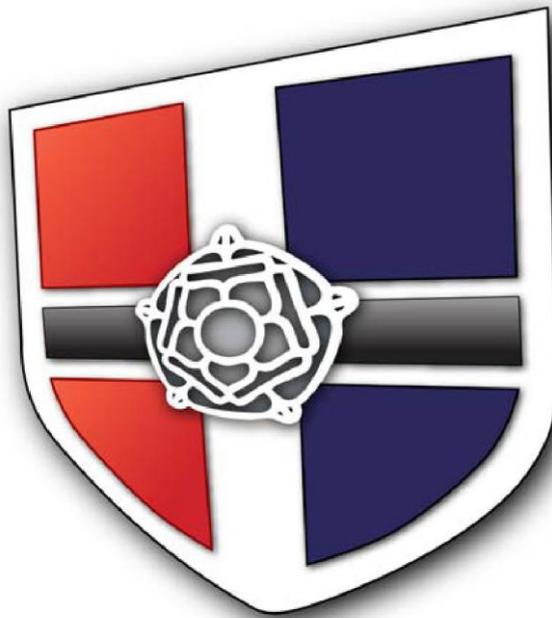


# ***SPONNE SCHOOL***



Child Protection and Safeguarding Policy  
(Part of the Safeguarding Portfolio)

September 2021



## Child Protection and Safeguarding Policy

### A. Named staff/personnel with specific responsibility for Child Protection

Academic Year	Name	Position	Contact details
2021-22	Emma Harris	Designated Safeguarding Lead (including DSL for LAC, PLAC, Online Safety and Prevent)	<a href="mailto:eharris@sponne.org.uk">eharris@sponne.org.uk</a> 01327 350284 ext 500
2021-22	Iain Massey	Headteacher	<a href="mailto:imassey@sponne.org.uk">imassey@sponne.org.uk</a> 01327 350284 ex 109
2021-22	Jacqui Goodall	Inclusion Support Manager/Senior Deputy DSL	<a href="mailto:jgoodall@sponne.org.uk">jgoodall@sponne.org.uk</a> 01327 350284 ex 234
2021-22	Yvonne Farrell	SENCO/Senior Deputy DSL	<a href="mailto:yfarrell@sponne.org.uk">yfarrell@sponne.org.uk</a> 01327 350284 ex 504
2021-22	Kirsty Whitmore	Head of Sixth Form/ Senior Deputy DSL	<a href="mailto:kwhitmore@sponne.org.uk">kwhitmore@sponne.org.uk</a> 01327 350284 ext
2021-22	Ann Warner	Faculty Leader for PHSE/ DSL	<a href="mailto:awarner@sponne.org.uk">awarner@sponne.org.uk</a> 01327 350284
2021-22	Peter Williams	Nominated Governor	<a href="mailto:pwilliams@sponne.org.uk">pwilliams@sponne.org.uk</a>
2021-22	Jamie Clarke	Executive Head	<a href="mailto:jclarke@sponne.org.uk">jclarke@sponne.org.uk</a> 01327 350284 ex 110

### B. Training for Designated Staff in School (DSL/deputies must refresh their training every 2 years and have updates at least once a year)

Name of Staff Member / Governor	Date when last attended DSL Training	Provider
Emma Harris	6 <sup>th</sup> January 2020	Swan School Alliance
Catherine Underwood	6 <sup>th</sup> January 2020	Swan School Alliance
Helen Turton	6 <sup>th</sup> January 2020	Swan School Alliance
Kelly Notley	6 <sup>th</sup> January 2020	Swan School Alliance
Hayley Mort	6 <sup>th</sup> January 2020	Swan School Alliance
Julie Elliott	6 <sup>th</sup> January 2020	Swan School Alliance
Casey Fox	6 <sup>th</sup> January 2020	Swan School Alliance
Kelly Wainwright	6 <sup>th</sup> January 2020	Swan School Alliance
Anne-Louise James	6 <sup>th</sup> January 2020	Swan School Alliance
Pete Deboo	6 <sup>th</sup> January 2020	Swan School Alliance
Chris Hancock	6 <sup>th</sup> January 2020	Swan School Alliance
Simon Trusler	25 <sup>th</sup> September 2020	Lesley Pollard Learning



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Yvonne Farrell	14th July 2021	Lesley Pollard Learning
Jacqui Goodall	14th July 2021	Lesley Pollard Learning
Ann Warner	14th July 2021	Lesley Pollard Learning
Iain Massey	14th July 2021	Lesley Pollard Learning
Indira Broschat	14th July 2021	Lesley Pollard Learning
Katie Scott	14th July 2021	Lesley Pollard Learning
Jamie Hollamby	14th July 2021	Lesley Pollard Learning
Kirsty Whitmore	14th July 2021	Lesley Pollard Learning
Kerry Finch	14th July 2021	Lesley Pollard Learning
Owain John	14th July 2021	Lesley Pollard Learning

- C. Whole School Child Protection Training** (all new staff will receive induction and on-line training. All staff will receive refresher training annually, and online training bi-annually. Designated Staff will receive training bi-annually, in addition to attending LSCPN training courses/briefings).

<b>Staff training</b>	<b>Date</b>	<b>Training Delivered by</b>
Whole staff Issue of policy/guidance with an extra focus on CSE	September 2015	EH
Domestic Violence Radicalisation and FGM staff training	September 2015	EH
Child Protection company online training for CP (with inclusion of Radicalisation and CSE, E-safety) for all staff, governors, invigilators and trainee teachers	September/October 2015 Induction date for all staff	Child Protection Company
DSL, Deputy DSLs, PLLs and SLT training on new reporting procedures	September 2016	MyConcern
Whole staff Issue of policy/guidance and Part One of the KCSIE Update for Sept 2016 (Chair of Governors and three of the Student and Personnel governors also attended this)	September 2016	EH
Local Governing Body – Safeguarding update	December 2016	EH
Whole Staff Safeguarding update, with focus on reporting concerns, attachment and LGBTQ students	January 2017	EH
Whole staff CP training (CoG, SEN Governor and chair of curriculum committee also attended)	September 2017	IM
Child Protection Company online training for all staff	October 2017	Child Protection Company
Whole staff CP training and Child Protection company online KCSIE updated refresher training	September 2018	EH



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Whole Staff Safeguarding update, with focus on attachment and trauma	January 2019	EH
Whole staff CP training with focus on Knife Crime and Gangs and changes to KCSIE Whole staff online Prevent training – provided by the Home Office	Sept 2019	EH
Whole staff online Covid 19 training – provided by Child Protection Training Company	March 2020	EH
Whole staff training to cover KCSIE changes, focusing on mental health, understanding of trauma/ ACEs and online safety	Sept 2020	EH
Whole staff online training to cover KCSIE 2020	Sept 2020	EH
Whole staff training with focus on Domestic Violence, and County Lines	Jan 2021	EH
Whole staff training with focus on Harmful Sexual Behaviour and Peer on Peer Abuse	June 2021	EH
Whole staff training to cover KCSIE changes, focusing on CCE/CSE/ Radicalisation/ Peer on Peer Abuse/ HSB	Sept 2021	EH
KCSIE 2021 online training	Sept 2021	Child Protection Training company



**D. Review dates for this policy**

<b>Review Date</b>	<b>Changes made/to make</b>	<b>By whom</b>
January 2010	To cover Ofsted/DCFS recommended	LLG
October 2011	To cover latest national developments	LLG
May 2012	Ofsted's new framework Revision of Working Together to Safeguard Students	LLG
July 2012	"Safeguarding in Schools: Best Practice" September 2011	LLG
May 2014	To include Teacher Standards 2012 Working Together to Safeguard Students 2013 Keeping Students Safe in Education (2014)	LLG
September 2014	To Governors	LLG
September 2015	To cover latest national developments outlined in the following documents:  <ol style="list-style-type: none"> <li>1. What to do if you're worried a child is being abused: Advice for Practitioners 2015 - for all professionals working with children, including Early Years.</li> <li>2. Early Years Foundation Stage Framework (EYFS) 2014 - see Section 3 for Safeguarding and Welfare Requirements.</li> <li>3. Information Sharing Advice for Safeguarding Practitioners (2015) - know when it's ok to share information about a child with other professionals.</li> <li>4. Keeping Children Safe in Education: Information for all Schools and College Staff (2015)</li> <li>5. Statutory Guidance on Keeping Children Safe in Education (2015)</li> <li>6. Working Together To Safeguard Children 2015 - for all professionals working with children.</li> <li>7. Protecting Children From Radicalisation: The Prevent Duty (1 July 2015) - DfE advice for schools and childcare providers on preventing children and young people from being drawn into terrorism.</li> <li>8. Guidance on The Use Of Social Media For Online Radicalisation (1 July 2015) - DfE guide for schools on how terrorist groups such as ISIL use social media to encourage travel to places such as Syria and Iraq.</li> </ol>	EH
Sept 2016	To cover new guidance in Keeping Children Safe in Education Update information for September 2016 (May 2016) – DfE updates for schools, including more emphasis on the responsibility of 'all staff', importance of Early Help, and updates on the DSL role.	
April 2017		

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October 2017	To cover new guidance in Working together to Safeguard Children update 17 <sup>th</sup> February 2017 and Child Sexual Exploitation and Guide February 2017  Annual update to cover any changes in legislation and staffing for the new academic year	IM EH
November 2018	Annual update to cover changes from KCSIE 2019, Working Together to Safeguard Children (July 2018) and staffing for the new academic year.	EH
Sept 2019	Annual update to cover changes from KCSIE 2019 and changes to LCSP	EH
Jan 2020	Updated to include recent training	EH
March 2020	Addition of Covid 19 addendum	EH
Sept 2020	Updates to cover changes to KCSIE Sept 2020	EH
Sept 2021	Updates to cover changes from KCSIE 2021, Harmful Sexual Behaviour Guidance	EH

### Abbreviations:

CAF	Common assessment for families
CSE	Child Sexual Exploitation
CCE	Child Criminal Exploitation
CoG	Chair of Governors
CP	Child Protection
CYPS	Children and Young People Services
DBS	Disclosure and Barring Service
DSL	Designated safeguarding lead
EHA	Early Help Assessment
FGM	Female Genital Mutilation
HBA	Honour Based Abuse
HSB	Harmful Sexual Behaviour
FLL	Faculty learning leader
KCSIE	Keeping Children Safe in Education
LADO	Local Authority designated officer
LGBTQ	Lesbian, Gay, Bisexual, Transgender, Questioning
LSCP(N)	Local Safeguarding Children's Partnership (Northamptonshire)
MASH	Multi Agency Support Hub
NSCP	Northamptonshire Children's Partnership
PCSO	Police community support officer
PLL	Progress learning leader
PSHE	Personal, social and health education

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SEN	Special educational needs
SENCo	Special needs coordinator
SLT	Senior leadership team



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## **APPENDIX**

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**Related safeguarding portfolio policies:**

- Staff safer care code of conduct
- Physical intervention and the use of reasonable force
- Behaviour
- Looked After Children
- Anti Bullying
- Personal and intimate care
- Complaints procedure
- Appropriate physical contact
- Whistleblowing
- SEN
- Safer recruitment
- Managing allegations

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- Grievance and disciplinary
- Health and Safety



## **Introduction**

This policy is one of a series in the school's **integrated safeguarding portfolio**.

### **1. Child protection statement and Principles**

The procedures contained in this policy apply to all staff, governors and volunteers and are consistent with those of the Local Safeguarding Children's Partnership (LSCP).

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all students. We endeavour to provide a safe and welcoming environment where students are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that students receive effective support, protection and justice.

Safeguarding is everyone's responsibility. We recognise that our school is part of a wider safeguarding system and work closely with the Northamptonshire Safeguarding Children Partnership and other agencies to promote the welfare of children. We maintain an attitude of 'it could happen here' and will consider the wishes of, and at all times, what is in the best interests of each child.

We understand that children can be abused by adults or by other children. We are committed to creating a culture of safety that minimises the opportunity for any form of abuse (including all forms of peer on peer abuse) through training, education and robust response procedures.

### **Policy principles**

- Welfare of the child is paramount
- All students, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.
- Students and staff involved in child protection issues will receive appropriate support

The aim of this policy is to;

- promote safeguarding and child protection and to provide information about how we work to keep children safe;
- demonstrate the school's commitment with regard to child protection to students, parents and other partners
- ensure that all staff are aware of and clearly understand their statutory safeguarding responsibilities;
- provide all members of staff with the information required to meet their safeguarding duty and protect children from harm;
- provide stakeholders with clear information relating to the school's safeguarding and child protection procedures; and to
- ensure that we are protecting children from maltreatment or harm.
- contribute to the school's safeguarding portfolio



### **Terminology**

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. (KCSIE 2021) Children includes everyone under the age of 18.

**Child protection** refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

**Staff** refers to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity.

**Child** refers to all young people who have not yet reached their 18th birthday.

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

### **School Commitment**

We recognise that high self-esteem, confidence, peer support and clear lines of communication with trusted adults helps all students, and especially those at risk of or suffering abuse.

Our school will therefore:

- (a) Establish a safe environment and maintain an ethos where students feel secure and are encouraged to talk, and are listened to. This will be achieved by providing a pastoral system that encourages positive relationships between students and staff.
- (b) Ensure that students know that there are adults in the school who they can approach if they are worried or are in difficulty.
- (c) Promote safeguarding and promoting welfare through the curriculum providing an inclusive Curriculum that enables all students to reach their potential.
- (d) All school and college staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

### **Equality statement**

We are committed to anti-discriminatory practice and recognise children's diverse circumstances. Some children are at an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We ensure that all children have the same protection, regardless of any barriers they may face.

Please see Section 11 for further details about how we work to support children with special educational needs and disabilities (SEND).

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### **A shared responsibility**

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child. Where there is a safeguarding concern we will ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Our pastoral structure and systems are in place to allow students to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

Where there are concerns, we have a duty to refer to those concerns; contributing to the assessment of a child's needs, and towards on-going action to meet those needs. Staff play a particularly important role because they are in a position to identify concerns in order to provide help for children.

All staff:

- have a responsibility to provide a safe environment, where children can learn;
- will be trained so that they know what to do if a child tells them that he/she is being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals;
- will be able to identify indicators of abuse and neglect;
- will be made aware of systems in Sponne School that support safeguarding and child protection;
- will be made aware of safeguarding issues that put children at risk of harm and behaviours associated with these risks;
- should ensure that they know what to do if a child makes a disclosure of abuse and never promise confidentiality when a child makes a disclosure;
- will be made aware of and should be clear on the school's policy and procedures with regards to peer on peer abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it;
- will be made aware of the early help process and understand their role in it;
- should be prepared to identify children who may benefit from early help and will discuss early help requirements with the safeguarding lead in the first instance;
- may be required to support social workers and other agencies following a referral;
- will be made aware of the process for making referrals to Children's Social Care (through the MASH), understand statutory assessments and the role that they may be expected to play in such assessments;
- should be prepared to make referrals to the MASH if they have concerns about a child's welfare and understand the role that they may be expected to play in such assessments;
- will receive regularly updated safeguarding and child protection training to cover all of the above, as well as online safety;
- will receive safeguarding updates throughout the year as part of continuous professional development;
- will be encouraged to contribute to the development of safeguarding policy and practice;
- should always seek advice from the Designated Safeguarding Lead or a Deputy Safeguarding Lead if they are unsure; and

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- all teachers should safeguard children’s wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards, 2012).

All staff will be made aware of our systems and documents that support safeguarding, including this policy, the staff code of conduct, the role and identity of the designated safeguarding lead (DSL) and any deputies, the behaviour policy and the safeguarding response to children who go missing from education.

All staff that work directly with children will be provided with a copy of, and must read, Part 1 and Annex B of Keeping Children Safe in Education (September 2021) annually and will receive annually updated training on their safeguarding roles and responsibilities. Staff that do not work directly with children will be provided with a copy of either Part 1 or Annex A of Keeping Children Safe in Education (2021) and must read this document.

Although there are extensive mechanisms in place to support staff understanding in relation to safeguarding and child protection, there is an expectation that if staff are unclear on any aspects of school safeguarding policy or practice, they speak to the Designated Safeguarding Lead without delay, so that additional training can be put in place.

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## 2. Roles and responsibilities

### The Designated Safeguarding Lead (DSL):

The full responsibilities of the DSL are set out in Annex C, KCSIE (2021).

The DSL is a member of the Senior Leadership Team. Our DSL is **Emma Harris**. The DSL takes lead responsibility for child protection and wider safeguarding.

When the DSL is absent, the Senior Deputy DSLs– will act as cover. If the DSL and Senior Deputy DSLs are not available, the Headteacher will act as cover (for example, during out-of-hours/out-of-term activities).

Any deputies will be trained to the same standard as the designated safeguarding lead.

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate **lead responsibility** for child protection, as set out above, remains with the designated safeguarding lead; this **lead responsibility** should not be delegated.

### The Designated Safeguarding Lead will;

- Act as a source of support and expertise on matters relating to safeguarding and child protection to ensure that other members of staff can carry out their safeguarding duty;
- Advise on the response to safeguarding concerns;
- Liaise with the Local Authority and work with other agencies in line with 'Working Together to Safeguard Children (2018);
- Identify if children may benefit from early help;
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly
- Make referrals to the Channel programme where there is a radicalisation concern and/or support staff that make a referral to Channel;
- Support the school with regards to their responsibilities under the Prevent duty and provide advice and support on protecting children from radicalisation;
- Refer cases to the police where a crime may have been committed;
- Be available during school hours for staff to discuss any safeguarding concerns. In the event that they are not available, a deputy will be made available;
- Undertake training to equip them with the skills to carry out the role and update this every two years;
- Ensure all staff that work directly with children have read and understood Part 1 and Annex B of Keeping Children Safe in Education (September 2021);
- Ensure all staff that do not work directly with children have read either Part 1 or Annex A (as appropriate) of Keeping Children Safe in Education (2021);
- Update their knowledge and skills regularly and keep up with any developments relevant to their role;
- Provide staff in school with the knowledge, skills and support required to safeguard children;
- Take responsibility for the accurate and timely recording of safeguarding and child protection concerns and take overall responsibility for safeguarding and child protection files;

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- Take responsibility for the transfer of safeguarding files when a child leaves the school;
- Attend or ensure an appropriate representative attends multi-agency safeguarding or child protection meetings;
- Work closely with other relevant education professionals (e.g. SENCO, Virtual School Head) to ensure children with additional vulnerabilities are safeguarded;
- Help to promote educational outcomes of children who have experienced or are experiencing safeguarding or child protection issues by sharing relevant information with teachers and the school leadership team;
- Promote a 'culture of safeguarding', in which every member of the school community acts in the best interests of the child;
- Regularly meet with the safeguarding link governor and/or Chair of Governors to review safeguarding at the school; and
- Liaise with the headteacher regarding safeguarding cases and issues.

### **Governing bodies and proprietors**

Governing bodies and proprietors have a strategic leadership responsibility for the school's safeguarding arrangements. The governing body will appoint a senior board level (or equivalent) Governor Safeguarding Lead to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL. The Governor Safeguarding Lead is Peter Williams.

Governors will ensure that there are mechanisms in place to assist staff in understanding and discharging their statutory safeguarding roles and responsibilities. Governors will ensure that the school is working with local safeguarding partners and that the school contributes to multi-agency working, adhering to Working Together to Safeguard Children (2018). All governors will read KCSIE (2021) and a record will be kept of this.

Part 2 of KCSIE (2021) sets out the responsibilities of governing bodies and Sponne School governors will adhere to this guidance at all times. As part of these responsibilities the governors will;

- ensure that they comply with their duties under statutory guidance and legislation;
- work to facilitate a whole school/college approach to safeguarding, by ensuring that safeguarding and child protection underpin all relevant aspects of policy and process;
- ensure that policies, procedure and training at Sponne School are effective and comply with the law at all times and that they allow concerns to be responded to in a timely manner;
- ensure that safeguarding training for staff, including online safety training, is integrated, aligned and considered as part of the whole school or college safeguarding approach and wider staff training and curriculum planning;
- ensure that the school takes into account local criteria for action and protocol for assessment and supply information as requested by the three safeguarding partners;
- ensure that Sponne School has an effective child protection policy, which is published on the school website and/or available by other means and review this annually;
- ensure that the school has systems in place to allow children to raise concerns, which are well-promoted, well-understood and easily accessible;
- ensure that the school takes safeguarding concerns seriously and takes the wishes and feelings of children into account;
- ensure that there are systems in place for young people to safely express their views and give feedback on safeguarding practice;

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- ensure that the school has a suitable behaviour policy for pupils and a staff behaviour policy or Code of Conduct;
- ensure that all staff undergo safeguarding and child protection training on induction;
- consider a whole-school approach to online safety, including the use of mobile technology in school;
- ensure that there are clear systems and processes in place for identifying when children may be experiencing mental health problems;
- ensure that children are taught about safeguarding, including online safety. See section 13 of this policy for further information;
- ensure that an appropriate safeguarding response for children who go missing from education is in place;
- appoint an appropriate member of staff from the senior leadership team to the role of Designated Safeguarding Lead;
- ensure that appropriate filters and monitoring systems are in place to keep children safe online;
- ensure that there are appropriate procedures in place to manage safeguarding concerns, or allegations against staff; and
- respond to allegations of abuse against the head teacher. The Chair of Governors will act as the 'case manager' in the event that an allegation of abuse is made against the head teacher, where appropriate

#### **The Headteacher:**

The headteacher is responsible for the implementation of this policy. The headteacher will:

- ensure that this policy is reviewed annually and ratified by governing body;
- ensure that this policy and associated procedures are adhered to by all staff and take action as necessary if not;
- ensure that staff (including temporary staff) and volunteers are informed of our systems that support safeguarding, including this policy, as part of their induction.
- ensure that all staff are made aware of the named governor for safeguarding and the Designated Safeguarding Lead;
- ensure that the role of 'Designated Safeguarding Lead' is explicit in the role-holder's job description, that they have appropriate time, funding, training and resources and that there is always adequate cover if the DSL is absent;
- decide whether to have one or more deputy safeguarding leads and ensure they are trained to the same standard as the Designated Safeguarding Lead;
- organise appropriate cover for the role of Designated Safeguarding Lead for any out of hours/out of term activities;
- appoint a 'Designated Teacher for Looked After and Previously Looked After Children' to promote the educational achievement of children looked after and previously looked after;
- appoint a lead for online safety
- ensure that all recruitment follows the safer recruitment guidance (see Part 3 of KCSIE) and a single, central record is maintained with details of all members of staff who are in contact with children;
- respond to allegations of abuse against all other members of staff and act as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required;

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- ensure that the school works with social care, the police, health services and other services to; promote the welfare of children; provide a coordinated offer of early help when need is identified; contribute to inter-agency plans for children subject to children protection plans and to protect children from harm;
- safeguard children’s wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards, 2012);
- ensure that children’s social care (from the host local authority or placing authority) have access to the school to conduct, or to consider whether to conduct a section 47 or section 17 assessment, as per Keeping Children Safe in Education (September 2021);

### 3. Good practice guidelines and staff code of conduct

To meet and maintain our responsibilities towards students we need to agree standards of good practice which form a code of conduct for all staff. Good practice includes:

- treating all students with respect
- setting a good example by conducting ourselves appropriately
- involving students in decisions that affect them
- encouraging positive, respectful and safe behaviour among students
- being a good listener
- being alert to changes in students’ behaviour and to signs of abuse and neglect
- recognising that challenging behaviour may be an indicator of abuse
- reading and understanding the school’s child protection policy and guidance documents on wider safeguarding issues, for example bullying, behaviour, physical contact and information-sharing
- asking the student’s permission before initiating physical contact, such as assisting with dressing, physical support during PE or administering first aid
- maintaining appropriate standards of conversation and interaction with and between students and avoiding the use of sexualised or derogatory language
- being aware that the personal and family circumstances and lifestyles of some students lead to an increased risk of abuse
- applying the use of reasonable force only as a last resort and in compliance with school and LSCP procedures
- referring all concerns about a student’s safety and welfare to the DSL, or, if necessary directly to police or children’s social care
- following the school’s rules with regard to communication with students and use of social media and online networking
- ensuring that all concerns, discussions, and decisions made, and the reasons for those decisions are reported in writing.

For fuller guidance refer to: The TLT Code of Conduct

Keeping Children Safe in Education - September 2021 - statutory guidance for all school and college staff. A copy of this is held in the main reception and on the school website.

### 4. Abuse of trust

All school staff are aware that inappropriate behaviour towards students is unacceptable and that their conduct towards students must be beyond reproach. In addition, staff should



understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a student under 18 may be a criminal offence, even if that student is over the age of consent.

If staff have safeguarding concerns, or an allegation is made about another member of staff (including volunteers) posing a risk of harm to children, then;

- this should be referred to the headteacher
- where there are concerns about the headteacher, this should be referred to the chair of governors

## **5. Concerns about Safeguarding practises within school**

Our complaints procedure will be followed where a student or parent raises a concern about poor practice towards a student that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a student or attempting to humiliate them, bullying or belittling a student or discriminating against them in some way. Complaints are managed by senior staff, the Head of School and governors.

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.

## **6. Concerns about colleague conduct**

Staff who are concerned about the conduct of a colleague (including supply staff and volunteers) towards a student are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The school's **whistleblowing code** (Appendix 7) enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

All concerns of poor practice or possible child abuse by colleagues (including supply staff and volunteers) should be reported to the Head of School. Complaints about the Head of School should be reported to the chair of governors.

Staff may also report their concerns directly to children's social care or the police if they believe direct reporting is necessary to secure action.

## **7. Allegations against staff**

### **7.1 Allegations that may meet the harms threshold**

In the event that there is an allegation of abuse against a member of staff, we will adhere to Part 4, Section 1 of KCSIE (2021) and Northamptonshire Safeguarding Children Partnership guidance.

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Allegations that may indicate that a person would pose a risk of harm if they continue to work in their present position or in any capacity with children in a school or college include:

- staff having behaved in a way that has harmed a child, or may have harmed a child;
- staff possibly committing a criminal offence against or related to a child;
- staff behaving towards a child or children in a way that indicates they may not be suitable to work with children; and/or
- staff behaving or possibly behaving in a way that indicates they may not be suitable to work with children.

This includes behaviour or incidents that have occurred both in school/college and outside of school/college.

### **Allegations against the headteacher**

If an allegation is made against the Headteacher, it must be reported to the Chair of Governors, details can be found on Sponne's website.

### **Allegations against staff**

If a concern or allegation of abuse arises against any member of staff, supply teacher or volunteer other than the Headteacher, it must be reported to the Headteacher without delay. This includes supply staff, volunteers and anyone working in or on behalf of the school, whether paid or unpaid. Allegations of abuse against staff must be reported to the Headteacher or Chair of Governors as appropriate and not discussed directly with the person involved.

The Headteacher or Chair of Governors should consider if the concern or allegation meets the threshold for Designated Officer intervention.

Allegations against staff relating to a position of trust issue will be referred to the Local Authority designated officer within 24 hours. If a child has suffered or may have suffered abuse or harm, a MASH referral will also be made and the police will be contacted if necessary.

A referral to the Disclosure and Barring Service will be made if a member of staff is dismissed or removed from their post as a result of safeguarding concerns, or would have been removed if they had not resigned.

### **7.2 Safeguarding concerns that do not meet the harm threshold (low level concerns)**

In the event that there is a safeguarding concern about a member of staff, we will adhere to guidance outlined in Part 4, Section 2 of KCSIE (2021) and Northamptonshire Safeguarding Children Partnership guidance.

The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the harms threshold. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside



- of work; and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

It is essential that low level concerns are reported. Such behaviours can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse. We will act quickly, proportionately and appropriately in the event of a low level concern, to prevent abuse or harm of a child and to promote a culture of safeguarding. Dealing with low level concerns also protects those working in or on behalf of schools and colleges from potential false allegations or misunderstandings.

Staff will receive training about what may constitute a low-level concern. More information can be found in Part 4 of KCSIE (2021).

### **Reporting low level concerns**

Low level concerns should be reported to the headteacher.

All low-level concerns should be recorded in writing. The record should include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that should be respected as far as reasonably possible. These records will be kept <insert your arrangements for how they are kept here.>

The headteacher may:

- Speak directly to the person who raised the concern (unless it has been raised anonymously).
- Speak to the individual involved and/or witnesses.

The headteacher will then categorise the type of behaviour and decide on an appropriate course of action. This will be recorded, along with rationale for any decisions made and details of action taken.

Records will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. In the event that patterns and/or wider cultural issues within the school are identified, the school will either:

- take action through our disciplinary procedures;
- refer behaviour to the local authority designated officer/s where a pattern of behaviour moves from a concern to meeting the harms threshold; and/or
- revise policies or implement extra training as appropriate, to minimise the risk of behaviour happening again.

We will retain low level concerns information until the employee is no longer employed by the school.

### **7.3 Supply staff**

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Although the school does not directly employ supply teachers, we will ensure that any concerns or allegations against supply teachers are handled properly. We will never cease to use a supply teacher for safeguarding reasons without finding out the facts and liaising with the Local Authority Designated Officer to reach a suitable outcome.

The Governing body will liaise with the supply agency to determine whether to suspend or redeploy the supply teacher whilst they carry out their investigation.

The school will inform supply agencies of its process for managing allegations and will take account of the agency's policies and their duty to refer to the DBS as personnel suppliers. Informing supply agencies of our process for managing allegations includes inviting the agency's human resource manager (or equivalent) to meetings and regularly updating agencies on relevant school policies.

## **8. Staff training**

The school is committed to continuous professional development and all staff undergo rigorous and ongoing safeguarding training. We strive to ensure that staff fully understand their safeguarding responsibilities, that training promotes a culture of safeguarding and equips staff with the skills to identify any signs of abuse, neglect or harm.

### **8.1 All staff**

- All staff members will undertake safeguarding and child protection training at induction (including online safety and whistle-blowing procedures) to ensure they understand the school's safeguarding systems, their responsibilities and can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with advice from the three safeguarding partners.
- All staff will have training on the government's anti-radicalisation strategy Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.
- Staff will also receive regular safeguarding and child protection updates (for example, through emails, e-bulletins and staff meetings) as required, but at least annually.
- Contractors who are provided through a private finance initiative (PFI) or similar contract will also receive safeguarding training.
- Volunteers will receive appropriate training, as applicable.

Teachers will receive training to ensure that they can manage behaviour effectively to ensure a good and safe educational environment and they should have a clear understanding of the needs of all pupils.

### **8.2 The DSL and Deputy DSLs**

- The DSL and Deputy DSLs will undertake child protection and safeguarding training at least every 2 years.
- In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).
- They will also undertake Prevent awareness training and online safety training.

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### **8.3 Governors**

- All governors receive safeguarding training, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.
- As the chair of governors or proprietor may be required to act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, they should receive training in managing allegations for this purpose.

### **9. Safer recruitment**

Our school endeavours to ensure that we do our utmost to employ 'safe' staff by following the guidance in Keeping Children Safe in Education (2020) together with the LSCP and the school's individual procedures.

Safer recruitment means that all applicants will:

- submit an application form which includes personal details, current and former names, current address and national insurance number;
- provide details of their present (or last) employment and reason for leaving;
- provide full employment history, (since leaving school, including education, employment and voluntary work) including reasons for any gaps in employment;
- provide information about qualifications, the awarding body and date of award;
- provide two referees, including at least one who can comment on the applicant's suitability to work with children.
- provide a statement of the personal qualities and experience that the applicant believes are relevant to their suitability for the post advertised and how they meet the person specification.
- verify their mental and physical fitness to carry out their work responsibilities.
- provide evidence of identity and qualifications.
- be checked in accordance with the Disclosure and Barring Service (DBS) regulations as appropriate to their role.
- be checked on the Teacher Services' system to ensure that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State.
- provide evidence of their right to work in the UK. be interviewed.

We will not accept copies of curriculum vitae in place of an application form

In addition to this:

- Shortlisted candidates should be asked to complete a self-declaration of their criminal record or information that would make them unsuitable to work with children.
- Staff who are in a management position will have an additional section 128 check.
- If a person has lived outside of the UK, make further checks as appropriate.
- At least one member of each recruitment panel will have attended safer recruitment training.
- All new members of staff will undergo an induction that includes familiarisation with the school's child protection policy and identification of their child protection training needs.
- All staff sign to confirm they have received a copy of the child protection policy.
- The school obtains written confirmation from supply agencies that agency staff have been appropriately checked.

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- The school maintains a single central record of recruitment checks undertaken.

### **Volunteers**

Volunteers will need an enhanced DBS certificate with barred list check commensurate with their work in the school and contact with students.

Under no circumstances should a volunteer in respect of whom no checks have been obtained be left unsupervised or allowed to work in regulated activity.

### **Supervised volunteers**

Volunteers who work only in a supervised capacity and are not in regulated activity will undergo the safe recruitment checks appropriate to their role, in accordance with the school's risk assessment process and statutory guidance.

### **Governors**

Governors are required to have an enhanced criminal records certificate from the DBS. It is the responsibility of the governing body to apply for the certificate for any of their governors who do not already have one. Governance is not a regulated activity and so governors do not need a barred list check unless, in addition to their governance duties, they also engage in regulated activity. Schools should also carry out a section 128 check for school governors, because a person subject to one is disqualified from being a governor.

Associate members are appointed by the governing body to serve on one or more governing body committees. The School Governance (Constitution and Federations) (England) (Amendment) Regulations 2016 made enhanced DBS checks mandatory for maintained school governors but not associate members.

### **Agency and third party staff (supply staff)**

Schools and colleges must obtain written notification from any agency, or third party organisation, that they have carried out the checks on an individual who will be working at the school or college that the school or college would otherwise perform.

In respect of the enhanced DBS check, schools and colleges must ensure that written notification confirms the certificate has been obtained by either the employment business or another such business. Where the agency or organisation has obtained an enhanced DBS certificate before the person is due to begin work at the school or college, which has disclosed any matter or information, or any information was provided to the employment business, the school or college must obtain a copy of the certificate from the agency.

Where the position requires a children's barred list check, this must be obtained by the agency or third party by obtaining an enhanced DBS certificate with barred list information, prior to appointing the individual. The school or college should also check that the person presenting themselves for work is the same person on whom the checks have been made.

### **Contractors**



Where schools and colleges use contractors to provide services, they should set out their safeguarding requirements in the contract between the organisation and the school or college. Schools and colleges should ensure that any contractor, or any employee of the contractor, who is to work at the school or college, has been subject to the appropriate level of DBS check. Contractors engaging in regulated activity relating to children will require an enhanced DBS check (including children's barred list information).

For all other contractors who are not engaging in regulated activity relating to children, but whose work provides them with an opportunity for regular contact with children, an enhanced DBS check (not including children's barred list information) will be required.

In considering whether the contact is regular, it is irrelevant whether the contractor works on a single site or across several sites. In cases where the contractor does not have opportunity for regular contact with children, schools and colleges should decide on whether a basic DBS disclosure would be appropriate.

Under no circumstances should a contractor on whom no checks have been obtained be allowed to work unsupervised or engage in regulated activity relating to children. Schools and colleges are responsible for determining the appropriate level of supervision depending on the circumstances.

If an individual working at a school or college is self-employed, the school or college should consider obtaining the DBS check, as self-employed people are not able to make an application directly to the DBS on their own account.

Schools and colleges should always check the identity of contractors on arrival at the school or college.

### **Trainee/student teachers**

Where applicants for initial teacher training are salaried by the school or college, the school or college must ensure that all necessary checks are carried out. If these trainee teachers are engaging in regulated activity relating to children (which in most cases by the nature of the work, they will be), an enhanced DBS check (including children's barred list information) must be obtained.

Where trainee teachers are fee-funded, it is the responsibility of the initial teacher training provider to carry out the necessary checks. Schools and colleges should obtain written confirmation from the provider that it has carried out all pre-appointment checks that the school or college would otherwise be required to perform, and that the trainee has been judged by the provider to be suitable to work with children.

There is no requirement for the school or college to record details of fee-funded trainees on the single central record. However, schools and colleges may wish to record this information under non statutory information

### **Visitors**



Schools and colleges have different types of visitors, those with a professional role i.e. educational psychologists, social workers etc. those connected with the building, grounds maintenance, children's relatives or other visitors attending an activity in school such as a sports day. Schools and colleges should not request DBS checks or barred list checks, or ask to see existing DBS certificates, for visitors such as children's relatives or other visitors attending a sports day.

Headteachers and principals should use their professional judgment about the need to escort or supervise such visitors.

For visitors who are there in a professional capacity check ID and be assured that the visitor has had the appropriate DBS check (or the visitor's employers have confirmed that their staff have appropriate checks).

Whilst external organisations can provide a varied and useful range of information, resources and speakers that can help schools and colleges enrich children's education, careful consideration should be given to the suitability of any external organisations.

## **10. Site security**

Visitors to the school, including contractors, are asked to sign in and are given a badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to observe the school's safeguarding and health and safety regulations to ensure children in school are kept safe. The Head of School will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

## **11. Extended school and off-site arrangements**

Where extended school activities are provided by and managed by the school, our own child protection policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our students attend off-site activities, including day and residential visits and work related activities, we will check that effective child protection arrangements are in place.

When arranging a homestay/ exchange visit, we will consider the suitability of the adults in the respective families who will be responsible for the visiting child during the stay. In order to help the assessment, we will obtain a DBS enhanced certificate with barred list information. Where the exchange is with an overseas school, we will liaise with the partner school overseas to establish a shared understanding of, and agreement to the arrangements in place for the visit.

## **12. Photography and images**

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse

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children through taking or using images, so we must ensure that we have some safeguards in place.

To protect students we will:

- seek their consent for photographs to be taken or published (parents sign to give or withhold consent)
- use only the student's first name with an image
- ensure students are appropriately dressed
- encourage students to tell us if they are worried about any photographs that are taken of them.

### 13. Online Safety –

Our students increasingly use mobile phones, tablets and computers on a daily basis, including for remote learning. Many children have unlimited and unrestricted access to the internet via mobile phone networks (i.e. 3G, 4G and 5G). They are a source of fun, entertainment, communication and education. However, the use of technology has become a significant component of many safeguarding issues. This access means some children, whilst at school or college, sexually harass their peers via their mobile and smart technology, share indecent images consensually and non-consensually (often via large chat groups) and view and share pornography and other harmful content. Child sexual exploitation; radicalisation; sexual predation- technology often provides the platform that facilitates harm. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings.

It is essential that children are safeguarded from potentially harmful and inappropriate online material. An effective whole school and college approach to online safety empowers a school or college to protect and educate pupils, students, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate. :

Cyberbullying and sexting by students, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures. We will intervene where we are concerned about any of the following:

- content: being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes’.
- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and



- commerce - risks such as online gambling, inappropriate advertising, phishing and or financial scams.

Chatrooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and students are not allowed to access these sites on the school network. However, we are aware that some students do have unlimited data which they might use onsite, and have a clear behaviour policy and pastoral programme to deal with misuse of mobile phones within school. Some students will undoubtedly be 'chatting' on mobiles or social networking sites at home and parents are encouraged to consider measures to keep their children safe when using social media.

Sponne School will comply with the Home Office and DFE guidance on use of social media and online activity by extremists to radicalise and recruit young people (July 2015). We will ensure that appropriate filters and monitoring systems are in place. We regularly educate students on safe internet use, through our assembly programme, PSHE, ICT and tutor lessons. We take advice and use existing LSCP safeguarding and child protection procedures to refer to if we have a concern. We will make use of the national helpline 0207 3407264 if needed. We regularly inform parents through newsletters, emails and on our website of how to keep their children safe online.

Online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach. All members of school staff have taken an on-line Safeguarding in Education course which contains e-safety training (child protection company). Staff regularly receive advice regarding the use of social networking and electronic communication with students and have signed a Code of Ethical Practice for School Staff, directing them to the Sponne Safer Care Code of Conduct for full details of expectations. In addition to this, staff have all had to read the remote learning policy, and guidance for using Google classrooms, and hangouts for delivering lessons. We have also shared our policies with students and parents for remote learning.

#### **14. Children who may be particularly vulnerable**

Some children may have an increased risk of abuse. It is important to understand that this increase in risk is due more to societal attitudes and assumptions, and child protection procedures that fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur.

To ensure that all of our students receive equal protection, we will give special consideration to children who are:

- disabled or have specific educational needs
- has special educational needs (whether or not they have a EHCP)
- young carers
- is showing signs of being drawn into antisocial or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/ goes missing from care or from home
- is misusing drugs or alcohol
- is at risk of modern slavery, trafficking, sexual or criminal exploitation

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- has a mental health need
- Is persistently absent from education, including persistent absences for part of the day
- has a family member in prison, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- has returned home to their family from care
- is showing early signs of abuse and/ or neglect
- is at risk of being radicalised or exploited
- is a privately fostered child

(KCSIE 2021)

This list provides examples of additionally vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs.

## 15. Outline of Child protection concerns

### Child Abuse and neglect

Knowing what to look for is vital to the early identification of abuse and neglect. All staff should be aware of the indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. All staff should be aware that abuse. Neglect and safeguarding are rarely stand alone events that can be covered by one definition or label. In most cases, multiple issues will overlap one another. All staff should be aware that safeguarding incidents can be associated with factors outside of the school or college and/ or can occur between children outside of these environments. All staff should consider whether children are at risk of abuse or exploitation in situations outside of their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse and serious youth violence. (KCSIE 2021)

Child abuse is “a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely by 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 another child or children. (KCSIE 2021)

All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content

### Recognising the signs

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.



### **Physical abuse**

Physical abuse is 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**

Emotional abuse is 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**

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 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.

### **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); or
- ensure access to appropriate medical care or treatment.

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

Definitions taken from *Keeping Children Safe in Education 2021*.

All staff should have an awareness of safeguarding issues that can put children at risk of harm.



Behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk. Other safeguarding issues all staff should be aware of include:

### **Mental Health**

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. School staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem, or at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child they should report through MyConcern, and speak to the DSL or one of the DDSLs. (KCSIE 2021)

### **Peer-on-Peer and child on child Abuse**

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). And that it can happen both inside and outside of school or college and online

It is important that all staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports.

All staff should understand that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding peer on peer abuse they should speak to their designated safeguarding lead (or deputy).

It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Peer on peer abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or

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encourages physical abuse);

- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Peer on peer abuse is not acceptable and all staff have an important role to play in preventing it and responding where they believe a child may be at risk from it. There should be a zero-tolerance approach to abuse, and it should never be passed off as “banter”, “just having a laugh”, “part of growing up” or “boys being boys” as this can lead to a culture of unacceptable behaviours and an unsafe environment for children;

### **Bullying**

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's wellbeing and in very rare cases has been a feature in the suicide of some young people.

All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through our tackling-bullying procedures. All students and parents receive a copy of the procedures on joining the school and the subject of bullying is addressed at regular intervals in PSHE education. If the bullying is particularly serious, or the tackling bullying procedures are deemed to be ineffective, the Head of School and the DSL will consider implementing child protection procedures.

### **Indicators of abuse**

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they ‘tell’. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated senior person.

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**It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.**

A child who is being abused or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school or arrive late
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed.

### **Impact of abuse**

The impact of child abuse should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

Abuse may be committed by adult men or women and by other children and young people. It is very important that staff report their concerns – they do not need 'absolute proof' that the child is at risk.

### **Child on Child Sexual Violence and Sexual Harassment**

Sexual violence and sexual harassment can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur



online and face to face (both physically and verbally) and are never acceptable.

All staff working with children are advised to maintain an attitude of 'it could happen here'. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

Children who are victims of sexual violence and sexual harassment wherever it happens, will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Safeguarding incidents and/or behaviours can be associated with factors outside the school or college, including intimate personal relationships.

Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBT children are at greater risk.

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report

Staff should be aware of the importance of:

- challenging inappropriate behaviours;
- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and,
- challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

Definitions of sexual violence and harassment can be found in appendix 18.

The management of children and young people with sexually harmful behaviour is complex and the school will work with other relevant agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves. Immediate consideration should be given as to how best to support and protect the victim and the alleged perpetrator (along with any other children involved). Staff that are concerned about a student's sexual behaviour should speak to the DSL as soon as possible. Where there is a report of rape, assault by penetration or sexual assault, the police will be notified. The DSL will work closely with the police to ensure that the actions of the school do not jeopardise the police investigation. The school will contact parents, unless by telling them, the child will be put at more risk. If the child is convicted, or receives a caution for a sexual offence, the school will update its risk assessment, ensuring that relevant protections are in place for all children.

### **Serious violence**

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence



from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

### **Child Sexual Exploitation (CSE) and Child Criminal Exploitation**

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

The abuse 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. It can involve force and/ or enticement-based methods of compliance and may, or may not, be accompanied by violence, or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation, as well as being physical can be facilitated and/ or take place online. (KCSIE 2021)

#### **Child Sexual Exploitation (CSE)**

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media.

CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

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

- Children who appear with unexplained gifts or new possessions
- Children who associate with other young people involved in exploitation
- Children who have older boyfriends or girlfriends
- Children who suffer from sexually transmitted infections or become pregnant



- Children who suffer from changes in emotional wellbeing
- Children who misuse drugs and alcohol
- Children who go missing for periods of time or regularly come home late
- Children who regularly miss school or education or do not take part in education

All staff are made aware of the indicators of sexual exploitation and all concerns are reported immediately to the DSL.

Sponne School is committed to ensuring that all incidences of potential child sexual exploitation are reported and acted upon. The school follows the guidance and procedure set out in the LSCPN CSE Toolkit.

<http://www.northamptonshirescb.org.uk/schools/cse-professionals/tackling-cse-toolkit-schools/>

Further information in Appendix 12

### **Child criminal exploitation: county lines**

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boy

Indicators of CCE can include:

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

### **County Lines**

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”. This activity can happen locally as well as across the UK - no specified distance of travel is required.



Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children's homes and care homes.

Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home;
- have been the victim or perpetrator of serious violence (e.g. knife crime);
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;
- are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection;
- are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity;
- owe a 'debt bond' to their exploiters;
- have their bank accounts used to facilitate drug dealing.

### **Modern Slavery and the National Referral Mechanism**

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

### **Child abduction and community safety incidents**

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe.

### **Cybercrime**



Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer).

Cyber-dependent crimes include;

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded;
- denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and,
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

### **Domestic abuse**

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse.

The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged or over and they must be "personally connected" (as defined in section 2 of the 2021 Act).

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socioeconomic status, sexuality or background and domestic abuse can take place inside or outside of the home.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.



Young people can also experience domestic abuse within their own intimate relationships. This form of peer on peer abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18 where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

At Sponne School we are working in partnership with North Northamptonshire Council and West Northamptonshire Council and Northamptonshire Police to identify and provide appropriate support to pupils who have experienced domestic abuse in their household; nationally this scheme is called Operation Encompass. In order to achieve this, North Northamptonshire Council and West Northamptonshire Council will share police information with the Designated Safeguarding Lead(s) of all domestic incidents where one of our pupils has been affected. On receipt of any information, the Designated Safeguarding Lead will decide on the appropriate support the child requires, this could be silent or overt.

All information sharing and resulting actions will be undertaken in accordance with the '**NSCP Protocol for Domestic Abuse – Notifications to Schools**'. We will record this information and store this information in accordance with the record keeping procedures outlined in this policy.

The DSL will provide support according to the child's needs and update records about their circumstances.

### **Homelessness**

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) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.

Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property.

Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, 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.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.



In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. 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 social care will be the lead agency for these children 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.

### **So-called 'honour'-based abuse (including Female Genital Mutilation and Forced Marriage)**

So-called 'honour'-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing.

Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA. Actions If staff have a concern regarding a child who might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or deputy). As appropriate, the designated safeguarding lead (or deputy) will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach (see following section)

### **FGM**

. FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. FGM mandatory reporting duty for teachers Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.

Those failing to report such cases may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils or students, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: Mandatory reporting of female genital mutilation procedural information.



Staff have received face-to-face training on FGM, and have also completed the Safeguarding in Education online Course (Child Protection Company) which includes FGM training

If staff have concerns they need to inform the DSL immediately and report on MyConcern. The DSL will implement local procedures on responding and reporting FGM as found in the LSCPN procedures manual.

Definitions of FGM, and indicators of vulnerability to FGM are in Appendix 14.

### **Forced marriage**

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage.

Schools and colleges can play an important role in safeguarding children from forced marriage. The Forced Marriage Unit has published Multi-agency guidelines, with pages 32-36 focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: [fm@fco.gov.uk](mailto:fm@fco.gov.uk).

### **Radicalisation**

#### **Preventing radicalisation**

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

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

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

The school's or college's designated safeguarding lead (and any deputies) should be

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aware of local procedures for making a Prevent referral.

### **The Prevent duty**

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

### **Channel**

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual’s engagement with the programme is entirely voluntary at all stages.

Similar to protecting children from other forms of harm and abuse, Sponne School supports the notion that it is possible to intervene and prevent vulnerable people becoming radicalised. Staff have received face-to-face training and completed an online Safeguarding in Education course which includes training on recognising signs of radicalisation (Child Protection Company). In addition to this, all staff completed the Home Office Prevent online training course in September 2019.

Sponne School values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society’s values. Both children and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion. Essential to this school / academy is fundamental British values of Democracy, Rule of Law, Equality of Opportunity, Freedom of Speech and the rights of all Women and Men to live free from persecution of any kind and it would be expected that views and opinions expressed would be commensurate with these.

Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix 15.

Sponne School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Al-Quaida or ISIS (Daesh) influenced views, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements. Sponne School will ensure that children are safe from terrorist and extremist material when accessing the internet in schools.

### **Risk reduction**

The school governors, the Head Teacher and the Designated Safeguarding Lead will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school’s PHSE, RE curriculum, SEND policy, assembly

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topics, the use of school premises by external agencies, integration of children by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy. In addition, the school Prevent Action Plan template in Appendix 15 may be used to demonstrate how the organisation is fulfilling the prevent duty.

This risk assessment will be reviewed annually.

### **Response**

Our school, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the Designated Safeguarding Lead. The SPOC for Sponne School is Emma Harris. The responsibilities of the SPOC are described in Appendix 15.

When any member of staff has concerns that a child may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC and to the Designated Safeguarding Lead if this is not the same person. If a child or Young Person is thought to be at risk of radicalisation, a referral to the LSBC and Channel Panel will be made.

Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

Staff should use their professional judgement in identifying children who might be at risk of radicalisation and report any concerns to the DSL, who will act proportionately and may decide to make a referral.

The school accepts its statutory duty under the *Prevent Duty Guidance* for England and Wales which places requirements on the school under four themes: risk assessment, working in partnership, staff training and IT policies.

### **16. Children potentially at greater risk of harm**

Whilst all children should be protected, some groups of children are potentially at greater risk of harm.

#### **Children who need a social worker (Child in Need and Child Protection Plans)**

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour, and mental health.

Local authorities should share the fact a child has a social worker, and the designated safeguarding lead should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and schools and colleges to safeguard and promote

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the welfare of children.

Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

### **Children with special educational needs and disabilities or physical health issues**

Children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and • communication barriers and difficulties in managing or reporting these challenges.

Within Spodne, we consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place.

### **Children missing from education**

The school recognises the importance that all children are entitled to full time education which is suitable to their age, ability, aptitude, and any special educational needs they may have. Children missing from education, particularly persistently, can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse and child sexual and criminal exploitation. It is important the school or college's response to children missing from education supports identifying such abuse and also helps prevent the risk of them going missing in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker (such as on a child in need or child protection plan, or as a looked after child), where going missing from education may increase known safeguarding risks within the family or in the community. The DSL will monitor unauthorised absence, particularly where children go missing on repeated occasions.

Spodne school will follow the details set out in the LSCP procedure 'Children missing Education' to report and respond to incidents of children missing from school. We will also comply with the guidance in KCSIE 2021.

We will also ensure that additional risks are considered for those missing from education including those who may be potential safeguarding concerns due to travelling to conflict zones or areas of known or suspected radicalisation.

### **Elective Home Education (EHE)**

Many home educated children have an overwhelmingly positive learning experience. We would expect the parents' decision to home educate to be made with their child's best

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education at the heart of the decision. However, this is not the case for all, and home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs.

From September 2016 the Education (Pupil Registration) (England) Regulations 2006 were amended so that schools must inform their LA of all deletions from their admission register when a child is taken off roll

Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, we will try to meet with parents/carers where possible to discuss this. Ideally, this will be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child.

### **Looked after children, Previously Looked after Children and Care Leavers**

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

The designated safeguarding lead should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group

Within Sponne, The Designated Teacher has responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales. Three Pupil Education Planning meetings are held a year, looking at progress, and setting future targets to support outcomes.

### **Children with family members in prison**

Approximately 200,000 children have a parent sent to prison each year in England and Wales. 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

### **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

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guides to support children 5-11-year olds and 12-17 year olds.

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.

### **Privately Fostered Children**

A privately fostered child is a child under 16 (or 18 if disabled) who is cared for by an adult who is not a parent, grandparent, aunt, uncle, step parent, sister or brother where the child is to be cared for in that person's home for 28 days or more. For the purpose of the Act, the term "parent" includes unmarried or putative father. "A close relative" as described above, can be by full or half-blood or by affinity or step-parent. A cousin, great aunt/uncle or a family friend are not considered close relatives.

A child who is Looked After or placed in any residential home, hospital or school is excluded from the definition. In a private fostering arrangement, the parent retains Parental Responsibility.

If the school becomes aware of a private fostering arrangement, they must immediately notify the local authority in writing of the arrangement and must inform the parent and private foster carer of their intention to do so.

### **Work Experience**

The school has detailed procedures to safeguard students undertaking work experience, including arrangements for checking people who provide placements and supervise students on work experience which are in accordance with the guidance in *KCSIE 2021*. The Work Experience Policy is held on the website and is available to staff, parents and students.

### **Children staying with host families**

The school may make arrangements for students to stay with a host family during a foreign exchange trip or sports tour. In such circumstances the school follows the guidance in *Keeping Children Safe in Education 2021*, Annex D to ensure that hosting arrangements are as safe as possible.

Some overseas students may reside with host families during school terms and we will work with the local authority to check that such arrangements are safe and suitable.

## **17. Helping Children to keep themselves safe**

Children are taught to understand and manage risk through our personal, social and health education (PSHE) lessons, assemblies and through all aspects of school life. This approach is designed to:

- Help children to think about risks they may encounter and with staff work out how those risks might be overcome.

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- Empower and enable all children and promote sensible behaviour rather than fear or anxiety.
- Help children to understand how to conduct themselves and how to behave in a responsible manner
- Make students aware of how to use the internet responsibly, understand online safety and how to report bullying and abuse.
- Promote an ethos of respect through our daily interactions that is modelled by staff and students

## 18. School Systems and Procedures

### What Should You Do If You Have Concerns About Young Person in School?

#### Who should I pass the information on to?

The DSL is: Emma Harris – Assistant Headteacher

Senior Deputy DSLs:

- Jacqui Goodall: Inclusion Support Manager
- Iain Massey – Headteacher
- Yvonne Farrell: SENCo
- Kirsty Whimore - Head of Sixth Form

Deputy DSLs -

- Indira Broschat: Student Support Manager
- Ann-Louise James - Parent Support advisor
- Kelly Wainwright - Pastoral Support Coordinator
- Julie Elliot - Sixth Form Mentor
- Kelly Notley - Assistant Headteacher
- Ann Warner: PHSE FLL

All Progress Learning Leaders are all DSL trained, and have access to the MyConcern reports for their year group.

In the rare instance that none of these staff are available, then please contact the PLL, or contact the LCSB yourself for advice (details are at the back of this guidance). Make sure you inform the DSL if you have contacted the LCSB.

#### Staff should never:

- Do nothing/assume that another agency or professional will act or is acting.
- Attempt to investigate the matter yourself. Our job is to report, not to investigate.
- Promise confidentiality to the student

#### Key points to remember for taking action are:

- in an emergency take the action necessary to help the child, for example, involve medical support, call 999 or contact the LCSB.
- report your concern to the DSL by the end of the day
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- Report your concern via the MyConcern site.  
<https://myconcern.education/Concern/New>

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- Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children’s social care (and if appropriate the police) is made immediately. If you believe a student is in immediate danger, speak to the DSL straight away, or report to the LCSB immediately
- seek support for yourself if you are distressed.

(ref: Appendix 3 provides a flowchart for reporting a concern.)

### **If you are concerned about a student’s welfare**

There will be occasions when staff may suspect that a student may be at risk, but have no ‘real’ evidence. The student’s behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical but inconclusive signs may have been noticed. In these circumstances, staff will try to give the student the opportunity to talk. The signs they have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill. It is fine for staff to ask the student if they are “OK” or if they can help in any way.

Staff should use the **report feature on MyConcern** to record these early concerns. If the student does begin to reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the student, if the member of staff remains concerned, they should discuss their concerns with the DSL.

### **If a student discloses to you**

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault.

If a student talks to a member of staff about any risks to their safety or wellbeing, **the staff member will need to let the student know that they must pass the information on** – staff are not allowed to keep secrets. The point at which they tell the student this is a matter for professional judgement. If they jump in immediately the student may think that they do not want to listen, if left until the very end of the conversation, the student may feel that they have been misled into revealing more than they would have otherwise.

During their conversations with the students staff will:

- allow them to speak freely and ask them for permission to take notes of the conversation. Write in their words, and read back to them after they have stopped talking.
- remain calm and not overreact – the student may stop talking if they feel they are upsetting their listener
- give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’
- not be afraid of silences – staff must remember how hard this must be for the student
- **under no circumstances** ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the student’s mother think about all this
- at an appropriate time tell the student that in order to help them, the member of staff must pass the information on

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- not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused
- avoid admonishing the child for not disclosing earlier. Saying things such as 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be the staff member's way of being supportive but may be interpreted by the child to mean that they have done something wrong
- tell the student what will happen next. The student may agree to go to see the designated senior person. Otherwise let them know that someone will come to see them before the end of the day.
- report verbally to the DSL even if the child has promised to do it by themselves
- write up their conversation as soon as possible on the **record of concern form** and hand it to the designated person or complete the report concern via MyConcern
- seek support if they feel distressed

### **Contextual safeguarding**

Safeguarding incidents and or/behaviours can be associated with factors outside of the school and can occur between children outside of the school. Assessments of children will consider the context within which such incidents occur and whether wider environmental factors are present which are a threat to the child's safety and welfare.

### **Notifying parents**

The school will normally seek to discuss any concerns about a student with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care.

### **Referral to children's social care**

#### **The law**

The Students Act 1989 places a duty on Social Services (and other agencies) to make enquiries into circumstances where they suspect that a child is at risk of 'significant harm' or is actually being harmed. We must assist with these enquiries and then take steps to ensure that the child is protected and supported. In Northamptonshire (as in other areas of the country) all the agencies which have responsibilities for students' welfare are represented on a Local Safeguarding Children's Partnership (LSCP), this is a legal requirement. The Partnership determines the child protection procedures and policies that all the agencies must follow in child protection cases.

#### **What the DSL will do**

The DSL will make a referral to children's social care if it is believed that a student is suffering or is at risk of suffering significant harm. The student (subject to their age and understanding)



and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

It is the duty of the DSL to ensure that arrangements in school to support the plan are made (e.g Protective Behaviour work) and that staff are aware of support arrangements on a need to know basis. This can involve curriculum as well as pastoral arrangements. Students identify key members of staff who they feel confident they can talk to if needed.

### **LSBC procedures following referral**

If an initial assessment by a social worker confirms that a child may be at risk or is suspected of being harmed there will be an investigation. If the allegation concerns sexual abuse, serious physical abuse or neglect the Police will also be involved. This investigation may require interviewing the child, their parents or carer. If access to a child is refused legal orders can be obtained to allow this to happen. A child will never be interviewed with the alleged perpetrator present; the child should always be accompanied by a parent/teacher/friend.

After the investigation there may need to be a child protection case conference where the child's family and professional staff can share information and agree on the best way to protect the child. It may be decided at this meeting the child is in need of a Child Protection Plan. If the child becomes the subject of a Child Protection Plan, an action plan will be agreed and identified professionals will be given specific tasks and responsibilities towards the child.

### **19. Confidentiality and sharing information**

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the student and staff involved but also to ensure that being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the DSL or deputy DSLs, Head of School or Chair of Governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

However, following a number of cases where senior leaders in school had failed to act upon concerns raised by staff, *KCSIE 2021* emphasises that **any** member of staff can contact children's social care if they are concerned about a child.

Sponne School are proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to the local authority children's social care.

Records of student welfare and incident report forms and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

Every effort will be made to prevent unauthorised access, and sensitive information will not be stored on laptop computers. Child protection information will be stored separately



from the student's school file and the school file will be 'tagged' to indicate that separate information is held.

Child protection information will be stored and handled in line with Data Protection Act 2018 principles. Information is:

- processed for limited purposes
- adequate, relevant and not excessive
- accurate
- kept no longer than necessary
- processed in accordance with the data subject's rights
- secure

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a student or parent to see child protection records, they will refer the request to the Head of School or DSL.

KCSIE 2021 states that The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of the child.

Data protection principles, which allow staff to share (and withhold) includes:

- being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information, which is sensitive and personal, and should be treated as 'special category personal data'.

- understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner, but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.

- for schools, not providing pupils' personal data where the serious harm test under the legislation is met. For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harms test is met, they must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the UK GDPR. Where in doubt we will seek independent legal advice.

Where children leave Sponne, their child protection file is transferred to the new school or college as soon as possible, to allow the new school or college to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives, also ensuring secure transit, and confirmation of receipt should be obtained. The child protection file will be transferred separately from the main pupil file.

When receiving files from other schools we will ensure key staff such as the special educational needs co-ordinator (SENCO) are aware as required.



In addition to the child protection file, we will also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse, or those who are currently receiving support through the 'Channel' programme and have that support in place for when the child arrives.

The school's policy on confidentiality and information-sharing is available to parents and students on request.

### **Reporting directly to child protection agencies**

Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with children's social care, police or the NSPCC if:

- the situation is an emergency and the designated senior person, their deputy, the Head of School and the Chair of Governors are all unavailable
- they are convinced that a direct report is the only way to ensure the student's safety
- for any other reason they make a judgement that direct referral is in the best interests of the child.

### **20. Support for those involved in a child protection issue**

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved.

We will support students, their families, and staff by:

- taking all suspicions and disclosures seriously
- nominating a link person (DSL) who will keep all parties informed and be the central point of contact. Where a member of staff is the subject of an allegation made by a student, separate link people will be nominated to avoid any conflict of interest
- responding sympathetically to any request from students or staff for time out to deal with distress or anxiety
- maintaining confidentiality and sharing information on a need-to-know basis with only relevant individuals and agencies
- storing records securely
- offering details of helplines, counselling or other avenues of external support
- following the procedures laid down in our whistleblowing, complaints and disciplinary procedures where appropriate
- co-operating fully with relevant statutory agencies.

### **21. Monitoring this Policy**

#### **Are all staff aware of their responsibilities and how do you know?**

- All staff receive appropriate training and sign a commitment form to ensure that they are aware of the policy aims; the role they play in safeguarding students; and that they understand our Child Protection responsibilities. Staff and Governors undertake on-

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line Safeguarding in Education training (child protection company Level 1). This ensures that they all engage with the expectations for child protection.

- All visiting staff sign a form (Appendix 8) outlining expectations for Child Protection whilst in school.
- The Head of School will ensure that through the everyday running of the school there is consistent good practice and will liaise with the DSL if concerns arise that need to be addressed.
- The named Governor will meet with the DSL on a termly basis to review practice and agree changes if needed.

**To what degree are we a listening school?**

- Questionnaires for students and parents will take a measure of their experiences in school (feeling safe/anti-bullying/having someone to talk to). This will be done biennially through school questionnaires.

**Identifying concerning behaviour patterns**

Reports from the school data system help staff to monitor student wellbeing and identify worrying patterns or changes. Escalating concerns are followed up by the safeguarding team, which includes Progress Learning Leaders, Parent Support Advisor, SENCO, School Counsellor, Inclusion Manager and Student Support Coordinator, Sixth Form Mentor and members of SLT who may undertake an EHA or refer to MASH for an assessment of need.

Reviewed by:	DSL - Emma Harris October 2021
Agreed by:	Local Governing Body
To be reviewed:	September 2021



## Appendix 1: Student Welfare and Incident Report Form

Complete this form to keep a record of a concern or incident. Keep information recorded factual and where possible using the students own words.

Welfare/child protection	This form should be passed to DSL immediately for a response
Racist or homophobic concern	SLT immediately for a response
Bullying incident	Form tutor > PLL as appropriate
Behaviour concern/other	SLT link/FLL/PLL as appropriate

Student name (PRINT):..... Form Group:.....

Date and time form completed:.....

Print name of person completing this form: .....

Details of report:

Actions taken so far and by whom:

(Please continue overleaf if needed)



**Signed:**.....

This box will be used to record further actions taken:

## **APPENDIX 2: TALKING AND LISTENING TO STUDENTS**

### **If a child wants to confide in you, you *SHOULD***

- Be accessible and receptive;
- Listen carefully and uncritically, at the child's pace;
- Take what is said seriously;
- Reassure students that they are right to tell;
- Tell the child that you must pass this information on;
- Make sure that the child is ok ;
- Make a careful record of what was said (see *Recording*).

### **You should *NEVER***

- Investigate or seek to prove or disprove possible abuse;
- Make promises about confidentiality or keeping 'secrets' to students;
- Assume that someone else will take the necessary action;
- Jump to conclusions, be dismissive or react with shock, anger, horror etc;
- Speculate or accuse anybody;
- Investigate, suggest or probe for information;
- Confront another person (adult or child) allegedly involved;
- Offer opinions about what is being said or the persons allegedly involved;
- Forget to record what you have been told;
- Fail to pass this information on to the correct person (the DSL).

### **Students with communication difficulties, or who use alternative/augmentative communication systems**

- While extra care may be needed to ensure that signs of abuse and neglect are interpreted correctly, any suspicions should be reported in exactly the same manner as for other students;
- opinion and interpretation will be crucial (be prepared to be asked about the basis for it and to possibly have its validity questioned if the matter goes to court).

### **Recordings should**

- State who was present, time, date and place;
- Be written in ink and be signed by the recorder;
- Be passed to the DSL or Head Teacher immediately (certainly within 24 hours);
- Use the child's words wherever possible;
- Be factual/state exactly what was said;
- Differentiate clearly between fact, opinion, interpretation, observation and/or allegation.



### **What information do you need to obtain?**

- Schools have no investigative role in child protection (Police and Students' Integrated Services will investigate possible abuse very thoroughly and in great detail, they will gather evidence and test hypotheses – leave this to them);
- Never prompt or probe for information, your job is to listen, record and pass on;
- Ideally, you should be clear about what is being said in terms of who, what, where and when;
- The question which you should be able to answer at the end of the listening process is 'might this be a child protection matter?';
- If the answer is yes, or if you're not sure, record and pass on immediately to the Lead DSL /Head Teacher/line manager.

### **If you do need to ask questions, what is and isn't OK?**

- Never asked closed questions i.e. ones which students can answer yes or no to e.g. Did s/he touch you?
- Never make suggestions about who, how or where someone is alleged to have touched, hit etc e.g. Top or bottom, front or back?
- If we must, use only 'minimal prompts' such as 'go on ... tell me more about that ... tell me everything that you remember about that ... .. '
- Timescales are very important: 'When was the last time this happened?' is an important question.

### **What else should we think about in relation to disclosure?**

- Is there a place in school which is particularly suitable for listening to students e.g. not too isolated, easily supervised, quiet etc; The meeting room in main reception is a good place to meet.
- We need to think carefully about our own body language – how we present will dictate how comfortable a child feels in telling us about something which may be extremely frightening, difficult and personal;
- Be prepared to answer the 'what happens next' question;
- We should never make face-value judgements or assumptions about individual students. For example, we 'know that [child.....] tells lies';
- Think about how you might react if a child DID approach you in school. We need to be prepared to offer a child in this position exactly what they need in terms of protection, reassurance, calmness and objectivity;
- Think about what support you could access if faced with this kind of situation in school.

### **Important Sources of Further Information**

- What to do if you're worried a child is being abused: Advice for Practitioners 2015 - for all professionals working with children, including Early Years.
- Early Years Foundation Stage Framework (EYFS) 2014 - see Section 3 for Safeguarding and Welfare Requirements.
- Information Sharing Advice for Safeguarding Practitioners (2015) - know when it's ok to share information about a child with other professionals.

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- Keeping Children Safe in Education: Information for all Schools and College Staff (2020)
- Statutory Guidance on Keeping Children Safe in Education (2021)
- Working Together To Safeguard Children 2015 - for all professionals working with children.
- Protecting Children From Radicalisation: The Prevent Duty(1 July 2015) - DfE advice for schools and childcare providers on preventing children and young people from being drawn into terrorism.
- Guidance on The Use Of Social Media For Online Radicalisation (1 July 2015) - DfE guide for schools on how terrorist groups such as ISIL use social media to encourage travel to places such as Syria and Iraq.

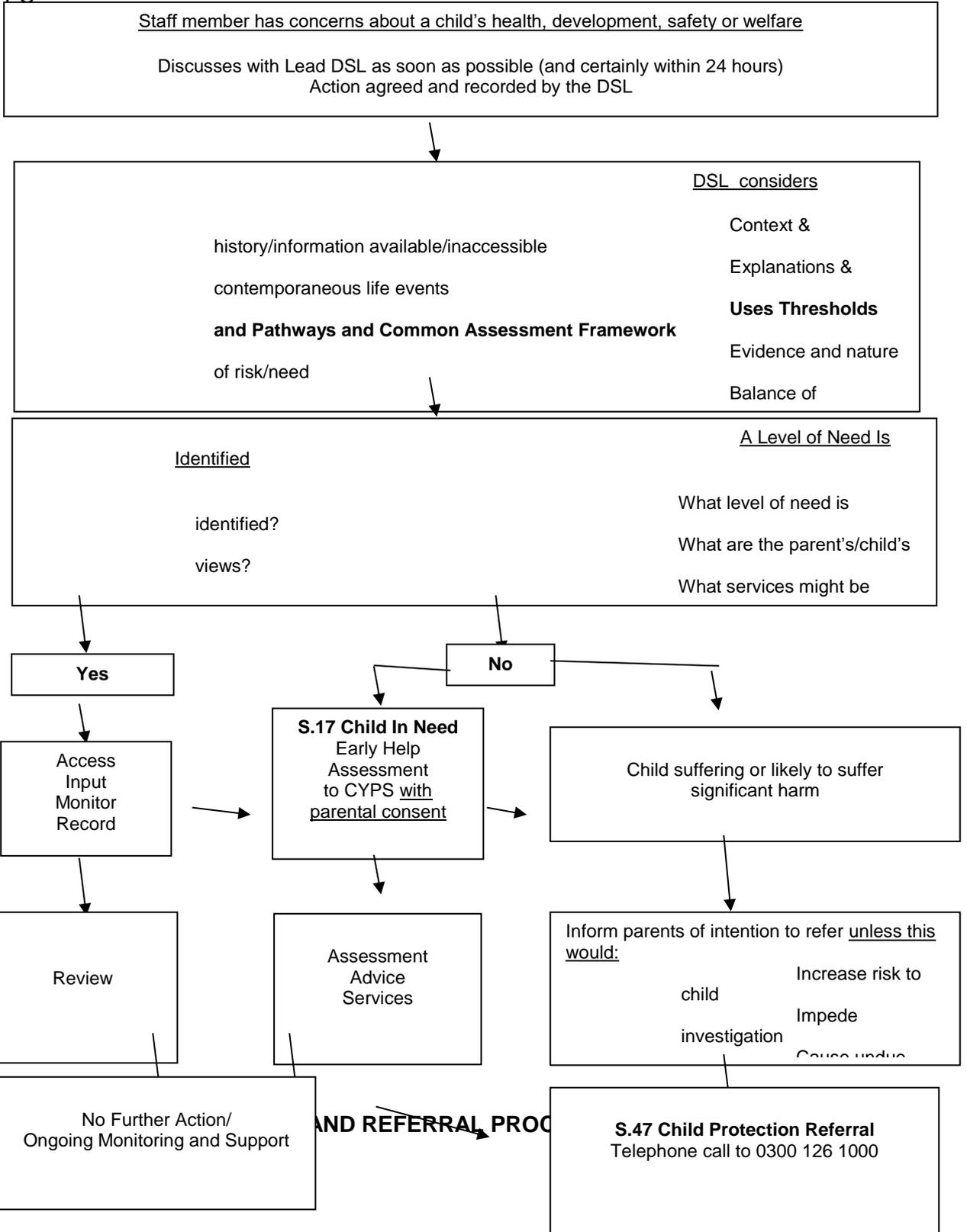
#### **Other considerations**

- Initial Teacher Training standards require all newly qualified teachers to have training in child protection issues.
- When arranging work experience and extended work experience it is important that child protection policies and procedures are put in place, and the employer or training organisation understands their responsibilities for this
- Ofsted inspectors will closely examine the school's child protection policy and procedures as part of the evidence that school policies:
  - Provide an ethos in which students feel safe, are encouraged to talk and are listened to;
  - There is support and guidance available from a range of appropriate adults;
  - There is communication with parents about the school's responsibilities in child protection concerns;
  - There is vigilance in detecting abuse and clear procedures for all staff, of which all staff are aware;
  - There is effective monitoring of students at risk.



**APPENDIX 3 TAKING ACTION ON CHILD WELFARE/PROTECTION CONCERNS IN SCHOOL**

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### Actions where there are concerns about a child



<sup>1</sup> In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.

<sup>2</sup> Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

<sup>3</sup> Referrals should follow the process set out in the local threshold document and local protocol for assessment.

### What should the DSL consider right at the outset?

- Am I dealing with 'risk' or 'need'? (By definition, a child at risk is also a child in need. However, what is the priority / level and immediacy of risk / need?)
- Can the level of need identified be met:
- In or by the school or by accessing universal services/without referral to Children and Young People's Services or other targeted services through the EHA

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- By working with the child, parents and colleagues?
- What resources are available to me / the school and what are their limitations?
- Is the level of need such that a referral needs to be made to Children and Young People's Services which requests that an assessment of need be undertaken? (Section 17 Child in Need referral)
- Is the level and/or likelihood of risk such that a child protection referral needs to be made (i.e. a child is suffering or is likely to suffer significant harm? (Section 47 Child Protection referral)
- What information is available to me: Child, Parents, and Family and Environment?
- What information is inaccessible and, potentially, how significant might this be?
- Who do I/don't I need to speak to now and what do they need to know?
- Where can I access appropriate advice and/or support?
- If I am not going to refer, then what action am I going to take? (e.g. time-limited monitoring plan, discussion with parents or other professionals/EHA). This information will be logged on the Incident Referral form and returned to the person who made the referral to indicate how the concern will be monitored. This will also go to other key staff e.g. PLL/SLT/FLL/Form tutor/SEN or The House.
- The DSL will maintain a log of any concern raised, with actions indicated.

### **Feedback to Staff Who Report Concerns to the Lead DSL**

Rules of confidentiality dictate that it may not always be possible or appropriate for the Designated Senior Person to feedback to staff who report concerns to them. Such information will be shared on a 'need to know' basis only and the DSL will decide which information needs to be shared, when and with whom. The primary purpose of confidentiality in this context is to safeguard and promote the child's welfare.

### **Thresholds for Referral to Children and Young People's Service (CYPS)**

Where a DSL or line manager considers that a referral to CYPS may be required, there are two thresholds for (and their criteria) and types of referral that need to be carefully considered:

#### **Is this a Child In Need?**

Under section 17 (s.17(10)) of the Students Act 1989, a child is in need if:

- (a) They are unlikely to achieve or maintain, or to have the opportunity to achieve or maintain, a reasonable standard of health or development, without the provision of services by a local authority;
- (b) Their health or development is likely to be impaired, or further impaired, without the provision of such services;
- (c) They are disabled.

### **Making Referral to LCSP (Guidance for the DSL)**

#### **Child Protection/Section 47 Referral**

A parent should, **under most circumstances, be informed** by the referrer that a child protection referral is to be made. The criteria for not informing parents are:

- (a) Because this would increase the risk of significant harm to a child(ren); or
- (b) Because, in the referrer's professional opinion, to do so might impede an investigation that may need to be undertaken;



- (c) Because there would be an undue delay caused by seeking consent which would not serve the child's best interests.

You **do not require the consent** of a parent or child/young person to make a child protection referral.

Where a parent/child/young person refuses to consent, you should make clear your ongoing plans and responsibilities in respect of support, monitoring, and the possibility of a child protection referral at some point in future if things deteriorate or do not improve. (This is not about threats or saying that this is inevitable but about openness and transparency in dealings with parents).

#### **Children suffering or likely to suffer significant harm:**

Local authorities, with the help of other organisations as appropriate, have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment. This includes all forms of abuse and neglect, female genital mutilation, or other so-called 'honour'-based abuse, forced marriage and extra-familial harms like radicalisation and sexual exploitation.

#### **What will the local authority do?**

Within one working day of a referral being made, a local authority social worker should acknowledge its receipt to the referrer and make a decision about the next steps and the type of response that is required. This will include determining whether:

- the child requires immediate protection and urgent action is required;
- any services are required by the child and family and what type of services;
- the child is in need and should be assessed under section 17 of the Children Act 1989. Chapter one of Working Together to Safeguard Children provides details of the assessment process;
- there is reasonable cause to suspect the child is suffering or likely to suffer significant harm, and whether enquiries must be made, and the child assessed under section 47 of the Children Act 1989.
- further specialist assessments are required to help the local authority to decide what further action to take.

The referrer should follow up if this information is not forthcoming.

If social workers decide to carry out a statutory assessment, staff should do everything they can to support that assessment (supported by the designated safeguarding lead (or deputy) as required).

If, after a referral, the child's situation does not appear to be improving, the referrer should consider following local escalation procedures to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

#### **Record keeping**

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All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Information is kept confidential and stored securely. in a separate child protection file for each child, or electronically using MyConcern.

Records should include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

### **LCSP Responses to Referrals and Timescales**

The local authority should make a decision within one working day of a referral being made, about the type of response that is required and let the referral know the outcome. This will include determining whether:

- The child requires immediate protection and urgent action is required
- Whether the child is in need and should be assessed under section 17
- There is reasonable cause to suspect the child is suffering, or likely to suffer, significant harm, and whether enquiries must be made and the child assessed under section 47
- Any services are required by the child and family and what type of services; and
- Further specialist assessments are required in order to help the Local authority decide what further action to take

In response to a referral, the LCSP may decide to:

- Provide advice to the referrer and/or child/family;
- Refer on to another agency who can provide services;
- Convene a Strategy Meeting (within five working days);
- Provide support services under Section 17;
- Undertake an Initial Assessment (completed within seven working days);
- Convene an Initial Child Protection Conference (within 15 working days of a Strategy Meeting)
- Undertake a Core Assessment (completed within 35 working days);
- Accommodate the child under Section 20 (with parental consent);
- Make an application to court for an Order;
- Take no further action.

If information is not forthcoming, the referrer should follow up.

If, after a referral, the child's situation does not appear to be improving, the referrer should consider following local escalation procedures to ensure their concerns have been addressed, and most importantly, the child's situation improves.

### **Risk Assessment 'Checklist'**

- Does/could the suspected harm meet the LSCP definitions of abuse?
- Are there cultural, linguistic or disability issues?
- I am wrongly attributing something to impairment?
- Does the chronology indicate any possible patterns which could/do impact upon the level of risk?

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- Are any injuries or incidents acute, cumulative, episodic?
- Did any injuries result from spontaneous action, neglect, or intent?
- Explanations consistent with injuries/behaviour?
- Severity and duration of any harm?
- Effects upon the child's health/development?
- Immediate/longer term effects?
- Likelihood of recurrence?
- Child's reaction?
- Child's perception of the harm?
- Child's needs, wishes and feelings?
- Parent's/carer's attitudes/response to concerns?
- How willing are they to cooperate?
- What does the child mean to the family?
- What role does the child play?
- Possible effects of intervention?
- Protective factors and strengths of/for child (ie resilience/vulnerability)
- Familial strengths and weaknesses?
- Possibilities?
- Probabilities?
- When and how is the child at risk?
- How imminent is any likely risk?
- How grave are the possible consequences?
- How safe is this child?
- What are the risk assessment options?
- What are the risk management options?
- What is the interim plan?

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## **APPENDIX 5: CODE OF ETHICAL PRACTICE FOR SCHOOL STAFF**

All school staff are valued members of the school community. Everyone is expected to set and maintain the highest standards for their own performance, to work as part of a team and to be an excellent role model for our students.

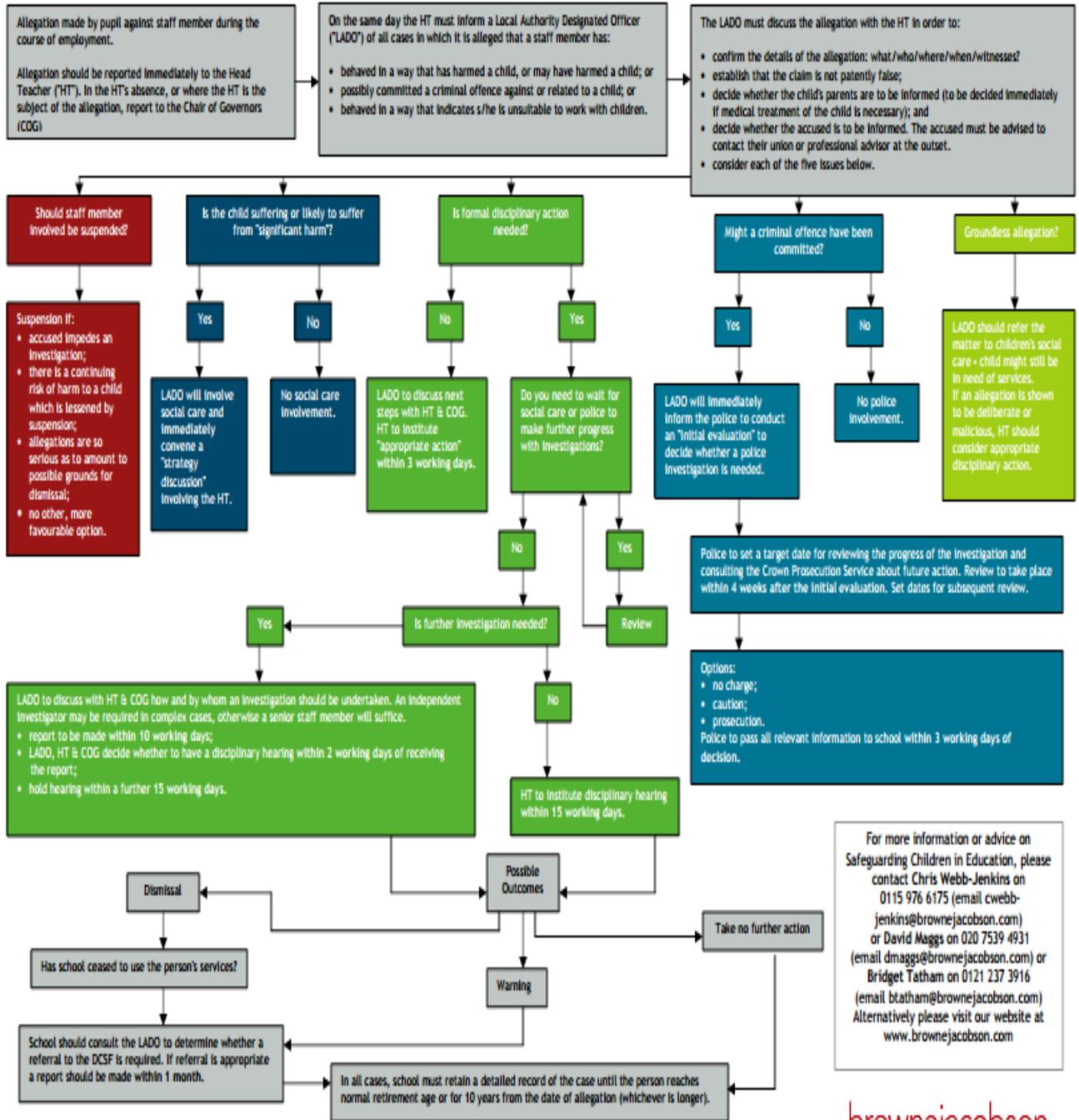
All staff must adhere to the TLT Code of conduct at all times. In addition to this all school staff should:

- place the safety and welfare of students above all other considerations
- treat all members of the school community, including students, parents, colleagues and governors with consideration and respect
- adhere to the principles and procedures contained in the policies in our safeguarding portfolio and in teaching and learning policies
- treat each student as an individual and make adjustments to meet individual need
- demonstrate a clear understanding of and commitment to non-discriminatory practice
- recognise the power imbalances between students and staff, and different levels of seniority of staff and ensure that power and authority are never misused
- understand that school staff are in a position of trust and that sexual relationships with a student, even over the age of 16, may be an offence
- be alert to, and report appropriately, any behaviour that may indicate that a student is at risk of harm
- understand statutory duty to report any concerns about FGM and radicalisation
- encourage all students to reach their full potential
- never condone inappropriate behaviour by students or staff
- take responsibility for their own continuing professional development
- refrain from any action that would bring the school into disrepute
- value themselves and seek appropriate support for any issue that may have an adverse effect on their professional practice.

## **Appendix 6: Safeguarding Children in Education: Dealing with allegations flow chart**



**Safeguarding Children in Education: Dealing With Allegations of Abuse Against Teachers and Other Staff: Flowchart Summary**



**brownejacobson**



## **APPENDIX 7: Whistleblowing code for issues relating to students and young people**

Sponne School's Whistleblowing Policy sets out the Governing Body's policy and procedure for dealing with concerns raised by employees (including agency workers, those training but not employed and self-employed workers).

This code provides additional information to help staff to understand the role of whistleblowing in the context of poor practice and unacceptable conduct and attitudes towards students.

### **When to use the code**

The whistleblowing procedures and this code may be used by anyone employed by the school in a paid or voluntary capacity who believes they have reason to suspect that the conduct of an employee towards a student is inappropriate.

Inappropriate conduct includes, but is not confined to:

- bullying or humiliation
- contravening health and safety guidelines
- serious breaches of the school's code of ethical practice
- professional practice that falls short of normally accepted standards
- compromising students' welfare but in a way that does not meet the threshold for child protection intervention.

### **Reasons for blowing the whistle**

Staff will naturally be reticent to report a concern about the conduct of a colleague. However, each individual must take responsibility for ensuring that students are fairly treated. If poor practice is allowed to continue unchecked, it could escalate with serious consequences.

Your action not only protects students, but also deters any suggestion that you have colluded with poor practice that you knew was occurring but chose to ignore.

Whistleblowing can also support the member of staff who is the subject of the concern. Their conduct may result from inexperience or lack of training that can be addressed by the school, or they may be under stress and be relieved when their conduct is questioned.

Staff who deliberately fail students and show no remorse or desire to improve are unlikely to welcome being exposed, but their conduct has to be confronted for the sake of the students and the reputation of the whole school.

### **Barriers to whistle blowing**

You may worry that you have insufficient evidence to raise a concern, which you will set in train an unstoppable chain of events, that there will be adverse repercussions for your career, that you may suffer harassment or victimisation, or that your suspicion or concern might be totally misplaced.

These concerns are entirely understandable but you can be reassured that whistleblowing procedures addresses these issues.



- The Public Interest Disclosure Act 1998 protects employees from reprisals for public interest whistleblowing. Your union, a solicitor or the local authority legal services can provide you with information about your legal position.
- Confidentiality and anonymity
- All concerns are treated in confidence and, as far as possible, your identity will not be revealed if that is your wish. However, absolute confidentiality cannot be guaranteed if, as a result of an investigation, you are required to provide a witness statement or attend a court hearing.
- You can, if you prefer, raise your concern anonymously. The school would need to decide whether the levity and credibility of the concern warrants investigation if the source of the concern, and the key evidence, is not readily available. The school will fully support you and do all it can to protect you from any harassment or adverse repercussions that may arise from whistleblowing.
- Allegations that prove to be deliberately fabricated and malicious will be dealt with through staff disciplinary procedures. However, no action will be taken against any member of staff who raises a genuine concern that proves to be unfounded.
- Schools and colleges have a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult; where the harm test is satisfied in respect of that individual; where the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that individual has committed a listed relevant offence; and that individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. Referrals should be made as soon as possible after the resignation or removal of the individual. (KCSIE 2021)
- Where a teacher's employer, including an agency, dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, they must consider whether to refer the case to the Secretary of State, as required by sections 141D and 141E of the Education Act 2002. The Secretary of State may investigate the case, and if s/he finds there is a case to answer, must then decide whether to make a prohibition order in respect of the person.
- The NSPCC's what you can do to report abuse dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college. Staff can call 0808 800 5000 – line is available from 8:00 am to 10 pm, Monday to Friday and email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

## **APPENDIX 8**

### **Visiting staff child protection information leaflet**

WELCOME to Sponne School

School statement



The governors of Sponne are committed to safeguarding and promoting the welfare of children and young people and expect all staff, volunteers and visitors to share this commitment. If you need to report any safeguarding issues or have any concerns over the welfare of a student please report to Emma Harris, who is the school's Designated Safeguarding Lead (DSL) or your host. Please see VISITORS CHILD PROTECTION INFORMATION for further details.

### Covid 19

Face masks must be worn in all communal areas within the school. Please adhere to social distancing guidelines and keep 1 to 2 meter distance at all times.

### Mobile phones & Photographic Equipment

To protect our children, we respectfully ask that you do not have out or use your mobile phone in the school building. If there is an issue, please contact a member of staff. Under no circumstances should you use photographic equipment unsupervised whilst at our school.

### Visitors Child Protection Information

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all students. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedure to ensure that children receive effective support, protection and justice. While working in our school we expect you to take care of our students and follow procedures.

### Key facts about child abuse

Abuse, neglect, exploitation and radicalisation can happen to any child, boy or girl, of any race, culture, ethnicity or sexuality. Disabled children and children with SEND are particularly vulnerable. Many children are unable to disclose what is happening to them and rely on us to interpret their behaviour and spot signs of abuse.

A student may:

- have a bruise, burn or injury that seems suspicious
- show signs of pain or discomfort
- be unnaturally passive or withdrawn
- be unpredictable and challenging
- seem anxious, fearful or distressed
- provide an unlikely explanation for their injury or their behaviour.

If you are concerned for a child's health, welfare or safety in any way you must speak to the Designated Safeguarding Lead (DSL) Emma Harris, or a senior member of staff before you leave the school site.

**Do not** question the student or try to secure evidence. Your responsibility is to report your concern, not to investigate.

If a student tells you something that suggests they are at risk of harm, allow them to tell you as much as they wish and let them know that you must pass the information on to the DSL.



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If you become concerned about a student's immediate safety, notify the nearest member of staff and tell them why you are concerned.

You should complete a Student Welfare and Incident Report Form (available in Main Reception and Student Services) and hand it to the DSL or a senior member of staff before you leave the school site. Ask a senior member of staff if you would like help to complete the form. If you have any questions or wish to see our Child Protection Policy please contact the DSL.

**Useful Contact Numbers**

<b>Student</b>	<b>Services</b>	<b>Ext</b>	<b>123</b>
<b>Admin</b>	<b>Reception</b>	<b>Ext</b>	<b>100</b>
<b>Emma Harris (DSL) Ext 500</b>			

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## APPENDIX 9: Key Legislation and Guidance

<b>The Education Act</b>	2002	Following the death of Lauren Wright in 2000 serious concerns were raised about the child protection responsibilities of schools. By including a duty to safeguard and promote welfare, this act means that any failure to have arrangements in place may be grounds for the secretary of state to take action against a local authority, governing body or proprietor.
<b>The Children Act</b>	2004	This act came about as a direct result of the Laming enquiry into the death of Victoria Climbié. The overall aims were to improve children's services and their ability to safeguard and promote welfare through improving interagency working; information sharing; establishing local safeguarding children's boards (LSCPs) and establishing an integrated inspection framework.
<b>The Safeguarding Vulnerable Groups Act</b>	2006	The Bichard Inquiry into the circumstances surrounding the deaths of Holly Wells and Jessica Chapman identified systemic failures in the vetting arrangements of staff who work in schools. This act lays the foundation for a new vetting and barring system for all those who work with children and vulnerable adults. The Criminal Records Bureau processes the registrations to the scheme.
<b>Working together to safeguard Children.</b>	Latest version 2006	Guidance documents are issued to support schools in meeting their obligations to their students, to provide clarification of the requirements of legislation and to promote best practice.
<b>Safeguarding Children and Safer Recruitment in Education</b>	2006	This document is the definitive guidance to support the school's responsibilities under section 175 or 157 of the education act 2002.
<b>What to do if you are worried a Child is being abused</b>	Reissued 2006	Part of the non-statutory guidance for Every Child matters: <i>Change for Children</i> . This summarises best practice guidance and key processes found in <i>Working together to Safeguard Children</i> .
<b>Every Child Matters</b>	2004	This sets out the national framework for local change programmes to build services around the needs of children and young people.
<b>Guidance for Safe working Practice for Adults who work with Children and young People.</b>	2007	This guidance addresses many potentially difficult areas, for example, one-to-one working; physical contact; the administration of medicines; dress and appearance and infatuations.
<b>Use of Force to Control or restrain Students</b>		Non-statutory. This replaces circular 10/98 and relates to section 550A of the Education Act 1996 and section 93 of the Education and Inspection Act 2006. It applies to all schools. In addition the following guidance covers working with students whose behaviour results from a learning disability, autistic spectrum disorder or emotional and social difficulties: <ul style="list-style-type: none"> <li>(i) <i>Guidance on the use of physical force for staff working with children and adults who display extreme behaviour associated with learning disability and/or autistic spectrum disorder (DfES, 2002)</i></li> <li>(ii) <i>Guidance on the use of physical intervention for students with severe behavioural difficulties (DfES, 2002).</i></li> </ul>



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		<i>Use of Force to Control or Restrain Students</i> seeks to clarify under what circumstances school staff can legally apply force, which staff have the authority to apply force and how schools can develop best practice.
<b>Safeguarding in schools: Best Practice</b>	Sept 2011	This report illustrates and evaluates the features of best practice in safeguarding, based on inspection evidence from the 19% of all maintained primary, secondary and special schools, residential special schools and student referral units inspected between September 2009 and July 2010 where safeguarding had been judged outstanding. It also draws on a more detailed analysis and evaluation of safeguarding practice in a small sample of outstanding schools visited by Her Majesty's Inspectors.
<b>Ofsted new framework for Inspections</b>	May 2012	While there is no specific judgment for safeguarding, inspectors will continue to evaluate schools' compliance with statutory requirements on safeguarding.
<b>The Teacher Standards</b>	2012	States that teachers, including head teachers should safeguard students' wellbeing and maintain public trust in the teaching profession as part of their professional duties
<b>Working Together to Safeguarding Students</b>	2013	This statutory guidance covers the legislative requirements and expectations on individual services to safeguard and promote the welfare of students. It also provides the framework for LSCPs to monitor the effectiveness of local services, including safeguarding arrangements in schools.
<b>Keeping Students Safe in Education</b>	2014	Keeping Children Safe in Education April 2014 - statutory guidance for schools and colleges Keeping Children Safe in Education April 2014 – information for all school and college staff Schools must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of students. This applies to all schools, including Academies, and <b>all staff should read Part One of this guidance. Staff can find a copy of Part One in the MAIN OFFICE.</b>
<b>Protecting Children From Radicalisation: The Prevent Duty</b>	July 2015	DfE advice for schools and childcare providers on preventing children and young people from being drawn into terrorism.
<b>Guidance on The Use Of Social Media For Online Radicalisation</b>	1 July 2015	DfE guide for schools on how terrorist groups such as ISIL use social media to encourage travel to places such as Syria and Iraq.
<b>Information Sharing Advice for Safeguarding Practitioners</b>	2015	Know when it's ok to share information about a child with other professionals.
<b>Young Carers: 'Young Carers (Needs</b>	April 2015	New regulations came into force on 1 April 2015 which set out the responsibilities of Local Authorities for carrying out needs



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<b>Assessments) Regulations</b>		assessments of Young Carers: 'Young Carers (Needs Assessments) Regulations 2015'.
<b>What to do if you're worried a child is being abused: Advice for Practitioners 2015 - for all professionals working with children, including Early Years.</b>	2015	It explains: <ul style="list-style-type: none"> <li>•the signs of abuse and neglect to look out for</li> <li>•the action to take if you think a child is being abused or neglected</li> </ul> This replaces the previous version of 'What to do if you're worried a child is being abused' (2006). This summarises best practice guidance and key processes found in Working together to Safeguard Children 2015.
<b>Keeping Children Safe in Education: Information for all Schools and College Staff (2015)</b>	July 2015	Keeping Children Safe in Education July 2015 - statutory guidance for schools and colleges Keeping Children Safe in Education July 2015 – information for all school and college staff Schools must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of students. This applies to all schools, including Academies, and all staff should read Part One of this guidance. Staff can find a copy of Part One in the MAIN OFFICE.
<b>Working Together To Safeguard Children for all professionals working with children.</b>	2015	Guidance documents are issued to support schools in meeting their obligations to their students, to provide clarification of the requirements of legislation and to promote best practice.
<b>The Counter-Terrorism and Security Act 2015</b>	2015	Section 26 of the Counter Terrorism and Security Act places a statutory duty on certain bodies to have a “due regard to prevent people from being drawn into terrorism.
<b>Thresholds and Pathways - October 2015</b>	2015	NSCB updated guidance on safeguarding children .  The changes include: Reference to the Early Help Assessment (EHA) which replaced the Common Assessment for Families (CAF) on 1st June 2015.  Integration of the NSCB “Tackling Child Sexual Exploitation (CSE) Toolkit” and it’s CSE Assessment  The “Northamptonshire Toolkit for Supporting Children and Young People Presenting with Self-Harming Behaviours, or Intent to Self-Harm”  The NSCB Female Genital Mutilation (FGM) Risk Assessment Toolkit and it’s Concealed Pregnancies - Practice Guidance

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		<p>Cross referencing with the Northamptonshire County Council Early Help Practice Manual and an Early Help Assessment Handbook Updated guidance on information sharing to reflect updated guidance from central government.</p>
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<b>Mandatory reporting of female genital mutilation: procedural information</b>	Oct 2015	Gives relevant professionals and the police an understanding of the new female genital mutilation (FGM) mandatory reporting duty.
<b>Serious Crime Act 2015</b>	Oct 2015	The duty will require regulated health and social care professionals and teachers in England and Wales to report known cases of FGM in under 18-year-olds to the police. It will come into force on 31 October 2015.
<b>Northamptonshire Multi agency Neglect Strategy</b>	Oct 2015	The Northamptonshire Neglect Strategy has been developed to ensure our workforce (including services that work with vulnerable adults) is able to recognise neglect and provide an effective response which will improve outcomes for children, young people and their families.
<b>KCSIE Updates from Sept 5<sup>th</sup> 2016</b>	May 2016	Updated guidance – relating to the responsibility of everyone to report, DSL role and emphasis on Early Help intervention
<b>Children missing Education</b>	Sept 2016	Statutory Guidance
<b>Working together to Safeguard Children</b>	Feb 2017	Updated guidance included updated definition on CSE
<b>Child Sexual Exploitation</b>	Feb 2017	Updated definition
<b>Criminal Exploitation of Children and Young Adults: County Lines Guidance</b>	July 2017	Guidance for frontline staff, to enable them to recognise the signs of criminal exploitation and respond accordingly



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<b>Promoting the education of looked after children and previously looked after children And the Designated Teacher for looked after and previously looked after children</b>	Feb 2018	Statutory guidance
<b>Sexual Violence and Sexual Harrassment between children in schools and colleges</b>	May 2018	New advice for schools and colleges on what sexual harassment and violence is, how to minimise the risk of it occurring, and what to do when it does occur
<b>Information Sharing</b>	July 2018	Advice to support practitioners in the decisions they take to share information, which reduces the risk of harm to children and young people and promotes their well-being
<b>Working together to safeguard children</b>	July 2018	Updated guidance
<b>Keeping Children Safe in Education</b>	Sept 2018	Updated statutory guidance
<b>Keeping Children Safe in Education</b>	Sept 2019	Updated statutory guidance
<b>Working together to safeguard children</b>	Dec 2020	Updated statutory guidance
<b>Multi agency Statutory Guidance on FGM</b>	July 2020	Updated statutory guidance
<b>Review of Sexual Abuse in Schools and Colleges</b>	June 2021	Updated statutory guidance

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<p><b>Keeping Children Safe in Education</b></p>	<p>Sept 2021</p>	<p>Updated statutory guidance</p>
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## APPENDIX 10: SELF HARM

### **Sponne School guidance for responding to students who self harm**

This guidance is based on information given by the **National Children's Bureau (NCB)**

#### **What to do if someone in school is self-harming**

If you find out that someone in school is self-harming then please follow this guidance and ensure that you pass the information on to the Designated person for Safeguarding or one of the deputies. You should also report this on My Concern or complete a Student Welfare and Incident Report Form to log your concerns.

Remember that this may be the first time that a student has spoken to someone about their self-harming.

- Your reaction to the student is very important. It is possible that you will find it very difficult to deal with the reality of someone who is self-harming. It can be very difficult to understand why someone would want to harm his or her own body. So, it is important that you take a non-judgmental attitude towards the young person. They must not feel rejected as a result of what they may have done and for turning to an adult to get help. Showing shock or possibly disgust can have a negative effect.
- Acknowledge their distress and show concern.
- If the student has approached you when you have time to talk then let them talk, give them time and really listen.
- If you become aware of the situation at a time when you do not have time to listen then make an arrangement to see them at another time or ask if they would like to speak to someone else straight away
- Make sure that you are honest and realistic about what you can and cannot do. For example, if you are their teacher you may not be able to help with their self-harming and may need to refer them to appropriate professionals, although, you may be able to help with other concerns such as exam stress.
- Remember that you can only fulfil your professional role. In other words, a teacher can help with teaching and counselling should be left to a counsellor.
- Be sure that they understand the limits of confidentiality and follow the guidelines on Safeguarding Students and let the student know that you have to pass on certain information.
- Once the Designated person is aware of the situation we can access the services that are available within school through the School Based Health Service
- Be prepared to follow up on any issues that may be affecting the student's wellbeing in school and act on any concerns (bullying/exam pressure/welfare issues).
- Be aware of your own needs for support. This is a difficult area to deal with and you may need someone to talk to so that you can do what is best to help and support the student.
- Supporting someone who is self-harming is not always about prevention. It may be more about helping them to manage it safely.

#### **Education and prevention**

It is important that we are aware of the possibility of self-harm and to train staff to recognise and manage it. It is helpful if staff have thought about self-harming behaviour, and the

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importance of being non-judgmental before their first encounter with someone who is self-harming. School's Child Protection Policy includes this guidance sheet on self-harm and an expectation that staff will have access to training and support.

We will:

- Strive to ensure that every student feels there is an adult in school who they can trust and talk to.
- All staff should be fully aware of their responsibilities with regard to Child Protection
- Ensure there is a procedure that is known to all staff and which starts at the point of recognising the symptoms through to helping that person in the most appropriate way (above guidance)
- Make sure it is an integral part of the Child Protection Policy
- Help employees cope with their feelings about self-harm if they need this support
- Keep an accessible list of local contacts for young people who self-harm and easy access to appropriate materials for students (The House/SEN)
- Consider other ways for students to express and manage pent up emotions.
- Inform parents, if appropriate, and the School Nurse Service, to access support and advice.

As up to one in ten teenagers harm themselves at some time, it is likely that at least some students in most schools are doing so. A student might decide to talk to you as someone they feel they can trust and seek out your help. Or it is possible that a friend of someone who is self-harming turns to you because they do not know how to help their friend.

### **Warning signs**

There is no such thing as a typical self-harmer, and anyone has the potential to self-harm. It can be very difficult to identify someone who is self-harming, particularly if the young person is trying to keep the behaviour secret.

Here are some signs that may indicate that someone is self-harming;

- Poor functioning at school
- Unexplained, frequent injuries
- Wearing long sleeves, long trousers etc. in warm weather
- Appears lonely, isolated, withdrawn or uninterested
- Low self-esteem
- Difficulty handling feelings and emotions
- Elusive, evasive or secretive, especially if asked about injuries
- Carrying razors, lighters or sharp objects that are not normally needed
- Any major change in behaviour of any kind.

Although self-harm may arise seemingly 'out of the blue' there are some life experiences that appear to increase the risk. These include;

- Sexual abuse
- Neglect
- Emotional abuse
- Physical abuse
- Loss or separation
- Parental mental health problems

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- Parental substance misuse

Other contributing factors may be stresses that a young person is currently facing. For example stress of coping with exams on top of other emotional difficulties. Bullying, pressure to fit in etc. may also contribute to stress leading to self-harm.

## **APPENDIX 11: Domestic Violence**

### **Definition of Domestic Violence:**

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

- psychological
- physical
- sexual
- financial
- emotional

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- controlling behaviour
- Coercive
- \*This definition includes so called 'honour' based violence, female genital mutilation (FGM) and forced marriage, and is clear that victims are not confined to one gender or ethnic group.  
(APCO 2013)

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

Sometimes children and young people who live with domestic violence can experience the following:

- become anxious or depressed
- have difficulty sleeping, nightmares, bed wetting or flashbacks
- complain of physical symptoms such as tummy aches.
- have temper tantrums, become aggressive
- behave as though they are much younger than they are.
- have problems at school, or may start truanting
- internalise their distress and withdraw from other people.
- have a lowered sense of self-worth
- older children may start to use alcohol or drugs
- begin to self-harm by taking overdoses or cutting themselves
- develop an eating disorder  
(source NSCB Domestic Violence briefing to schools October 2015)

If children are living with domestic violence, it is important to help them to understand the following:

- the abuser is completely responsible for the violence - you, your brothers and sisters, and the parent being abused are not to blame.
- Remember that if you are abused as a child this definitely doesn't mean that you are going to end up in a violent or abusive relationship yourself. Some research seems to show the opposite.
- Seeing what their parent went through means some people know what the effects are first-hand and never want to put anyone else through this.
- Others have found that through seeing the bad side of relationships they have learnt what to look out for.
- If they have any worries about this, they may want to talk to a friend, relative or counsellor.

To talk about anything at all **contact Childline - 0800 1111**

Childline is a confidential service for children and young people. It is open 24 hours a day, seven days a week. Calls are free and will not appear on the phone bill.

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More advice and support can be found on the following websites:

National Domestic Abuse Helpline

Refuge runs the National Domestic Violence helpline, which can be called free of charge and in confidence 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones.

Northamptonshire against domestic and sexual abuse

Nadasa is made up of different services across the county working together to support adults and children who risk or have experienced domestic or sexual abuse. Here you can access a range of services that can help.  
[www.nadasa.co.uk](http://www.nadasa.co.uk)

The Hideout is the first national website to support children and young people living with domestic violence, or to those who may want to help a friend. The site informs children and young people about domestic violence and helps them identify whether it is happening in their home. [www.thehideout.org.uk](http://www.thehideout.org.uk)

- The NSPCC has a helpline and a website for young people that offers advice on who to turn to for help if you are worried and need to talk. Visit the website [www.nspcc.org.uk](http://www.nspcc.org.uk) or call 0808 800 5000 (a freephone number available 24 hours a day).
- BBC Radio's One Life has information for young people

In school if you have concerns about students witnessing or being the victim or perpetrator of Domestic Violence report your concerns on MyConcern, or complete a welfare report form if you do not have access to MyConcern.

You may:

- See changes in behaviour
- Hear conversations where this is discussed
- A child may disclose this information to you
- A sibling, friend or parent may raise the concern
- The police or CYPS may make a welfare check
- See signs of bruising

Once you have passed on your concerns the DSL will take further actions including: talking to the student; contacting parents; contacting the MASH team to ascertain if there are existing concerns; or contacting the local PCSO.

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### **Domestic Violence Notification to Schools**

Upon receipt of a police referral, the Education Inclusion Team within Northamptonshire County Council will contact the designated safeguarding leads within each respective school and share information about the child or young person who has experienced or been subject to domestic abuse. Within the notification email there is a link to an online form. The DSL will access this link and complete the form to advise that they have received the notification and outline what support was offered to the student

The DSL leads can then share this information with relevant staff and they jointly assess what type of support (silent or overt) needs to be offered to the affected child or young person.

Some examples of the support offered are:

- Mentoring or someone to talk to
- Checking on well being
- Offering 'quiet time'
- Referrals to Social Care
- Just 'keeping an eye' on the individual
- Referrals to specialist support via an Early Help Assessment



## **APPENDIX 12: Underage Sexual activity and Child Sexual Exploitation (CSE)**

Cases of underage sexual activity which present cause for concern are likely to raise difficult issues and should be handled sensitively (*Working Together to Safeguard Children 2006*).

A child under 13 is not legally capable of consenting to sexual activity. Any offence under the Sexual Offences Act 2003 involving a child under 13 is very serious and should be taken to indicate a risk of significant harm to the child.

It is also an offence for any young person to engage in a sexual relationship under the age of 16 yrs but in a majority of cases it is not in the young person's interests for criminal proceedings to be instigated against them. The following checklist is intended to assist those working with young people to identify where these relationships may be abusive, and the children and young people may need the provision of protection or additional services. Decisions in this area need to be made by the designated person for child protection who will ensure that information is properly documented and actions recorded.

In assessing the nature of any particular behaviour it is essential to look at the facts of the actual relationship between those involved and take into account the considerations of the following checklist:

- The age of the child. Sexual activity at a young age is a very strong indicator that there are risks to the welfare of the child (boy or girl) and possibly others.
- The level of maturity and understanding of the child
- Age imbalance, in particular where there is a significant age difference
- Overt aggression or power imbalance
- Coercion or bribery
- Familial sexual offences
- Behaviour of the child i.e. withdrawn, anxious
- The misuse of substances as a disinhibitor
- Child making risky choices due to misuse of substances
- Whether attempts to secure secrecy have been made by the sexual partner
- Whether the methods used are consistent with grooming
- If the sexual partner is already known to the support agencies

Sponne School is committed to ensuring that all incidents of potential child sexual exploitation are reported and acted upon. The school follows the guidance and procedure set out in the NSCB CSE Toolkit.

<http://www.northamptonshirescb.org.uk/schools/cse-professionals/tackling-cse-toolkit-schools/>

Where students are not deemed to be at risk of CSE, they are encouraged to access the drop in service (Time 4 You). This service is covered by its own protocol regarding confidentiality and students can access contraception and advice. It is important to liaise with this service if a member of staff has concerns about the nature of a relationship. Concerns should be discussed with the DSL for child protection and recorded on MyConcern.

### **Child Sexual Exploitation**



The Government deplores the sexual exploitation of children, and will not tolerate failure at any level to prevent harm, support victims and bring offenders to justice. (Tackling Child Sexual Exploitation, March 2015, page 3).

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

(Child sexual exploitation Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation February 2017)

There can be a significant age gap between the young person and the perpetrator, though this is not always the case. Any young person is at risk of CSE, regardless of age, race, or cultural background. Incidents of Child Sexual Exploitation involving peers is rising statistically.

One of the key factors found in most cases of child sexual exploitation is the presence of some form of exchange (sexual activity in return for something); for the victim and/or perpetrator or facilitator.

Where it is the victim who is offered, promised or given something they need or want, the exchange can include both tangible (such as money, drugs or alcohol) and intangible rewards (such as status, protection or perceived receipt of love or affection). It is critical to remember the unequal power dynamic within which this exchange occurs and to remember that the receipt of something by a child/young person does not make them any less of a victim. It is also important to note that the prevention of something negative can also fulfil the requirement for exchange, for example a child who engages in sexual activity to stop someone carrying out a threat to harm his/her family.

Whilst there can be gifts or treats involved in other forms of sexual abuse (e.g a father who sexually abuses but also buys the child toys) it is most likely referred to as child sexual exploitation if the 'exchange', as the core dynamic at play, results in financial gain for or enhanced status of the perpetrator.

Where the gain is only for the perpetrator/facilitator, there is most likely a financial gain (money, discharge of a debt or free/discounted goods or services) or increased status as a result of the abuse.

If sexual gratification, or exercise of power and control, is the only gain for the perpetrator (and there is no gain for the child/young person) this would not normally constitute child sexual exploitation, but should be responded to as a different form of child sexual abuse.

Some of the indicators for CSE are as follows:

- Acquisition of money, clothes, mobile phones etc without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;



- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasingly secretive behaviour; and
- Self-harm or significant changes in emotional well-being

Child Sexual Exploitation is a form of child abuse. Any concerns about a child must be responded to urgently following the procedures outlined in the safeguarding policy.

In keeping with statutory guidance, no child under 13 years can be assessed as low risk if behaviours indicate involvement in CSE.

Anyone can make a referral into social care.

If a child is at risk of significant harm, please contact the MASH tel: 0300 126 1000, or the Police 101, or 999 immediately.

Sponne School will promote the right of young people have to feel safe, provide curriculum based input on development of healthy friendships and relationships, how to stay safe when using technology including mobile phone applications and social networking, sexual health and self-care, and an awareness of how young people can get help swiftly when interactions begin to feel unsafe. This will be achieved through a range of means, including and not limited to our whole school ethos, safeguarding policies (including behaviour and e-Safety), and the school's anti-bullying agenda. Sponne School will communicate with the whole-school community, ensuring all staff, volunteers and visitors are aware of how pupils are encouraged to keep themselves feeling safe. The school will work in partnership with parents, carers and families to support young people with online safety.

Pupils will be educated on hostile grooming processes and provided with information on how to protect themselves from people who may potentially be intent on causing harm. Young people at our school will be supported in terms of recognising and assessing risk in relation to CSE, and knowing how and where to get help. Useful resources list can be accessed at the end of this document. E-Safety is embedded throughout the school and young people will have strategies for how to respond when they feel unsafe online. The school will engage with outside support which may include visits from representatives from relevant charities (NSPCC, Barnardo's), and the Local Authority e-Safety officer for schools.

Senior management and governors in the school are committed to dealing with the issue of Child Sexual Exploitation, and will co-operate fully with outside agencies including the police, health and social care to enable potential situations of Child Sexual Exploitation to be identified rapidly and a swift response follows, in line with Local Safeguarding Children Board procedures, and clearly defined interventions can be put in place without delay. Interventions will include a robust multi-agency approach, based on an infrastructure of support around the young person and family. Support will be offered to the young person's peer group and their families, where appropriate.



Northamptonshire Safeguarding Children Board has an online assessment which can support professionals and practitioners who feel concerned about a child.  
<http://www.northamptonshirescb.org.uk/schools/cse-professionals/>

The agreed NSCB procedures for responding to concerns around Child Sexual Exploitation can be found at:  
<http://www.northamptonshirescb.org.uk/parents-carers/signs-of-child-sexual-exploitation/>

The Governors will monitor to ensure that preventative work is embedded in curriculum and in the school's ethos and is done in an appropriate and supportive way. The governing body will expect the following from all school staff:

- Appoint a lead governor for CSE. This can be the same person as the school's governor for Child Protection or Children in Local Authority Care.
- Ensure the school has at least one named person who is Designated Safeguarding Lead for CSE on staff.
- To attend training which includes understanding the risks and indicators of Child Sexual Exploitation and what to do if they think a young person is at risk of CSE.
- Must read and understand the Safeguarding and Child Protection policy in conjunction with this policy on Child Sexual Exploitation.
- Play an active role in supporting the school in its commitment to promoting the safety and welfare of all pupils.
- Demonstrate through their actions their awareness of risk of Child Sexual Exploitation and their ability to identify potential indicators that a young person may be at risk of grooming or experiencing early effects of the grooming process.
- Model behaviour which promotes young people's right to feel safe and helps them to behave towards each other in ways that respect each other's right to feel safe.
- To listen to all young people, record the Child's Voice accurately and gain consent before sharing the Child's View, where possible.
- Timescales are adhered to and any issues concerning Child Sexual Exploitation are passed onto the Designated Safeguarding Lead immediately, within the hour.

The Designated Safeguarding Lead/s will ensure that all staff are aware of the risk factors, signs and indicators, useful resources and details of local services, and have received training to increase their knowledge and develop confidence. Posters will be displayed and leaflets, raising awareness of local services and resources, will be readily available giving advice and information on child sexual exploitation. The school will work in partnership with the NSCB and other multi-agency partners to protect the young people within the school community.

The Designated Safeguarding Lead/s are responsible for ensuring that the Voice of the Child is enabled where risk of Child Sexual Exploitation is identified, and that this is done in a safe and sensitive way documenting in the young person's own words what is happening for them. The Designated Safeguarding Lead needs to make sure this happens and oversee the work/documentation, and check if the young person feels satisfied that the written transcript is accurate.

Designated Safeguarding Leads need to be aware that some of the lessons learned which have emerged from CSE around the country include a lack of information sharing. As with any safeguarding issue, the school's Designated Safeguarding Leads will be mindful of information sharing protocols and also their duty to safeguard children and young people when

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working with possible cases of CSE. It is suggested in government guidance (Tackling Child Sexual Exploitation 2015) that conversations had with a young person's peers can be helpful and illuminating when professionals have concerns about the young person

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## APPENDIX 13: Forced Marriage

### Characteristics that may indicate forced marriage

Whilst each individual case of forced marriage and attempted forced marriage is 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
- evidence of family disputes/conflict, domestic violence/abuse or running away from home

On their own these characteristics may not indicate forced marriage. However, it is important for the school to be satisfied that where these behaviours occur, they are not linked to forced marriage.

It is important to avoid making assumptions about an individual student's circumstances or act on the basis of stereotyping. For example, an extended holiday may be just that and not necessarily a pretext for forced marriage.

When investigating, schools need to proceed with sensitivity. Where teachers have any concerns about the safety or welfare of an individual student, they should follow the child protection procedures, record concerns onto My Concern or if no access on the **Student Welfare and Incident Report form**.

The DSL will follow up with actions that could include:

- Talking to the student
- Contacting the MASH through a CYPS referral
- Contacting the local PCSO
- Contacting the County LADO



## APPENDIX 14: Female Genital Mutilation (FGM)

### Definition of Female Genital Mutilation

FGM involves procedures that include the partial or total removal of the external female genital organs for cultural or other non-therapeutic reasons. The practice is medically unnecessary, extremely painful and has serious health consequences, both at the time when the mutilation is carried out and in later life.

'Known' cases are those where either a girl informs the person that an act of FGM – however described – has been carried out on her, or where the person observes physical signs on a girl appearing to show that an act of FGM has been carried out and the person has no reason to believe that the act was, or was part of, a surgical operation.

FGM is prevalent in 28 African countries as well as in parts of the Middle East and Asia. It has been estimated that over 20,000 girls under the age of 15 are at high risk of FGM in the UK each year and that 66,000 women in the UK are living with the consequences, although its true extent is unknown due to the hidden nature of the crime.

FGM is practised by families for a variety of complex reasons but often in the belief that it is beneficial for the girl or woman. FGM constitutes a form of child abuse and violence against women and girls, and has severe short-term and long-term physical and psychological consequences.

### The Law

Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act 2003 ("the 2003 Act"). It is a form of child abuse and violence against women. FGM comprises all procedures involving partial or total removal of the external female genitalia for non-medical reasons.

Mandatory Reporting of Female Genital Mutilation – procedural information came into force on 31st October 2015. From 31st October 2015 the act introduced a mandatory reporting duty which requires health, social care professionals and teachers in England and Wales to report 'known' cases of FGM in under 18s which they identify in the course of their professional work to the police.

Complying with the duty does not breach any confidentiality requirement or other restriction on disclosure which might otherwise apply. The duty is a personal duty which requires the individual professional who becomes aware of the case to make a report; the responsibility cannot be transferred. The only exception to this is if you know that another individual from your profession has already made a report; there is no requirement to make a second. The duty does not apply in relation to at risk or suspected cases or in cases where the woman is over 18. In these cases, you should follow the NSCB's local safeguarding procedures which can be found in the procedures manual.

### Types of FGM

FGM has been classified by the World Health Organization into four types:

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- Type 1 – Clitoridectomy: partial or total removal of the clitoris (a small, sensitive and erectile part of the female genitals) and, in very rare cases, only the prepuce (the fold of skin surrounding the clitoris).
- Type 2 – Excision: partial or total removal of the clitoris and the labia minora, with or without excision of the labia majora (the labia are the ‘lips’ that surround the vagina).
- Type 3 – Infibulation: narrowing of the vaginal opening through the creation of a covering seal. The seal is formed by cutting and repositioning the inner, or outer, labia, with or without removal of the clitoris.
- Type 4 – Other: all other harmful procedures to the female genitalia for non-medical purposes, e.g. pricking, piercing, incising, scraping and cauterising the genital area. The age at which girls undergo FGM varies enormously according to the community.

The procedure may be carried out when the girl is newborn, during childhood or adolescence, just before marriage or during the first pregnancy. However, the majority of cases of FGM are thought to take place between the ages of 5 and 8 and therefore girls within that age bracket are at a higher risk.

### **Girls most at risk**

- Members of a community whose country of origin practices FGM and that is less integrated into UK society
- A girl whose sister or other relatives have undergone FGM
- A girl whose parents have withdrawn her from lessons featuring FGM (where other warning signs are also present)
- Families making preparations for extended holidays to countries where FGM is practiced
- A girl talking about a special procedure or ceremony or that she is going to “become a woman”
- Families may practice FGM when a female family elder is visiting from the country of origin (if other warning signs are also present)

### **What to do if you suspect a girl is at risk of FGM and identifying the warning signs**

FGM is child abuse and if you suspect a child is at risk, you should always follow our safeguarding procedure.

There are key warning signs. Students could be at particularly high risk of FGM during the school summer holidays so if you have concerns regarding disclosure by a student or friend, conversations overheard between students or extended holiday arrangement requested you should use the Student Welfare report form to record your concerns.

### **Promoting girls’ and young women’s safety – FGM as part of PSHE curriculum provision**

One of the most sustainable ways of promoting the safety of girls and young women and seeking to prevent FGM is to make it a key component of the school’s PSHE education

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curriculum. This will be done within or as part of sex and relationships education or as part of a topic on personal safety.

If you suspect that a child may be at risk, the NSPCC FGM helpline offers 24 hour support and advice – 0800 028 3550 or email [fgm.help@nspcc.org.uk](mailto:fgm.help@nspcc.org.uk)

If you have any concerns about a student please complete the **Report form on Myconcern**

The DSL will follow up with actions that could include:

- Talking to the student
- Contacting the local PCSO
- Contacting the County LADO
- Using the FGM toolkit and following the NSBC Safeguarding procedures on FGM <http://www.northamptonshirescb.org.uk/health-professionals/safeguarding-topics/mandatory-reporting-fgm/>
- In instances where the risk of harm to a child is judged to be high i.e. that is it likely that FGM will happen in the near future or has happened and a child is suffering harm, there should be no delay in referring the child to Safeguarding Children's Services via Multi-Agency Safeguarding Hub (MASH) Tel. 0300 126 7000



## APPENDIX 15: Safeguarding Children who are vulnerable to extremism and radicalisation

Section 26 of the Counter-Terrorism and Security Act 2015 places a duty on certain bodies, listed in Schedule 3 to the Act, to have "due regard to the need to prevent people from being drawn into terrorism".

- Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause

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

Children may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities and use their judgement in identifying children who might be at risk of radicalisation.

### Indicators of vulnerability include:

- **Identity Crisis** – the child is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- **Personal Crisis** – the child may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- **Personal Circumstances** – migration; local community tensions; and events affecting the child's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- **Unmet Aspirations** – the child may have perceptions of injustice; a feeling of failure; rejection of civic life;
- **Experiences of Criminality** – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;

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- **Special Educational Need** – children may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

**However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.**

**More critical risk factors could include:**

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

**Identification of concerns**

- Expression of views which discriminate against protected groups or individuals
- Third party reports of concerns about behaviour e.g. plans to travel abroad or extremist activities
- Evidence of discriminatory treatment of other groups or individuals
- Evidence of bullying behaviour or harassment
- Evidence of non-compliance with the provider's expectations of behaviour
- Possessing, accessing extremist materials.
- Evidence of family concern about vulnerability to extremism
- Expression of extremist views including on social media
- Use of extremist language
- Threats of violence

Institutions are expected to encourage students to respect other people with particular regard to the protected characteristics set out in the Equality Act 2010

Sponne School will tackle extremism by equipping learners with the knowledge, skills and ability to reflect on and be reflexive about current and historical debates. We will provide learners with the opportunity to learn about different cultures and faiths and to debate shared values, so as to enable them to become involved in decision- making about important and real issues. We will attempt to raise awareness; provide information; enable learners to make a positive contribution; protect the wellbeing of learners; and help manage risks

**Preventing Violent Extremism-  
Roles and Responsibilities of the DSL with regards to radicalisation**

The DSL for Sponne School is Emma Harris, who is responsible for:

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- Ensuring that staff of the school are aware that you are the DSL in relation to protecting children from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing children from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of Sponne School in relation to protecting children from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's PHSE, RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the school about the safeguarding processes relating to protecting children from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to children who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information in relation to referrals of vulnerable children into the LSBC and Channel\* process;
- attending LSBC and Channel\* meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the LSBC Prevent Co-ordinator/ Channel\*; and
- Sharing any relevant additional information in a timely manner.

\* Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to be drawn into terrorism and consider the appropriate support required.

**Further information can be found at:**

PREVENT Team, Force Headquarters, Northamptonshire Police  
Wootton Hall, Mereway, Northampton

**Telephone: 101, Email: [peo@northants.pnn.police.uk](mailto:peo@northants.pnn.police.uk)**

**Prevent Duty Risk Assessment/Action Plan**

No	Prevent Vulnerability/Risk Area	Risk Y/N	Action taken/already in place to mitigate/address risk	Owner	When	RAG
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1	<p><u>LEADERSHIP</u></p> <p>Do the following people have an good understanding of institutional responsibilities in relation to the "Prevent D</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Board of Governors</li> <li><input type="checkbox"/> SLT</li> <li><input type="checkbox"/> Staff</li> <li><input type="checkbox"/> Student Council</li> <li><input type="checkbox"/> Safeguarding team</li> </ul>					
2	<p><u>Partnership</u></p> <ol style="list-style-type: none"> <li>1) Is there active engagement from the institution's Governors, SLT, managers and leaders?</li> <li>2) Does the institution have an identified single point of contact (SPOC) in relation to Prevent?</li> <li>3) Does the institution engage with the BIS Regional Prevent Coordinator, Local Authority Police Prevent Leads and engage with local Prevent Boards/Steering Groups at Strategic and Operational level?</li> </ol>					
3	<p><u>Staff Training</u></p> <p>Do all staff have sufficient knowledge and confidence to:</p> <ol style="list-style-type: none"> <li>1) exemplify British Values in their management, teaching and through general behaviours in the institution</li> <li>2) understand the factors that make people vulnerable to being drawn into terrorism and to challenge extremist ideas which are used by terrorist groups and can purport to legitimise terrorism</li> <li>3) have sufficient training to be able to recognise this vulnerability and be aware of what action to take in response</li> </ol>					
4	<p><b>Welfare, pastoral and Chaplaincy support</b></p> <ol style="list-style-type: none"> <li>1) Are there adequate arrangements and resources in place provide pastoral care and support as required by the institution?</li> <li>2) Does the institution have chaplaincy provision or is this support signposted locally or brought in?</li> <li>3) Are their adequate monitoring arrangements to ensure that this support is effective and supports the institutions welfare and equality policies?</li> <li>4) Does the chaplaincy support reflect the student demographic and need?</li> </ol>					
5	<p><u>Speakers and Events</u></p> <ol style="list-style-type: none"> <li>1) Is there an effective policy/framework for managing speaker requests?</li> </ol>					



