely to include the use of CPOMS and SIMS • Effective communication and interpersonal skills • Ability to build effective working relationships with staff and other stakeholders
Personal qualities	<ul style="list-style-type: none"> • Commitment to ensuring the safety and welfare of children • Uphold and promote the ethos and values of the school • Ability to work under pressure and prioritise effectively

	<ul style="list-style-type: none">• Maintain confidentiality at all times• Commitment to equality
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This job description may be amended at any time in consultation with the post holder.

The DSL lead will be a member of the school senior leadership team. They may line manage deputy DSL/s who will have been trained to the same level as the lead DSL, specific to the role – the deputies will be expected to provide cover for the role if the lead DSL is absent/ unavailable/ unable to act.

FGB signature:

Date:

Executive Head teacher signature:

Date:

Postholder's signature (DDSL):

Date: