

Safeguarding (incorporating Child Protection) Policy

The Bible teaches that all children are precious in the sight of God. Jesus says, “*Let the little children come to me and do not hinder them, for the kingdom of God belongs to such as these.*” (Matthew 19 v 14)

However, we live in a fallen world and as such we have a responsibility to safeguard and promote the welfare of all the children in the school’s care. The school therefore has a responsibility to protect children from things that cause harm. Safeguarding and promoting the welfare of children is everyone’s responsibility. Anyone who comes into contact with children and their families and carers has a role to play in safeguarding children and is required to be alert to any possible concerns. 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*. Safeguarding is the responsibility of *everyone* working or volunteering in the school, including activities on or off site. Staff and volunteers have a responsibility to familiarise themselves with this policy and are required to read part 1 of Keeping Children Safe in Education and Annex A (KCSIE September 2020). The Teacher Standards 2012 states that teachers, including head teachers, should safeguard children’s wellbeing and maintain public trust in the teaching profession as part of their professional duties.

The terms “child” or “children” refers to anyone under the age of 18.

Trinity Christian School will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. If staff or volunteers have any *concerns* about a child they should follow the procedures laid down in this safeguarding policy see section 6. **If, however staff or volunteers believe that the child is in immediate danger they must act straight away, a referral should be made to children’s social care services, and/or the police immediately.** Anyone can make a referral to the police or to children’s social care services.

1. INTRODUCTION

Safeguarding is defined 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 -see Working Together to Safeguard Children (July 2018). Child Protection is part of safeguarding and promoting welfare. It refers to activity undertaken to protect specific children identified as either suffering or at risk of suffering significant harm as a result of abuse or neglect. Child protection specifically aims to keep children safe where there is serious risk of harm. Serious risk of harm may arise from a single event or a series of concerns over time. Children are at risk in many different contexts and school staff and volunteers should consider whether children are at risk of abuse or exploitation in situations outside their families and the wider environmental factors

affecting the child's life that may pose a threat to their safety and/or welfare. The School is committed to providing a safe environment for the pupils and ensuring that they know how to report concerns and seek advice when they suspect or know that something is wrong. At the same time the School will balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong.

Safeguarding in the EYFS

Staff and volunteers are committed to ensuring that the EYFS is a safe environment for pupils. Please see Trinity Christian School's Risk Assessment Policy, Staff Recruitment Policy and Health and Safety Policy.

Staff will act responsibly at all times and will not be in the school if they are under the influence of any substances that may affect their ability to care for the pupils e.g. having consumed alcohol, drugs or any medications that may affect their ability to care for children. If staff are taking medication that may affect their ability to care for children they must obtain a certificate from their GP to show that they are fit for work with children. If medications need to be in the school they will be stored in a locked cabinet agreed by the head teacher, which is out of the reach of children. Smoking is not permitted on the school premises.

We recognise that an important part of documenting the journey through the Early Years is to photograph children while working and learning in the environment. These photographs will be taken on a school camera, which is stored in the school only. Photographs will not be taken by staff, volunteers or visitors on a personal camera or mobile phone. For more information please see the mobile phone guidelines in the EYFS setting please refer to Trinity Christian School's Mobile Phone Policy. Children are not allowed to bring mobile phones into the school/setting.

Purpose of a Safeguarding Policy

- To inform staff, parents, volunteers and governors about the School's responsibilities for safeguarding children
- To enable everyone to have a clear understanding of how these responsibilities should be carried out

Child's Wishes

Where there is a safeguarding concern the School will ensure the pupil's wishes and feelings are taken into account when determining what action to take and what services to provide. The School manages this by ensuring that the child has an appropriate person with whom they can discuss their needs and their wishes. The School will operate processes with the best interests of the child at their heart.

School Staff & Volunteers

School staff and volunteers are particularly well placed to observe outward signs of abuse, changes in behaviour and failure to develop because they have daily contact with children, however no single professional can have a full picture of a child's needs and circumstances. If children and families are

to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. The DSL and deputy are most likely to have the fullest safeguarding picture and are the most appropriate individuals to advise on safeguarding concerns.

All school staff and volunteers will receive safeguarding children training, so that they are knowledgeable and aware of their role and the importance of vigilance in the early recognition of the indicators of abuse or neglect and of the appropriate procedures to follow. Parents can also refer to the Code of Conduct for information on expectations of staff, volunteers and governors.

Temporary staff will be made aware of the safeguarding policies and procedures by the Designated Safeguarding Lead. All Staff, temporary staff and volunteers must read Part 1 of KCSIE and the relevant school policies plus Annex A "Further Information" of KCSIE (September 2020). The school has systems in place to assist staff understand and discharge their role and responsibilities". All staff must undertake a regular course on child protection that must be updated regularly. The School is committed to an on-going training programme on such matters.

Trinity Christian School will strive to create an environment in which staff and volunteers are supported in their safeguarding role, feel able to raise concerns and continue to raise concerns if they feel that the required action in regard to safeguarding has not been done. Staff and volunteers will also be made aware of the school's whistle-blowing provisions (see Code of Conduct). The identity of visitors will be checked and recorded (see Visiting Speakers Policy)

Mission Statement

Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to when they have a worry or concern.

Establish and maintain an environment where school staff and volunteers feel safe, are encouraged to talk and are listened to when they have concerns about the safety and well-being of a child.

Ensure children know that there are adults in the school whom they can approach if they are worried.

Ensure that children who have been abused will be supported in line with a child protection plan, where deemed necessary.

Implementation, Monitoring and Review of the Safeguarding Policy

The policy will be reviewed annually by the governing body who also must ensure that mechanisms are in place to assist staff to understand and discharge their responsibilities as set out in part 1 of KCSIE: staff receive safeguarding training on induction and update training carried out annually. Short updates may take place at any time via email or via briefing by the Head teacher. Compliance with the policy will be monitored by the Designated Safeguarding Lead and by the Safeguarding governor. All staff should be aware that the governor with special oversight of safeguarding is **Alison Caldwell**.

2. STATUTORY FRAMEWORK

In order to safeguard and promote the welfare of children, the school will act in accordance with the following legislation and guidance:

- The Children Act 1989
- The Children Act 2004
- Education Act 2002 (section 175)
- Education and Skills Act 2008 (section 128)
- Working Together to Safeguard Children (July 2018)
- The Education (Pupil Information) (England) Regulations 2005
- Keeping Children Safe in Education (September 2020)
- Prevent Duty Departmental Advice for schools and childcare providers (June 2015) and Prevent Duty Guidance for England and Wales (July 2015)
- The Education (Independent School Standards) Regulations 2014 and the Non-Maintained Special Schools (England) Regulations 2015.

The documents that are kept on file in the school are - Safeguarding Policy, Keeping Children Safe in Education' (September 2020), The Prevent Duty Guidance for England and Wales (July 2015) and Working Together to Safeguard Children (July 2018).

Schools and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance Working Together to Safeguard Children (July 2018) which requires all schools to establish and follow procedures for protecting children from abuse.

Schools are also expected to ensure that they have appropriate procedures in place for responding to situations in which they believe that a child has been abused or is at risk of abuse - these procedures should also cover circumstances in which a member of staff is accused of, or suspected of, abuse.

Keeping Children Safe in Education (September 2020) places the following responsibilities on all schools:

- All staff have a responsibility for providing a safe environment in which children can learn
- Schools should be aware of and follow the procedures established in any guidance issued by the Secretary of State

- Staff should be alert to signs of abuse, including absences (see Attendance Policy) and know to whom they should report any concerns or suspicions. They should be aware of alternative sources of help if they feel they cannot report a concern within their organisation (see contacts at the end of this policy)
- Schools should have procedures (of which all staff are aware) for handling suspected cases of abuse of pupils, including procedures to be followed if a member of staff is accused of abuse, or suspected of abuse
- Schools should be aware of the importance of early recognition of signs of abuse and the early help process (see Working together to Safeguard Children chapter 1)
- A Designated Safeguarding Lead should have responsibility for co-coordinating action within the school and liaising with other agencies
- Staff with designated responsibility for child protection should receive appropriate training which is updated regularly (at least every 2 years)
- All staff members should receive appropriate safeguarding and child protection training to assist them in understanding and discharging their role and responsibilities. This is regularly updated, (updates may be received via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Staff and volunteers will be required to read section 1 of the Keeping Children Safe in Education (September 2020) and Annex A which contains additional information about specific forms of abuse.

Guidance is available from the Reading Local Safeguarding Children Board (LSCB). This is now under the multi-agency safeguarding arrangements within Berkshire known as the Berkshire West Safeguarding Children Partnership. Arrangements for Reading can be found under Reading LSCB.

3. THE DESIGNATED SAFEGUARDING LEAD

The Designated Safeguarding Lead for Child Protection in this school is: **Mr Nigel Steele**

A Deputy DSL has been appointed to act in the absence/unavailability of the DSL. This is **Miss Alexandra Taylor**

It is the role of the Designated Safeguarding Lead for Child Protection to:

- Take lead responsibility (ultimate responsibility) for safeguarding and child protection.
- Take lead responsibility for safeguarding in Early Years Foundation Stage (EYFS)
- Ensure that he/she receives refresher training at two yearly intervals to keep his or her knowledge and skills up to date including Prevent training and inter-agency practices. Knowledge and skills should be updated, (for example via e-bulletins, meeting other designated safeguarding leads, or taking time to read and digest safeguarding developments), at regular intervals, but at least annually, to keep up with any developments relevant to their role.
- Ensure that all staff who work with children undertake appropriate training to equip them to carry out their responsibilities for safeguarding children effectively and that this is kept up to date by refresher training annually

- Ensure that all staff and volunteers read Part 1 of Keeping Children Safe in Education (DfE September 2019) and Annex A of this which contains additional information about specific forms of abuse.
- Ensure that new staff receive a safeguarding children induction within 7 working days of commencement of their contract. Induction will include providing staff with copies of *KCSIE Part 1 and Annex A, (full KCSIE document for senior management roles), and the following policies; Safeguarding, Code of Conduct (including whistleblowing), and E-safety (including social media).*”
- Ensure that temporary staff and volunteers are made aware of the school’s arrangements for safeguarding children within 7 working days of their commencement of work, following a proportional risk based approach to the level of information that is provided to temporary staff and volunteers
- Ensure that the school operates within the legislative framework and recommended guidance
- Develop effective working relationships with other agencies and services.
- If early help is appropriate the designated safeguarding lead will support staff in liaising with other agencies and setting up an inter-agency assessment as appropriate
- Decide upon the appropriate level of response to specific concerns about a child, e.g. discuss with parents, offer an assessment under the Common Assessment Framework (CAF) or refer to Children, Schools and Families social care.
- Liaise and work with Children’s Services: Safeguarding and Specialist Services over suspected cases of child abuse
- Help promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing or have experienced, with staff so that these children are identified and staff are aware of challenges these children face and that staff are able to access support to ensure these children are able to achieve
- Ensure that accurate safeguarding records relating to individual children are kept separate from the academic file in a secure place, marked 'Strictly Confidential' and are passed securely should the child transfer to a new provision
- Submit reports to, ensure the school’s attendance at child protection conferences and contribute to decision making and delivery of actions planned to safeguard the child
- Ensure that the school effectively monitors children about whom there are concerns, including notifying Children’s Services: Safeguarding and Specialist Services when there is an unexplained absence of more than two days for a child who is the subject of a *child protection plan*
- If early help and or other support is appropriate the case should be kept under constant review and consideration given to a referral to children’s social care if the child’s situation doesn’t appear to be improving.
- Provide guidance to parents, children and staff about obtaining suitable support
- Discuss with new parents the role of the DSL and the role of safeguarding in the school. Make parents aware of the safeguarding procedures used and how to access the Safeguarding Policy.

Our Head Teacher is **Mr Nigel Steele**. His role in Safer Recruitment is to ensure that the school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with the children.

4. THE GOVERNING BODY

The Governing Body has overall responsibility for ensuring that there are sufficient measures in place to safeguard the children in their establishment. The Governors recognise the need to build constructive links with childcare agencies, and will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. It is recommended that a nominated governor for child protection is appointed to take lead responsibility.

The nominated governor for child protection is: **Alison Caldwell**

In particular the Governing Body must ensure:

- Child protection policy and procedures are in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare
- There are procedures in place to handle safeguarding concerns and allegations against teachers, head teachers, principals, volunteers and other staff.
- Safeguarding is taught within the curriculum 'as part of providing a broad and balanced curriculum' including on-line safety
- Safer recruitment procedures are in place and are followed
- Appointment of a DSL who is a senior member of school leadership team
- Relevant safeguarding children training for school staff/volunteers is attended at induction and updated annually. Induction and training should be in line with advice from the LSCB (Reading Local Safeguarding Children Board see <http://www.readinglscb.org.uk/>)
- Safe management of safeguarding concerns and allegations
- Employing the expertise of the staff when reviewing safeguarding policies and providing opportunities for staff to contribute to and shape safeguarding arrangements and the child protection policy.
- Deficiencies or weaknesses in safeguarding arrangements are remedied without delay
- A member of the Governing Body (usually the Chair) is nominated to be responsible in the event of an allegation of abuse being made against the Head Teacher
- Safeguarding policies and procedures are reviewed annually and updated as new guidance becomes available
- Governing body visits to the school check compliance
- Regular reports to the governing body on safeguarding, attendance records and bullying

Our Chair of Governors is **Mr John Charles**. His role in Safeguarding is to take the lead in dealing with safeguarding concerns and allegations of abuse made against the Head Teacher.

5. RECRUITMENT

"Trinity Christian School follows the Government's recommendations for the safer recruitment and employment of staff who work with children and acts at all times in compliance with the Independent Schools Standards regulations. Details of the recruitment process can be found in the Recruitment policy. Part of this process verifies the candidate's mental and physical fitness to carry out their work responsibilities within their specific role.

In line with Part 3 of the DfE's guidance "Keeping Children Safe in Education" (KCSIE September 2020), the governing body prevents people who pose a risk of harm from working with pupils by adhering to statutory responsibilities to check all staff who work with children, taking proportionate decisions on whether to ask for any checks beyond the minimum required, and ensuring volunteers are appropriately supervised.

Organisations providing contractors or consultants working on site are asked for assurances that where relevant and required, their staff have been suitably vetted in line with legal requirements. The School works with external agencies where appropriate.

As part of carrying out safe recruitment procedures under KCSIE, members of the teaching and non-teaching staff at the school including part-time staff, temporary and supply staff, and visiting staff such as musicians and sports coaches are subject to the necessary statutory child protection checks before starting work. For most appointments, an enhanced DBS check with "barred list" information will be appropriate. A DBS certificate will be obtained from the candidate before or as soon as practicable after appointment. Alternatively, if the applicant has subscribed to it and gives permission, the school may undertake an online update check through the DBS Update Service.

Further to the DBS check anyone appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching by order of the Secretary of State. Further checks will also include a check for information about any teacher sanction or restrictions that an EEA professional regulating authority has imposed. Those undertaking management posts will be subject to prohibition from management of independent schools checks (see The Independent Educational Provision in England (Prohibition on Participation in Management) Regulations 2014.) <http://www.legislation.gov.uk/uksi/2014/1977/regulation/2/made>

All governors, volunteers and contractors working regularly during term time are also subject to the statutory DBS checks. Confirmation is obtained that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the school's pupils at school or on another site. Should the school develop concerns about an existing staff member's suitability to work with children, it will carry out all relevant checks as if the individual were a new member of staff.

6. SCHOOL PROCEDURES - STAFF RESPONSIBILITIES

If any member of staff is concerned about a child he or she must inform the Designated Safeguarding Lead.

The member of staff must record information regarding the concerns on the same day. The recording must be a clear, precise, factual account of the observations.

The Designated Safeguarding Lead will decide whether the concerns should be referred to Children's Services: Safeguarding and Specialist Services. If it is decided to make a referral to Children's Services: Safeguarding and Specialist Services this will be discussed with the parents, unless to do so would place the child at further risk of harm.

Particular attention will be paid to the attendance and development of any child about whom the school has concerns, or who has been identified as being the subject of a child protection plan and a written record will be kept.

If a pupil who is/or has been the subject of a child protection plan changes school, the Designated Safeguarding Lead will inform the social worker responsible for the case and transfer the appropriate records to the Designated Safeguarding Lead at the receiving school, in a secure manner, and separate from the child's academic file.

The Designated Safeguarding Lead is responsible for making the senior leadership team aware of trends in behaviour that may affect pupil welfare. If necessary, training will be arranged.

This Safeguarding Policy forms part of a suite of documents and policies which relate to the safeguarding responsibilities of the school.

The Safeguarding policy should be read in conjunction with the following policies in particular; Admissions, Attendance, Anti-bullying, E-safety including Social Media, Mobile devices, Staff Code of Conduct (including whistle-blowing) and Staff Recruitment Policy.

Specific Safeguarding Issues

Staff must be aware of the particular problems and increased risks that may be associated with

- SEN and Disabilities
- Children missing in education /missing children and adults strategy
- mental health
- Child Sexual Exploitation and Child Criminal Exploitation
- Peer-on-peer abuse / bullying including cyberbullying
- radicalisation/extremism
- honour-based violence (HBV)
- female genital mutilation
- domestic violence
- drugs
- fabricated and induced illness
- faith abuse
- forced marriage
- gangs and youth violence
- gender based violence/violence against women and girls including breast ironing
- hate
- private fostering
- relationship abuse
- trafficking
- sexting (also known as youth produced sexual imagery)

Staff will be made aware that safeguarding issues can manifest themselves in many ways and can often overlap with one another. Behaviours linked to drug taking, alcohol abuse also put children in danger.

Learners with SEN and Disabilities

Learners with SEN and disabilities have additional safeguarding vulnerabilities:

- Disabled children are at significantly greater risk of physical, sexual and emotional abuse and neglect than non-disabled children
- Disabled children at greatest risk of abuse are those with behaviour/conduct disorders. Other high-risk groups include children with learning difficulties/disabilities, children with speech and language difficulties, children with health-related conditions and deaf children.
- Disabled children are more likely to be abused by someone in their family compared to non-disabled children. The majority of disabled children are abused by someone who is known to them.
- Bullying is a feature in the lives of many disabled children
- Disabled children are more likely to experience the negative aspects of social networking sites than non-disabled children
- Disabled children (and severely disabled children even more so) may disclose less frequently and delay disclosure more often compared to typically developing children. Disabled children are most likely to turn to a trusted adult they know well for help such as family, friend or teacher

Disabled children are at greater risk of abuse and significant barriers can exist to their safeguarding and wellbeing. Understanding a child's needs, building on their strengths, overcoming the barriers and developing innovative solutions for meeting the challenges will not only enhance the child's wellbeing and protection from abuse but will provide learning that may also be of benefit for non-disabled children. Disabled children have an equal right to protection from abuse.

Child Missing from Education

A child going missing from education is a potential indicator of abuse or neglect or criminal exploitation. School staff should follow the school's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including child sexual exploitation and child criminal exploitation, and to help prevent the risks of the child going missing in future. TCS will work with other local agencies through the Local Safeguarding Children Board (LSCB) the Reading Safeguarding Children Board. If a child is absent without adequate explanation or leaves TCS the head teacher will inform the Local Authority in accordance with the attendance policy.

The school has in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions.

Mental Health

All staff should also 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, whilst acknowledging that

only appropriately trained professionals should attempt to make a diagnosis. Any concerns should be taken to the DSL.

Child Sexual Exploitation and Child Criminal Exploitation

Both Child Sexual Exploitation and Child Criminal Exploitation are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. 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 or criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been exploited even if the activity appears consensual. Child sexual or criminal exploitation does not always involve physical contact; it can also occur through the use of technology.

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim, which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

The school holds the following document on file: "Child Sexual Exploitation Definition and Guide Feb 2017".

Peer-on-Peer Abuse:

The School recognises that children are capable of abusing their peers.

This features physical, emotional, sexual and financial abuse of young people by their peers. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting, (now a criminal offence) typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- sexting (also known as youth produced sexual imagery);

- initiation/hazing type violence and rituals

There is no clear boundary between incidents that should be regarded as abusive and incidents that should be dealt with by the school's nurture and discipline policy. If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: unkindness, physical fighting and harassment between children are not always or inevitably seen as child protection issues.

However, it may be appropriate to regard peer on peer behaviour as abusive if harm is caused because:

- There is a significant power imbalance between the young people concerned. The abuse of children is often constructed around an age differential between the abuser and the abused, but in cases of peer-on-peer abuse this may not always be the case. In such circumstances, power imbalances can manifest in other ways, for example gender, social status within peer groups, intellectual ability, physical development, economic wealth, social marginalisation and so on. It is important to note that the perpetrator and/or victim may well be subject to power imbalances with other individuals in an incident of abuse and so it is important to investigate any incident as fully as possible. Concepts of abuse are built upon notions of 'power' and therefore 'consent', (not to be confused with the age of consent to sexual activity - young people over the age of consent (16 and 17 year-olds) can be abused by their peers. Many young people who abuse their peers are themselves below the age of consent. Abuse should never be tolerated or passed off as "banter" or "part of growing up"
- The perpetrator has repeatedly tried to harm one or more other children.
- There are concerns about the intention of the alleged perpetrator. If evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether severe harm was caused or not.

The school will minimise the likelihood of this happening by fully implementing its Anti-Bullying policy, Nurture and Discipline policy and all other relevant policies. Victims and perpetrators of peer on peer abuse are both at risk and will be offered support by the School, as appropriate and in accordance with the wishes and the best interest of the child.

Radicalisation/Extremism

Staff members should be alert to any signs of extremist views of any kind in our school, whether from internal sources -the school community of pupils, staff, volunteers or governors, or external agencies or individuals. Our pupils see our school as a safe place and our teachers encourage and facilitate the safe exploration of controversial issues – we have a duty to ensure this happens.

Staff and volunteers should be alert to the dangers of radicalisation (the process by which a person comes to support terrorism and forms of extremism see Anti-Extremism policy) and refer any concerns to the designated safeguarding lead who will refer immediately to the Local Authority Designated Officer (LADO) and the police.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability, which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people (90% of radicalisation of individuals is linked to their on-line activity) therefore, staff and volunteers must be alert to the dangers. At all times staff and volunteers should follow the guidelines set out in the E-Safety including Social Media policy.

The school curriculum, particularly but not exclusively the PSHE curriculum, will promote the school ethos and values and this is seen as part of the whole school effort to prevent radicalisation.

The head teacher is responsible for ensuring that the appropriate training is given to staff and volunteers. The designated safeguarding lead will undertake Prevent awareness training. Staff should be aware that the government's Channel programme is provided to support any individuals identified at risk of radicalisation through multiagency cooperation (education, social services and police).

Schools have a critical part to play. In England, the Early Years Foundation Stage (EYFS) accordingly places clear duties on providers to keep children safe and promote their welfare. As set out in our EYFS policy TCS has taken up an exemption from the learning and development requirements in the Statutory Framework for the Early Years Foundation Stage (EYFS) for children aged 3 and over. This exemption has been granted by the DfE. This is not an exemption from the EYFS safeguarding and welfare requirements and these still apply. To protect children in our care, we must be alert to any safeguarding and child protection issues in the child's life at home or elsewhere.

As a school we are expected to demonstrate activity in the following areas:

- Assessing the risk of children being drawn into terrorism
- Demonstrate that they are protecting children and young people from being drawn into terrorism by having robust safeguarding policies
- Ensure that their safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board
- Make sure that staff have training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism
- Expected to ensure children are safe from terrorist and extremist material when accessing the internet

The Prevent Duty

From July 2015, all schools and childcare providers must have due regard to the need to prevent people being drawn into terrorism.

The Governmental definition of extremism is: ***‘Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas’.***

Honour-based abuse

Honour-based abuse is intended to ‘protect or defend family honour’ by preventing and punishing a person’s violations of family or community ‘norms’. A child who is at risk of honour based abuse is at significant risk of physical harm (including being murdered) and/or neglect, and may also suffer significant emotional harm through the threat of violence or witnessing violence directed towards a sibling or other family member.

Most victims of honour based abuse are women or girls, although men may also be at risk. Women and girls may lose honour through expressions of autonomy, particularly if this autonomy occurs within the area of sexuality. Men may be targeted either by the family of a woman who they are believed to have ‘dishonoured’, in which case both parties may be at risk, or by their own family if they are believed to be homosexual.

According to the **Metropolitan Police Service**, an honour-based crime might be committed against someone who:

- becomes involved with a boyfriend or girlfriend from a different culture or religion;
- wants to get out of an arranged marriage;
- Spends time outside the supervision of a family member
- wants to get out of a forced marriage;
- Wears clothes or takes part in activities that might not be considered traditional within a particular culture
- Reports domestic violence

The perceived immoral behaviour which could precipitate a murder includes:

- Inappropriate make-up or dress;
- The existence of a boyfriend;
- Kissing or intimacy in a public place;
- Pregnancy outside of marriage;
- Being a victim of rape;
- Inter-faith relationships.

Children sometimes truant from school to obtain relief from being policed at home by relatives. They can feel isolated from their family and social networks and become depressed, which can on some occasions lead to self-harm or suicide.

Families may feel shame long after the incident that brought about dishonour occurred, and therefore the risk of harm to a child can persist. This means that the young person's new

boy/girlfriend, baby (if pregnancy caused the family to feel 'shame'), associates or siblings may be at risk of harm.

Female Genital Mutilation and Forced Marriage

All staff and volunteers should be aware of potential harm associated with **female genital mutilation (FGM) forced marriage (FM)** and be aware of the policies and procedures relating to these issues. In cases of absence staff and volunteers should be alert to the potential safeguarding concerns associated with travelling to conflict zones, FGM and forced marriage (FM).

As of October 2015 any staff member or volunteer must notify the police if there is a disclosure concerning FGM having been carried out on a girl under 18. Staff with teaching responsibilities have a statutory duty to protect girls from the risk of FGM. See Government briefing: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380125/MultiAgencyPracticeGuidelinesNov14.pdf

Sexting

'Sexting' often refers to the sharing of naked or "nude" pictures or video through mobile phones and the internet. It also includes underwear shots, sexual poses and explicit text messaging. While sexting often takes place in a consensual relationship between two young people, the use of Sexted images in revenge following a relationship breakdown is becoming more commonplace. Sexting can also be used as a form of sexual exploitation and take place between strangers.

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

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

The School's approach to sexting and how this is approached by the School is that any disclosure of sexting made to a member of staff is immediately reported to the DSL. Children are not allowed to have devices on them in school but should a device be referred to it must be removed from the child having been switched off immediately, it is then handed to the DSL. The School also recognises the different gender issues that can be prevalent in peer on peer abuse, for example, girls being sexually touched or boys being subjected to initiation/hazing type violence. All peer on peer abuse will be managed in accordance with this policy and a bullying incident will be treated as a child protection concern where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm will warrant a response under these procedures rather than any other policies (such as Nurture and Discipline, Exclusions or Anti-bullying policies).

A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation. The School will take advice from the Reading Local Safeguarding Children Board on the investigation of such safeguarding concerns and allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the alleged victim and perpetrator. If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the School

will ensure that, subject to the advice of the Reading Local Safeguarding Children Board, parents are informed as soon as possible and that the pupils involved are supported during the interview by an appropriate adult and until the investigation is completed. Confidentiality will be an important consideration for the School and advice will be sought as necessary from the Reading Safeguarding Children Board or police as appropriate.

Victims and perpetrators of peer on peer abuse will be offered support by the School, as appropriate and in accordance with the wishes and the best interests of the child.

Private Fostering

Some high profile cases of abuse have been shown to involve private fostering. Private fostering occurs when a child under the age of 16 (under 18, if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home for more than 28 days. If staff become aware of private fostering occurring they are to make the head teacher aware so that the School can then notify the local authority to allow the local authority to check the arrangement is suitable and safe for the child.

Gaming

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

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

Online reputation

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

Early Help

All school staff and volunteers 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 which can stop things from getting worse and becoming harder to manage. Early Help services are accessed through the local authority who work with families or young people who would like some extra support to deal with a difficult situation. Staff should be aware of those who may particularly benefit from early help. For example, any who

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking or exploitation;
- is at risk of being radicalised or exploited;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is misusing drugs or alcohol themselves;
- has returned home to their family from care; and
- is a privately fostered child.

For contact details see section 14 pages 21 and 22

7. ANY SAFEGUARDING ISSUES: WHEN TO BE CONCERNED

All staff and volunteers should maintain an attitude of “it could happen here”. All staff and volunteers should be concerned about a child if he/she presents with indicators of possible significant harm – **see Appendix 1 for details.**

Generally, in a relationship with an abusive person the child may:

- Appear frightened of the parent/s or other household members e.g. siblings or others outside of the home
- Act in a way that is inappropriate to her/his age and development (full account needs to be taken of different patterns of development and different ethnic groups)
- Display insufficient sense of ‘boundaries’, lack stranger awareness
- Appear wary of adults and display ‘frozen watchfulness’

Categories of Abuse

All staff and volunteers should be aware that the main categories of abuse are:

- Physical abuse
- Emotional abuse
- Sexual abuse (including child sexual exploitation)
- Neglect

If staff or volunteers have any concerns they will need to decide what action to take. Where possible, there should be a conversation with the designated safeguarding lead to agree a course of action, although any staff member can make a referral to children’s social care. Other options could include referral to specialist services or early help services and should be made in accordance with the referral

threshold set by the Local Safeguarding Children Board (Reading Local Safeguarding Children Board* <http://www.readinglscb.org.uk/>).

If a child is in immediate danger or is at risk of serious harm a referral should be made to children's social care and/or the police immediately. Anyone can make a referral. Where referrals are not made by the designated safeguarding lead the designated safeguarding lead should be informed, as soon as possible, that a referral has been made.

All staff and volunteers should be aware of potential harm associated with abuse linked to culture, faith and beliefs and the key role that faith communities have in promoting safeguarding. Children need to be protected irrespective of cultural sensitivities. Under UK law, different practices are no excuse for child abuse or neglect. For more information see NSPCC website resources "Culture and faith: learning from case reviews" and "Safeguarding in faith communities".

8. DEALING WITH A DISCLOSURE

If a child discloses that he or she has been abused in some way, the member of staff/volunteer should:

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the child to talk freely
- Reassure the child, but not make promises which it might not be possible to keep
- Not promise confidentiality – it might be necessary to refer to Children's Services: Safeguarding and Specialist Services
- Stress that it was the right thing to tell
- Listen, only asking questions when necessary to clarify
- Not criticise the alleged perpetrator
- Explain what has to be done next and who has to be told
- Make a written record (see Record Keeping)
- Pass the information to the Designated Safeguarding Lead without delay
- If staff continue to have concerns and nothing appears to have been done they should consider making a referral to children's social care if the child's situation doesn't appear to be improving

Support

Dealing with a disclosure from a child, and safeguarding issues can be stressful. The member of staff/volunteer should, therefore, consider seeking support for him/herself and discuss this with the Designated Safeguarding Lead.

9. CONFIDENTIALITY

Safeguarding children raises issues of confidentiality that must be clearly understood by all staff/volunteers in schools.

- All staff, both teaching and non-teaching, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Children’s Services: Safeguarding and Specialist Services and the Police).
- If a child confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the child in a manner appropriate to the child’s age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe.
- Staff/volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.

10. ALLEGATIONS OF SEXUAL ABUSE

In the event of allegations or suspicions of sexual abuse, the DSL will:

- Contact the Police Child Protection Team directly. The DSL will NOT speak to the parent (or anyone else).
- Under no circumstances will the DSL attempt to carry out any investigation into the allegation or suspicions of sexual abuse. The role of the DSL is to collect and clarify the precise details of the allegation or suspicion and to provide this information to the Children, Schools and Families department, whose task it is to investigate the matter under Section 47 of the Children Act 1989.
- Whilst allegations or suspicions of sexual abuse will normally be reported to the DSL, the absence of the DSL or Deputy should not delay referral to the Children, Schools and Families department.
- Exceptionally, should there be any disagreement between the person in receipt of the allegation or suspicion and the DSL or Deputy as to the appropriateness of a referral to the Children, Schools and Families department, that person retains a responsibility as a member of the public to report serious matters to the Children, Schools and Families department, and should do so without hesitation
- The Governors will support the DSL or Deputy in their role, and accept that any information they may have in their possession will be shared in a strictly limited way on a need to know basis.

11. COMMUNICATION WITH PARENTS

The school will:

- Undertake appropriate discussion with parents prior to involvement of another agency unless to do so would place the child at further risk of harm.
- Ensure that parents have an understanding of the responsibilities placed on the school and staff for safeguarding children.

12. RECORD KEEPING

When a child has made a disclosure, the member of staff/volunteer should:

- Make brief notes as soon as possible after the conversation
- Not destroy the original notes in case they are needed by a court
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child
- Draw a diagram to indicate the position of any injuries
- Record statements and observations rather than interpretations or assumptions

All records need to be given to the Designated Safeguarding Lead promptly. No copies should be retained by the member of staff or volunteer.

The Designated Safeguarding Lead will ensure that all safeguarding records are managed in accordance with the Education (Pupil Information) (England) Regulations 2005.

13. ALLEGATIONS INVOLVING SCHOOL STAFF/VOLUNTEERS

An allegation is any information which indicates that a member of staff/volunteer may have:

- Behaved in a way that has, or may have harmed a child
- Possibly committed a criminal offence against/related to a child
- Behaved towards a child or children in a way which indicates s/he would pose a risk of harm if they work regularly or closely with children
- behaved in a way that indicates they may not be suitable to work with children (such as an incident outside of school which did not involve children but could have an impact on their suitability to work with children)

This applies to any child the member of staff/volunteer has contact within their personal or professional life.

The person to whom an allegation is first reported should take the matter seriously and keep an open mind. S/he should not investigate or ask leading questions if seeking clarification; it is important not to make assumptions. Confidentiality should not be promised and the person should be advised that the concern will be shared on a 'need to know' basis only.

Actions to be taken include making an immediate written record of the allegation using the informant's words - including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be signed, dated and immediately passed on to the Head Teacher. The person against whom the allegation has been made should not be contacted until after briefing has been given by the Local Authority.

If the concerns are about the Head Teacher, then the Chair of Governors (John Charles, Chair of the Governors 07733 024986) and the **LADO** (Local Authority Designated Officer for Allegations Management) should be contacted directly (0118 937 3555) without informing the head. In the absence of the Chair of Governors, another governor should be contacted.

The recipient of an allegation must **not** unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.

The Head Teacher will not investigate the allegation itself, or take written or detailed statements, but will assess whether it is necessary to refer the concern to the Local Authority Designated Officer. If the allegation meets any of the three criteria set out at the start of this section, contact should always be made with the Local Authority Designated Officer without delay.

If it is decided that the allegation meets the threshold for safeguarding, this will take place in accordance with local authority Safeguarding Children Procedures.

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.

The Head Teacher should, as soon as possible, **following briefing** from the Local Authority Designated Officer inform the subject of the allegation.

Disclosure to the Disclosure and Barring Service (DBS) and Department for Education (DfE)

The School has 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.

Furthermore the School is required to consider referral to the DfE where the School 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.

'Where an allegation is made against a supply teacher, the DSL will immediately contact both the agency concerned (if this is how the supply teacher has been employed) and the LADO.

The Teaching Regulation Agency and the DfE may also be informed.

14. IMPORTANT CONTACT DETAILS AND FURTHER INFORMATION

Safeguarding incidents could happen anywhere and staff should be alert to possible concerns being raised in this school.

Safeguarding concerns about adults in the school should be made to the Designated Safeguarding Lead **Nigel Steele**. Safeguarding concerns about independent school proprietors should go straight to the local authority Designated Officer - the LADO. All staff members may raise concerns directly with Children's Social Care services.

To make a Safeguarding/Child Protection Referral contact:

The Police:

- The Police: **dial 999 when there is danger to life or when violence is being used or threatened or you believe there is immediate serious risk of harm to the child**
- The Police: dial 101 to report crime and other concerns that do not require an emergency response;
- **Thames Valley Police non emergency** call 0845 8505 506
- **Thames Valley Police Station: 01865 291046**

Reading Borough Council Education and Children's Services: Children's Single Point of Access

(Social Services Assessment Team) is the route to obtain help where the situation is urgent or a child is at risk of suffering significant harm and to contact **Early Help services**.

Contact via:

- **Telephone: 0118 937 3641** (available Mon-Fri 9am to 5pm)
- **For urgent enquiries out of hours, call the Emergency Duty Team on 01344 786543**
- **If a child is in immediate danger call the police on 999.**
- Emailing the local authority team on ChildrensSinglePointofAccess@reading.gcsx.gov.uk
- More information and a referral form about the Children's Single Point of Access can be found at: <https://www.reading.gov.uk/concernsaboutachild>

The NSPCC

- The NSPCC Helpline: **0808 800 5000**
- The NSPCC whistle-blowing helpline: **0800 028 0285** (8:00 AM to 8:00 PM, Monday to Friday)
- Email: help@nspcc.org.uk

Thirtyone:eight (formerly Churches' Child Protection & Advisory Service)

- <https://thirtyoneeight.org/>
- telephone: **0303 003 1111**

Links to Further advice

Further information concerning safeguarding of children in the Reading Borough can be found at the Berkshire West Safeguarding Children Partnership (which is replacing the old Local Safeguarding Children Board or LSCB) website www.berkshirewestccg.nhs.uk/MASA

A safeguarding awareness video can be viewed via the link on the home page of the LSCB website

(<http://www.readinglscb.org.uk/>) or directly from this link

<https://vimeo.com/dfptv/review/147596532/f384588850>

Postal Address

Education and Children's Services
Reading Borough Council
PO Box 2623
Reading
RG1 7WA

LADO (Local Authority Designated Officer for Allegations Management)

- Reading Borough Council's Access & Assessment Team – 0118 9373770. LADO **Sean Capewell** – 0118 937 3555. Provides advice and management of allegations against members of staff and volunteers between 9am and 5pm during weekdays (except public holidays).

Children Missing in Education: Reading Borough Council School Admissions Team (for concerns about a child missing from education) Tel: **0118 937 3777**

Child Exploitation Online Protection Centre (CEOP) <https://www.ceop.police.uk/safety-centre/>

Radicalisation Contacts

Prevent Duty: Local Prevent Officer, Reading Police Officer:

- Claire Chavagnon, telephone: **0118 953 6487**, 07800 702654
- Email: Claire.chavagnon@thamesvalley.pnn.police.uk
- **Radicalisation Referral email:** preventreferrals@thamesvalley.pnn.police.uk
- Government helpline for preventing extremism in schools: **020 7340 7264**
- Email: counter.extremism@education.gov.uk

FGM Reading Borough Council

E-learning for all professionals (including teachers, police, border force staff, and health visitors), is available at www.fgmelearning.co.uk.

Central Government

Working Together to Safeguard Children (July 2018)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2018.pdf

Keeping Children Safe in Education (September 2020)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/830121/Keeping_children_safe_in_education_060919.pdf

Resources on mental health and wellbeing

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools__.pdf

Resources on peer-on-peer abuse can be found at:

<http://www.msunderstood.org.uk/assets/templates/msunderstood/style/documents/MSUPB01.pdf>

Revised Prevent Duty Guidance (England and Wales)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance__England_Wales_V2-Interactive.pdf

Access E-learning at <https://www.elearning.prevent.homeoffice.gov.uk/>

Child Sexual Exploitation Definition and Guidance for practitioners (February 2017)

<https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>

What to do if you are worried a child is being abused

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

New advice available *When to call the Police* (This NPCC advice does not cover safeguarding incidents. 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. Referrals should follow the local referral process.

<https://www.npcc.police.uk/documents/ChildrenandYoungpeople/Whentocallthepoliceguidanceforschoolsandcolleges.pdf>

Reviewed by governors: September 2019

Next review: September 2020

Appendix 1 - Indicators of Harm

DEFINITION OF ABUSE: *a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children (peer on peer abuse).*

PHYSICAL ABUSE

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

Indicators in the child

Bruising

It is often possible to differentiate between accidental and inflicted bruises. The following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Bruising in or around the mouth
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally, for example the back, mouth, cheek, ear, stomach, chest, under the arm, neck, genital and rectal areas
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Linear bruising at any site, particularly on the buttocks, back or face
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks to the upper arms, forearms or leg
- Petechae haemorrhages (pinpoint blood spots under the skin.) Commonly associated with slapping, smothering/suffocation, strangling and squeezing

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint. It is unlikely that a child will have had a fracture without the carers being aware of the child's distress.

If the child is not using a limb, has pain on movement and/or swelling of the limb, there may be a fracture.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement

Rib fractures are only caused in major trauma such as in a road traffic accident, a severe shaking injury or a direct injury such as a kick.

Skull fractures are uncommon in ordinary falls, i.e. from three feet or less. The injury is usually witnessed, the child will cry and if there is a fracture, there is likely to be swelling on the skull developing over 2 to 3 hours. All fractures of the skull should be taken seriously.

Mouth Injuries

Tears to the frenulum (tissue attaching upper lip to gum) often indicates force feeding of a baby or a child with a disability. There is often finger bruising to the cheeks and around the mouth. Rarely, there may also be grazing on the palate.

Poisoning

Ingestion of tablets or domestic poisoning in children under 5 is usually due to the carelessness of a parent or carer, but it may be self-harm even in young children.

Fabricated or Induced Illness

Professionals may be concerned at the possibility of a child suffering significant harm as a result of having illness fabricated or induced by their carer. Possible concerns are:

- Discrepancies between reported and observed medical conditions, such as the incidence of fits
- Attendance at various hospitals, in different geographical areas
- Development of feeding/eating disorders, as a result of unpleasant feeding interactions
- The child developing abnormal attitudes to their own health
- Non organic failure to thrive - a child does not put on weight and grow and there is no

underlying medical cause

- Speech, language or motor developmental delays
- Dislike of close physical contact
- Attachment disorders
- Low self esteem
- Poor quality or no relationships with peers because social interactions are restricted
- Poor attendance at school (see Child Missing from Education section) and under-achievement

Bite Marks

Bite marks can leave clear impressions of the teeth when seen shortly after the injury has been inflicted. The shape then becomes a more defused ring bruise or oval or crescent shaped. Those over 3cm in diameter are more likely to have been caused by an adult or older child.

A medical/dental opinion, preferably within the first 24 hours, should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds. Scalds are the most common intentional burn injury recorded.

Any burn with a clear outline may be suspicious e.g. circular burns from cigarettes, linear burns from hot metal rods or electrical fire elements, burns of uniform depth over a large area, scalds that have a line indicating immersion or poured liquid.

Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation. Scalds to the buttocks of a child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

The following points are also worth remembering:

- A responsible adult checks the temperature of the bath before the child gets in.
- A child is unlikely to sit down voluntarily in a hot bath and cannot accidentally scald its bottom without also scalding his or her feet.
- A child getting into too hot water of his or her own accord will struggle to get out and there will be splash marks

Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, or unusually shaped, may suggest abuse.

Emotional/behavioural presentation

Refusal to discuss injuries
Admission of punishment which appears excessive
Fear of parents being contacted and fear of returning home
Withdrawal from physical contact
Arms and legs kept covered in hot weather
Fear of medical help
Aggression towards others
Frequently absent from school
An explanation which is inconsistent with an injury
Several different explanations provided for an injury

Indicators in the parent

May have injuries themselves that suggest domestic violence
Not seeking medical help/unexplained delay in seeking treatment
Reluctant to give information or mention previous injuries
Absent without good reason when their child is presented for treatment
Disinterested or undisturbed by accident or injury
Aggressive towards child or others
Unauthorised attempts to administer medication
Tries to draw the child into their own illness.
Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Parent/carer may be over involved in participating in medical tests, taking temperatures and measuring bodily fluids
Observed to be intensely involved with their children, never taking a much needed break nor allowing anyone else to undertake their child's care.
May appear unusually concerned about the results of investigations which may indicate physical illness in the child
Wider parenting difficulties, may (or may not) be associated with this form of abuse.
Parent/carer has convictions for violent crimes.

Indicators in the family/environment

Marginalised or isolated by the community

History of mental health, alcohol or drug misuse or domestic violence

History of unexplained death, illness or multiple surgery in parents and/or siblings of the family

Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.

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 children 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 the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Indicators in the child

Developmental delay

Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or no attachment

Aggressive behaviour towards others
Child scapegoated within the family
Frozen watchfulness, particularly in pre-school children
Low self-esteem and lack of confidence
Withdrawn or seen as a 'loner' - difficulty relating to others
Over-reaction to mistakes
Fear of new situations
Inappropriate emotional responses to painful situations
Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
Self-harm
Fear of parents being contacted
Extremes of passivity or aggression
Drug/solvent abuse
Chronic running away
Compulsive stealing
Low self-esteem
Air of detachment – 'don't care' attitude
Social isolation – does not join in and has few friends
Depression, withdrawal
Behavioural problems e.g. aggression, attention seeking, hyperactivity, poor attention
Low self-esteem, lack of confidence, fearful, distressed, anxious
Poor peer relationships including withdrawn or isolated behaviour

Indicators in the parent

Domestic abuse, adult mental health problems and parental substance misuse may be features in families where children are exposed to abuse.

Abnormal attachment to child e.g. overly anxious or disinterest in the child

Scapegoats one child in the family

Imposes inappropriate expectations on the child e.g. prevents the child's developmental exploration or learning, or normal social interaction through overprotection.

Wider parenting difficulties, may (or may not) be associated with this form of abuse.

Indicators of in the family/environment

Lack of support from family or social network.

Marginalised or isolated by the community.

History of mental health, alcohol or drug misuse or domestic violence.

History of unexplained death, illness or multiple surgery in parents and/or siblings of the family

Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or

sexual assault or a culture of physical chastisement.

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.

Indicators in the child

Physical presentation

Failure to thrive or, in older children, short stature

Underweight

Frequent hunger

Dirty, unkempt condition

Inadequately clothed, clothing in a poor state of repair

Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold

Swollen limbs with sores that are slow to heal, usually associated with cold injury

Abnormal voracious appetite

Dry, sparse hair

Recurrent/untreated infections or skin conditions e.g. severe nappy rash, eczema or persistent head lice/scabies/diarrhoea

Unmanaged/untreated health/medical conditions including poor dental health

Frequent accidents or injuries

Development

General delay, especially speech and language delay

Inadequate social skills and poor socialization

Emotional/behavioural presentation

Attachment disorders
Absence of normal social responsiveness
Indiscriminate behaviour in relationships with adults
Emotionally needy
Compulsive stealing
Constant tiredness
Frequently absent or late at school
Poor self esteem
Destructive tendencies
Thrives away from home environment
Aggressive and impulsive behaviour
Disturbed peer relationships
Self-harming behaviour

Indicators in the parent

Dirty, unkempt presentation
Inadequately clothed
Inadequate social skills and poor socialisation
Abnormal attachment to the child, e.g. anxious
Low self-esteem and lack of confidence
Failure to meet the basic essential needs, e.g. adequate food, clothes, warmth, hygiene
Failure to meet the child's health and medical needs, e.g. poor dental health; failure to attend or keep appointments with health visitor, GP or hospital; lack of GP registration; failure to seek or comply with appropriate medical treatment; failure to address parental substance misuse during pregnancy
Child left with adults who are intoxicated or violent
Child abandoned or left alone for excessive periods
Wider parenting difficulties, may (or may not) be associated with this form of abuse

Indicators in the family/environment

History of neglect in the family
Family marginalised or isolated by the community.
Family has history of mental health, alcohol or drug misuse or domestic violence.
History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Family has a past history of childhood abuse, self-harm, somatising disorder or false allegations of

physical or sexual assault or a culture of physical chastisement.

Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals

Poor state of home environment e.g. unhygienic facilities, lack of appropriate sleeping arrangements, inadequate ventilation (including passive smoking) and lack of adequate heating

Lack of opportunities for child to play and learn

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 is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

It is important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

July 2018 Working Together to Safeguard Children states that: "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." (p111)

Indicators in the child

Physical presentation

Urinary infections, bleeding or soreness in the genital or anal areas
Recurrent pain on passing urine or faeces
Blood on underclothes
Sexually transmitted infections
Vaginal soreness or bleeding
Pregnancy in a younger girl where the identity of the father is not disclosed and/or there is secrecy or vagueness about the identity of the father
Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

Emotional/behavioural presentation

Makes a disclosure.
Demonstrates sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
Inexplicable changes in behaviour, such as becoming aggressive or withdrawn
Self-harm - eating disorders, self-mutilation and suicide attempts
Poor self-image, self-harm, self-hatred
Reluctant to undress for PE
Running away from home
Poor attention/concentration (world of their own)
Sudden changes in school work habits, become truant
Withdrawal, isolation or excessive worrying
Inappropriate sexualised conduct
Sexually exploited or indiscriminate choice of sexual partners
Wetting or other regressive behaviours e.g. thumb sucking
Draws sexually explicit pictures
Depression

Indicators in the parents

Comments made by the parent/carer about the child.
Lack of sexual boundaries
Wider parenting difficulties or vulnerabilities
Grooming behaviour
Parent is a sex offender

Indicators in the family/environment

Marginalised or isolated by the community.

History of mental health, alcohol or drug misuse or domestic violence.

History of unexplained death, illness or multiple surgery in parents and/or siblings of the family

Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.

Family member is a sex offender.

Children at risk of Radicalisation Vulnerable individuals are likely to:

- Be subject to peer pressure
- Have been bullied
- Suffer family tensions
- Been a victim of hate crime
- Suffer deep lack of self esteem
- Carry personal or political grievances
- Have mental health issues
- Spends a lot of time on social media sites

Radicalised individuals are likely to undergo a change in behaviour, but this is not necessarily an indication of radicalization. An individual exhibiting a change in behaviour associated with radicalization would be expected to –

- Be engaged in an ideology
- Be intent on causing harm
- Be capable of violence

A government briefing note “How Social Media is used to encourage travel to Syria and Iraq” can be accessed at:

- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/440450/How_social_media_is_used_to_encourage_travel_to_Syria_and_Iraq.pdf

Children Missing in Education

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

Children at risk of sexual exploitation

- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/278849/Safeguarding_Children_and_Young_People_from_Sexual_Exploitation.pdf

Children at risk of Female Genital Mutilation

Indicators of Female Genital Mutilation (FGM)

There is a range of indicators that a girl may be at risk of FGM.

- See pages 16-17 of the Multi-Agency Practice Guidelines and chapter 9 (p42-44) which focuses on the role of schools. <https://www.gov.uk/government/publications/female-genital-mutilation-guidelines>

Children at risk of honour-based abuse

- Honour Based Abuse is a term used to describe abuse committed within the context of the extended family which are motivated by a perceived need to restore standing within the community, which is presumed to have been lost through the behaviour of the victim. Further information at http://www.cps.gov.uk/legal/h_to_k/honour_based_violence_and_forced_marriage/#a04

Children at risk of forced marriage

- NSPCC E18 Briefing for schools on children at risk of forced marriage
- *"But it's not fair"* by Aneeta Prem (fiction) recommended to schools by a number of educators on subject of forced marriage

Children at risk of fabricated induced illness (FII)

- NSPCC E14 briefing fabricated or induced illness (FII)
- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277314/Safeguarding_Children_in_whom_illness_is_fabricated_or_induced.pdf

Children at risk of gang activity

- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/288804/Safeguarding_children_Gang_activity.pdf

Children with mental health issues

- Mental Health and Behaviour in Schools departmental advice for school staff (March 2016) https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/508847/Mental_Health_and_Behaviour_-_advice_for_Schools_160316.pdf
- Strengths and Difficulties Questionnaire (SDQ) www.reading.gov.uk/article/9533/Children-and-Young-People