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	<p>2) Is it well communicated to staff/students and complied with?</p> <p>3) Is there a policy/framework for managing on site events i.e. charity events?</p> <p>4) Are off site events which are supported, endorsed, funded or organised through the institution subject to policy/framework?</p>					
6	<p><u>Safety Online</u></p> <p>1) Does the institution have a policy relating to the use of IT and does it contain a specific reference and inclusion of the Prevent Duty?</p> <p>2) Does the institution employ filtering/firewall systems to prevent staff/students/visitors from accessing extremist websites and material?</p> <p>3) Does this also include the use of using their own devices via Wi-Fi?</p> <p>4) Does the system alert to serious and/or repeated breaches or attempted breaches of the policy?</p>					
7	<p><u>Prayer and Faith Facilities</u></p> <p>1) Does the institution have prayer facilities?</p> <p>2) Are they good governance and management procedures in place in respect of activities and space in these facilities?</p>					
8	<p><u>Site Security</u></p> <p>1) Are there effective arrangements in place to manage access to the campus by visitors and non-students/staff?</p> <p>2) Is there a policy regarding the wearing of ID on site? Is it enforced?</p> <p>3) Are dangerous substances kept and stored on site?</p> <p>4) Is there a policy in place to manage the storage, transport, handling and audit of such substances?</p> <p>5) Is there a policy covering the distribution (including electronic) of leaflets or other publicising material?</p> <p>6) Does the institution intervene where off site activities are identified or are likely to impact upon staff and/or students i.e. leafleting, protest etc?</p>					
9	<p><u>Safeguarding</u></p> <p>1) Is protection against the risk of radicalisation and extremism included within Safeguarding and other relevant policies?</p> <p>2) Do Safeguarding and welfare staff receive additional and ongoing training to enable the effective understanding and handling of referrals relating to radicalisation and extremism?</p> <p>3) Does the institution utilise Channel as a support mechanism in cases of radicalisation and extremism?</p> <p>4) Does the institution have a policy regarding referral to Channel identifying a recognised pathway and threshold for referral?</p>					
10	<p><u>Communications</u></p> <p>1) Is the institution Prevent Lead and their role widely known across the institution?</p>					



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	<p>2) Are staff and students made aware of the Prevent Duty, current risks and appropriate activities in this area?</p> <p>3) Are there information sharing protocols in place to facilitate information sharing with Prevent partners?</p>					
11	<p><u>Incident Management</u></p> <p>1) Does the institution have a critical incident management plan which is capable of dealing terrorist related issues?</p> <p>2) Is a suitably trained and informed person identified to lead on the response to such an incident?</p> <p>3) Does the Communications/Media dep't understand the nature of such an incident and the response that may be required?</p> <p>4) Does the institution have effective arrangements in place to identify and respond to tensions on or off campus which might impact upon staff, student and/or public safety?</p> <p>5) Are effective arrangements in place to ensure that staff and students are appraised of tensions and provide advice where appropriate?</p>					
12	<p><u>Staff and Volunteers</u></p> <p>1) Does awareness training extend to sub-contracted staff and volunteers?</p> <p>2) Is the institution vigilant to the radicalisation of staff by sub-contracted staff and volunteers?</p>					
13	<p><u>Freedom of Expression</u></p> <p>1) Does the institution have a Freedom of Speech/Expression policy?</p> <p>2) Does this policy recognise and incorporate the risks associated with radicalisation and extremism?</p> <p>3) Is the need to protect vulnerable individuals covered within this policy?</p>					

**RECORDING PROCEDURE**

	Who	Action	Detail
1.	Person with concern	Complete a recording form or record on MyConcern	Any member of staff, volunteer or visitor who identifies or receives a concern about the safety or welfare of a child should complete an online MyConcern or if do not have access a Student Welfare and Incident Report form (unless the concern is of an urgent nature in which case appropriate action should be taken immediately and the form completed afterwards). If you feel that there is an immediate danger to the life of the individual or others then call 999. Staff can also report suspected online terrorist content by following 'Report online terrorist material' and refer any content of concern directly to social media platforms details of how to do this can be found at UK Safer Internet Centre website. (Forms can be found at Main reception or student services reception).
2.	Person with concern	Take the form to the Designated safeguarding Person	On completion of the form the person should speak to the DSL to check they have received the online form, or hand the paper form in person. If this person is unavailable the form should be taken to whoever acts in his or her absence.

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			Important: The form is designed to facilitate a discussion about the concern or incident. The form <u>must not</u> be left for the DSL to access at a later date, for example in their pigeonhole or post tray. This may cause a critical delay in dealing with the concern and impact on confidentiality
3.	Person with concern <u>and</u> DSL	Discuss concern with the DSL and agree actions	The person who has made the recording should discuss the concern with the DSL. They should agree together, in conjunction with the LSCP Inter-Agency Safeguarding Procedures and Thresholds Framework what action should be taken and by whom (see Suggested Actions). Advice and guidance can be sought from the Prevent Engagement Officers at Northamptonshire Police <b>Telephone: 101</b> <b>Email: <a href="mailto:peo@northants.pnn.police.uk">peo@northants.pnn.police.uk</a></b>  These actions should be recorded on the Concerns Chronology Form, and all parties should agree how and when the actions will be reviewed.
4.	DSL	Add a summary to the Child Concerns Chronology	A summary of the concern and the actions agreed should be added to MyConcern.
5.	Person with concern and DSL	Review the actions	The review discussion should consider if the previously agreed actions have been completed and if further action or review is required. The key points of this discussion should be recorded on the back of the original Student Welfare and Incident Report Form.

### Appendix 16 – Private Fostering Arrangements

A privately fostered child is a child under 16 (or 18 if disabled) who is cared for by an adult who is not a parent, grandparent, aunt, uncle, step parent, sister or brother where the child is to be cared for in that person's home for 28 days or more. For the purpose of the Act, the term "parent" includes unmarried or putative father. "A close relative" as described above, can be by full or half-blood or by affinity or step-parent. A cousin, great aunt/uncle or a family friend are not considered close relatives. Sibling, aunt, uncle, grandparent, step-parent are considered to be close relatives.

A child who is Looked After or placed in any residential home, hospital or school is excluded from the definition. In a private fostering arrangement, the parent retains Parental Responsibility.

#### Notifications to the Local Authority

Where a child is to be placed with private foster carers, the local authority must be notified in writing at least 6 weeks before an arrangement begins. Where no prior notification of a placement is given, private foster carers must notify the local authority of the placement immediately.

The person making the notification should be asked to provide the following information:



- The name, gender, date and place of birth and address of the child;
- The racial origin, cultural and linguistic background and religion of the child;
- The names and address of the person giving the notice and any previous address within the last five years;
- The name and addresses of the child's parents and any previous addresses within the last 5 years;
- If different, the name and address of the person from whom the child was or is to be received;
- The name and address of the private foster carers and any previous addresses within the last 5 years;
- The name and address of any other person who is involved in making the arrangement;
- The name and address of any siblings of the child who are under 18, and the current arrangements for their care;
- The purpose and likely duration of the arrangement;
- The intended date when the child is to be placed with the private foster carers or the date when the placement began.

In relation to notifications given by the private foster carer or proposed private foster carer, the following information should also be obtained:

- Any offence of which he/she or any other member of the household has been convicted;
- Any disqualification or prohibition (see Section 9, Prohibition and Disqualification) placed on him/her or any other member of the household;
- Any actions taken or orders made in relation to the private foster carer or any child who is or was a member of the same household.
- Written notification must also be made to the local authority by the private foster carer within 48 hours of any change in circumstances, e.g. a change of address, a change in the household, a criminal conviction/disqualification or prohibition (see Section 9, Prohibition and Disqualification) in relation to any person in the household or any intention to foster another child privately.

Where notification is that the private foster carers have moved to live in the area of another local authority, the social worker must immediately pass to the new authority the name and address of the foster carer, the name of the child being privately fostered, the name and address of the child's parents.

When notification is that the placement has ended, the social worker should ascertain the name and address of the person now caring for the child and his or her relationship with the child.

Parents also have a duty to notify the local authority in writing of the ending of the placement including the name and address of the person into whose care the child has moved.

Any agency that becomes aware of a private fostering arrangement must immediately notify the local authority in writing of the arrangement and must inform the parent and private foster carer of their intention to do so.



### **APPENDIX 17: Children Missing from Education**

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. A child going missing from education is a potential indicator of abuse or neglect.

School and college staff should follow the school's or college's procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future. Schools and colleges should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions.

It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, Female Genital Mutilation and forced marriage. Schools

The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers.

All schools must inform their local authority of any pupil who is going to be removed from the admission register where the pupil:

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

The local authority must be notified when a school is to remove a pupil from its register for any of the five grounds above. This should be done as soon as these grounds for removal from the register are met, and in any event no later than removing the pupil's name from the register. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education and follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect. All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.



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## **APPENDIX 18 – Sexual violence and sexual harassment between children in schools and colleges**

### Context

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college.

Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. Staff should be aware that some groups are potentially more at risk.

Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBT children are at greater risk. Staff should be aware of the importance of:

- challenging inappropriate behaviours;
- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and,
- challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

What is sexual violence and sexual harassment?

### Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way and that it can happen both inside and outside of school/college.

When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003/135 as described below:

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

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



**Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent, or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.) Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

### **What is consent?**

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

a child under the age of 13 can never consent to any sexual activity;

- the age of consent is 16;
- sexual intercourse without consent is rape.

### **Sexual harassment**

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school/college. When we reference sexual harassment, we do so in the context of child on child sexual harassment.

Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
  - consensual and non-consensual sharing of nude and semi-nude images and/or videos.
  - sharing of unwanted explicit content;
  - upskirting (is a criminal offence<sup>141</sup>);
  - sexualised online bullying;
  - unwanted sexual comments and messages, including, on social media;
  - sexual exploitation; coercion and threats.

### **Upskirting**

The Voyeurism (Offences) Act 2019, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's

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clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any sex, can be a victim.

**The response to a report of sexual violence or sexual harassment**

The initial response to a report from a child is incredibly important. How the school or college responds to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. If staff have a concern about a child or a child makes a report to them, they should record the concern on MyConcern. and speak to the DSL or DDSL.



## **APPENDIX 19 :**

### **How the school responds to allegations that may meet the harms threshold**

This section of this policy applies to all cases in which it is alleged that a current member of staff, including a supply teacher or volunteer, has:

- behaved in a way that has harmed a child, or may have harmed a child, or
- 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 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.

It applies regardless of whether the alleged abuse took place in the school or elsewhere. Allegations against a teacher who is no longer teaching and historical allegations of abuse will be referred to the police.

We will deal with any allegation of abuse against a member of staff or volunteer quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation. Our procedures for dealing with allegations will be applied with common sense and judgement.

### **Suspension of the accused until the case is resolved**

Suspension will not be the default position, and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative. We will seek views from our personnel adviser, the local authority designated officer/s, the police and/or Children's Social Care (as appropriate).

Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned.
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children.
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents have been consulted.
- Temporarily redeploying the individual to another role in a different location, for example to an alternative school or other work for the academy trust

### **Definitions for outcomes of allegation investigations**

- **Substantiated:** there is sufficient evidence to prove the allegation
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive
- **False:** there is sufficient evidence to disprove the allegation
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)
- **Unfounded:** to reflect cases where there is no evidence or proper basis which

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supports the allegation being made

### **Procedure for dealing with allegations**

In the event of an allegation that meets the criteria above, the headteacher (or chair of governors where the headteacher is the subject of the allegation) – the ‘case manager’ – will take the following steps:

- Immediately discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children’s social care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police).
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children’s social care services, where necessary). Where the police and/or children’s social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies.
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children’s social care services, as appropriate.
- **If immediate suspension is considered necessary**, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details.
- **If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation.
- **If it is decided that further action is needed**, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or Children’s Social Care services as appropriate.
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate.
- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children’s social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice



- Keep the parents or carers of the child/children involved informed of the progress of the case and the outcome, where there is not a criminal prosecution, including the outcome of any disciplinary process (in confidence)
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child

***All schools continue with:***

- If the school is made aware that the Secretary of State has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.
- Where the police are involved, wherever possible the academy trust will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

**Additional considerations for supply staff**

If there are concerns or an allegation is made against someone not directly employed by the school, such as supply staff provided by an agency, we will take the actions below in addition to our standard procedures.

We will never cease to use a supply teacher for safeguarding reasons without first finding out the facts and liaising with the Local Authority Designated Officer to reach a suitable outcome. The governing board will discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, while the school carries out the investigation

We will involve the agency fully, but the school will take the lead in collecting the necessary information and providing it to the local authority designated officer as required.

We will address issues such as information sharing, to ensure any previous concerns or allegations known to the agency are taken into account (we will do this, for example, as part of the allegations management meeting or by liaising directly with the agency where necessary).

When using an agency, we will inform them of our process for managing allegations, and keep them updated about our policies as necessary, and will invite the agency's HR manager or equivalent to meetings as appropriate.

**Timescales**

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious will be resolved within 1 week.
- If the nature of an allegation does not require formal disciplinary action, we will institute appropriate action within 3 working days.
- If a disciplinary hearing is required and can be held without further investigation, we will hold this within 15 working days.

**Specific actions**

**Action following a criminal investigation or prosecution**

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The case manager will discuss with the designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or children's social care services.

### **Conclusion of a case where the allegation is substantiated**

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the case manager and the school's personnel adviser will discuss with the designated officer whether to make a referral to the DBS for consideration of whether inclusion on the barred lists is required. If they think that the individual has engaged in conduct that has harmed (or is likely to harm) a child, or if they think the person otherwise poses a risk of harm to a child, they must make a referral to the DBS.

If the individual concerned is a member of teaching staff, the case manager and personnel adviser will discuss with the designated officer whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

### **Individuals returning to work after suspension**

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

### **Unsubstantiated or malicious allegations**

If an allegation is shown to be deliberately invented, or malicious, the headteacher, or other appropriate person in the case of an allegation against the headteacher, will consider whether any disciplinary action is appropriate against the pupil(s) who made it, or whether the police should be asked to consider whether action against those who made the allegation might be appropriate, even if they are not a pupil.

### **Confidentiality**

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the local authority's designated officer, police and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared.
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality.
- What, if any, information can be reasonably given to the wider community to reduce speculation.
- How to manage press interest if, and when, it arises.

### **Record-keeping**

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case. Such records will include:

- A clear and comprehensive summary of the allegation.
- Details of how the allegation was followed up and resolved.

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- Notes of any action taken and decisions reached (and justification for these, as stated above).

If an allegation or concern is not found to have been malicious, the school will retain the records of the case on the individual's confidential personnel file, and provide a copy to the individual.

Where records contain information about allegations of sexual abuse, we will preserve these for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry. We will retain all other records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer. The records of any allegation that is found to be malicious will be deleted from the individual's personnel file.

### References

When providing employer references, we will not refer to any allegation that has been proven to be false, unsubstantiated or malicious, or any history of allegations where all such allegations have been proven to be false, unsubstantiated or malicious.

### Learning lessons

After any cases where the allegations are *substantiated*, we will review the circumstances of the case with the local authority's designated officer to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual

For referrals regarding adults in education and other information on the role of the Designated Officer (formerly LADO) please visit:

**<http://www.northamptonshirescb.org.uk/schools/referrals-eha/designated-officer/>**

See Sponne website for the details of the Chair of Governors.

Multi-Agency Safeguarding Hub: **0300 126 7000 (Option 1)**

If it is decided that the allegation does not meet the threshold for safeguarding, it will be handed back to the employer for consideration via the school's internal procedures.



## Appendix 20: Useful Links

### Local

Multi-Agency Safeguarding Hub (MASH) and Child Protection Team  
Children, Families and Education  
Criminal Justice Centre  
700 Pavilion Drive  
Brackmills  
Northampton  
NN4 7YL

[http://northamptonshirescb.proceduresonline.com/p\\_report\\_concerns.html](http://northamptonshirescb.proceduresonline.com/p_report_concerns.html)  
<http://northamptonshirescb.proceduresonline.com/>

Thresholds and Pathways document:

<https://www.nctrust.co.uk/help-and-protection-for-children/Documents/NSCB%20Thresholds%20Guidance.pdf>

Early Help – Request for Services

Early Help Co-ordinator <https://www.nctrust.co.uk/help-and-protection-for-children/protecting-children-information-for-professionals/Pages/early-help.aspx>

**Email:** [earlyhelpadvice@nctrust.co.uk](mailto:earlyhelpadvice@nctrust.co.uk)

Multi-agency referral form at:

[http://northamptonshirescb.proceduresonline.com/p\\_report\\_concerns.html](http://northamptonshirescb.proceduresonline.com/p_report_concerns.html)  
<https://www.nctrust.co.uk/help-and-protection-for-children/Pages/report-a-concern.aspx>

Online Referral Form:

<https://www.nctrust.co.uk/help-and-protection-for-children/Pages/report-a-concern.aspx>

Directory of services for Early Help

<http://www.northamptonshirescb.org.uk/social-care/social-care/early-help>

Directory of services for children with disabilities

<https://www.northamptonshire.gov.uk/councilservices/children-families-education/SEND/specialist-support-for-send/Pages/default.aspx>

<https://www.iasnorthants.co.uk/Pages/home.aspx>

Education Inclusion Partnership

<https://www3.northamptonshire.gov.uk/councilservices/children-families-education/schools-and-education/information-for-school-staff/pupil-support-and-inclusion/attendance-and-behaviour/Pages/default.aspx> -



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Safeguarding Adults access advice:

Safeguarding Adults Team

<https://www.northamptonshire.gov.uk/councilservices/adult-social-care/Pages/default.aspx>

National

National Society for Prevention of Cruelty to Children (NSPCC):

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

0808 800 5000

Childline:

<http://www.childline.org.uk/Pages/Home.aspx>

0800 1111

Child Exploitation and Online Protection (CEOP):

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

0870 000 3344

**Local contacts**

To report a child who is Absent or Missing	<u>Telephone Police</u> on 101 or 999 in an emergency
To talk to Children's Social Care out-of-hours	01604 626938



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Concerns about young people who are in a gang	CIRV <a href="http://www.cirv-nsd.org.uk">www.cirv-nsd.org.uk</a>
For children who are at risk or, have been Sexually Exploited	Rise team 01604 888345
Concerns around mental health - CAMHS/ Ask Normen	01604 656060 <a href="http://www.asknormen.co.uk">www.asknormen.co.uk</a>
Referrals to Children's Social Care	0300 126 7000 option
Non-emergencies: if there is no immediate danger or advice or information is needed	Community Connectors <a href="mailto:communityconnectors@nctrust.co.uk">communityconnectors@nctrust.co.uk</a>
Information about Early Help	<a href="mailto:earlyhelpadvice@nctrust.co.uk">earlyhelpadvice@nctrust.co.uk</a>
Report a concern about an adult who works with children and young people	Designated Officer <a href="mailto:DOReferral@northamptonshire.gov.uk">DOReferral@northamptonshire.gov.uk</a> 01604 364 031