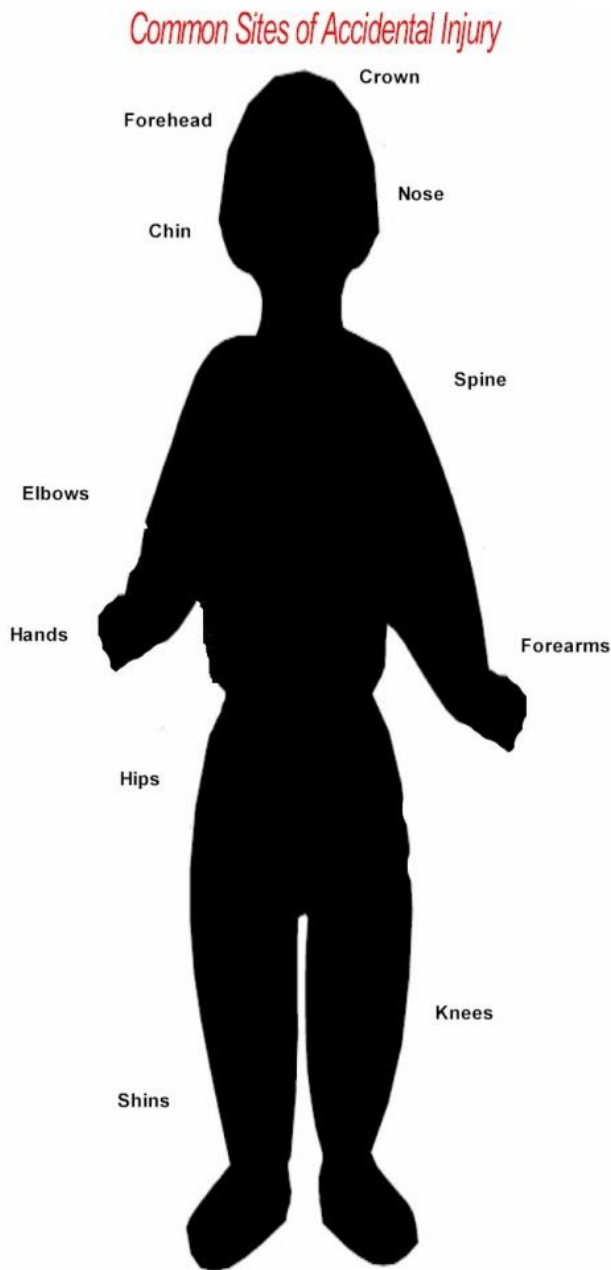
Children at risk of child trafficking

Child trafficking is the recruitment and movement of children for the purpose of exploitation. It is a form of child abuse. Identifying trafficked children or those at risk is not easy. The child may be

scared or unaware of being trafficked. Staff and volunteers have a responsibility to raise concerns no matter how far-fetched these may seem. It is difficult to identify such children. Trafficked children may be registered at one school and moved quickly or be missing from education.

- NSPCC document E15 Child trafficking briefing for schools

Appendix 2 – Common Injury Sites



Common sites of non accidental injury

Eyes, particularly if both eyes are blackened as this is often the result of a punch

Cheeks

Ears, bruised or damaged

Nose

Mouth, torn lips gums and frenulum

Neck

Shoulders, particularly thumbprints

Upper Arms

Inner Arms

Chest, back, and buttocks particularly if finger pattern bruising or linear bruising evident

Stomach

Bruising of genitals

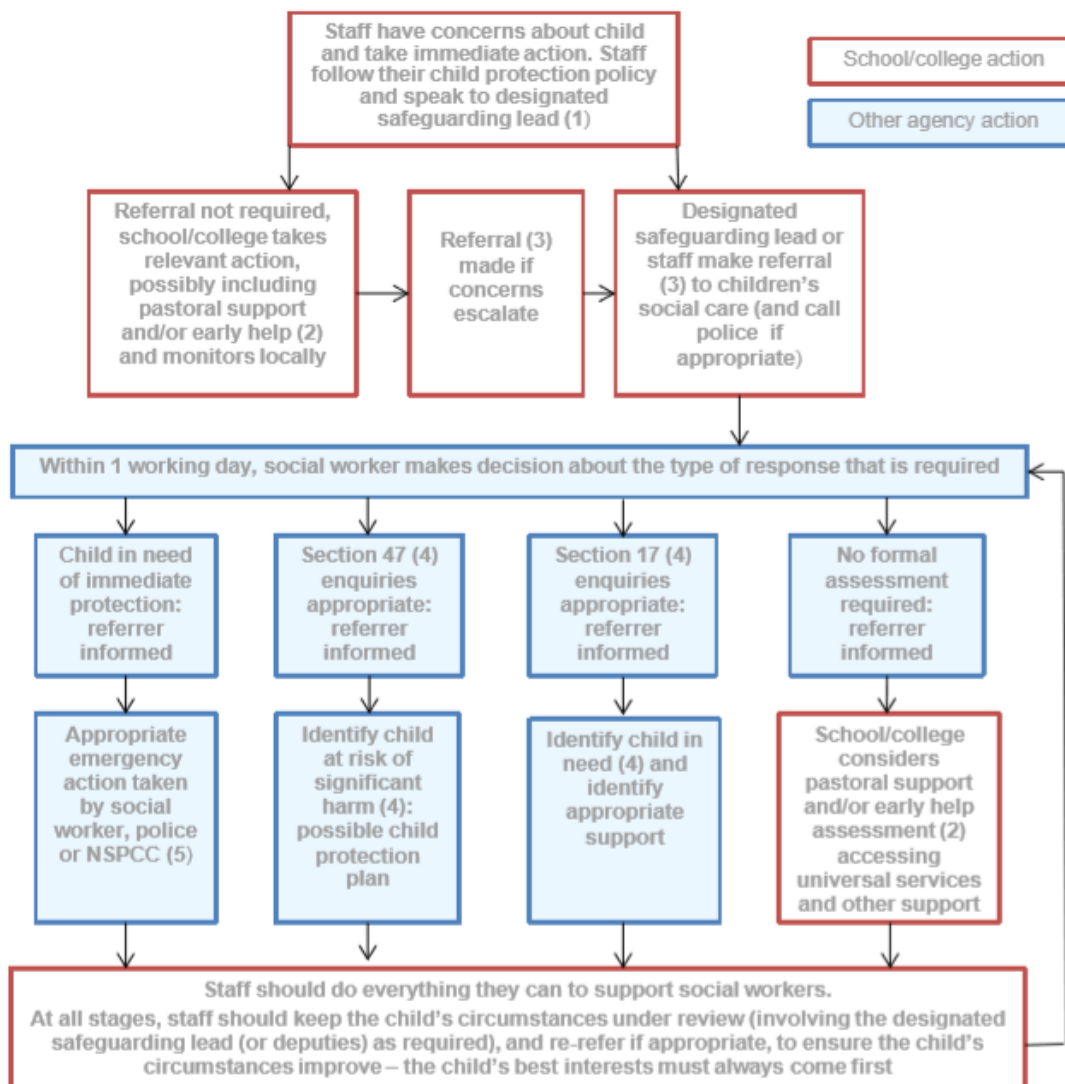
Buttocks

Thighs

In all locations, indicators may be:

Fingertip pattern bruising,
linear bruising from a belt, bruising of face or genitalia,
linear scalds or burns,
cigarette burns,
scalds from emersion,
teeth marks,
pain in a limb, with the child reluctant to move it ,
fear of a certain person or type of person,
inconsistent explanations from carers, often with injuries out of proportion to the accident.

Actions where there are concerns about a child



(1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of this guidance.

(2) 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.

(3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).

(5) This could include applying for an Emergency Protection Order (EPO).

Appendix 3 – Job Description for Designated Governor for Safeguarding

The Board of Governors is ultimately responsible for the effective management of safeguarding in the School. As part of discharging this responsibility effectively, they nominate a Governor to work with the Designated Safeguarding Leads and other senior staff to review safeguarding policy and practice within the School.

Key Responsibilities of the Safeguarding Governor:

1. Maintain regular contact with the Designated Safeguarding Leads for child protection
2. Champion the promotion of well-being, safeguarding and child protection issues at the highest level within the School
3. Ensure that the Governing Body puts in place a suitable child protection and safeguarding policy and associated procedures which have proper regard to prevailing regulations guidance, standards and advice
4. Conduct an annual review of safeguarding policies and practices
5. Report regularly to the Board of Governors on safeguarding matters
6. Ensure that safeguarding training is in place for all staff and relevant additional safeguarding training is undertaken as required by designated staff
7. Undertake appropriate safeguarding training and maintain an up-to-date knowledge of safeguarding requirements for the School
8. Help to broaden the understanding of the whole governing body on safeguarding issues
9. Contribute to ensuring any deficiencies in the School's safeguarding practices brought to Governor's attention from any source are investigated and addressed
10. To ensure that Governors receive appropriate safeguarding training including safer recruitment training.

Approved: September 2020

To Be reviewed September 2021