

Child Protection and Safeguarding Policy

**Based on Southampton's Schools
and Education:
Example Child Protection Policy, Procedure and
And
Hamic Trust Model Child Protection Policy**

January 2017

Hollybrook Infant School

Child Protection and Safeguarding Policy

Contents

Purpose	4
Scope	4
Definitions	4
Policy statement	5
Section 1: Principles and Values	5
Leadership and Management	5
Training	6
Referral	6
Confidentiality	6
Dealing with allegations against staff	7
Dealing with allegations against pupils	7
Section 2: Roles and responsibilities within school Hollybrook Infant School	7
Staff responsibilities	7
Senior management team responsibilities:	8
Governing body responsibilities	8
DSL responsibilities	8
<i>Office Manager – responsibility for Single Central Record</i>	9
<i>Medical</i>	9
<i>SEN and CLA</i>	9
<i>Educational Visits Coordinator</i>	9
<i>Health and Safety</i>	9
Section 3: Hollybrook Infant School child protection procedures	9
Overview	9
<i>Section 4: Recording and sharing child protection information</i>	<i>11</i>
<i>Section 5: Monitoring of the compliance – effectiveness of procedures</i>	<i>11</i>

<i>Local Governing Body</i>	11
<i>Hamwic Standards Team</i>	12
<i>Hamwic Human Resources Team</i>	11
<i>Hamwic Health and Safety Team</i>	12
<i>Hamwic Information Technology Team</i>	12
<i>Hamwic Finance Team</i>	12
Management	13
Governance	13
Annex 1: Flowchart for child protection procedures	14
Annex 2: Body Map	15
Annex 3: Dealing with disclosures	15
Annex 4: Allegations against staff	18
Annex 5: Managing allegations against other pupils: Model policy and procedure	19
Annex 6: Briefing sheet for temporary and supply staff	22
Annex 7: What is child abuse?	23
Annex 8: Brook sexual behaviours traffic light tool	38
Annex 9: Hamwic Safeguarding Audit Form	
Annex 10: Useful contacts	32

Approved by	Local Governing Body
Approval date	February 2017
Review date	January 2018
Effective date	

Purpose

1. The purpose of this policy is to:
 - provide Staff with the framework to promote and safeguard the wellbeing of children and in so doing ensure they meet their statutory responsibilities.
 - ensure consistent good practice across the school.
 - demonstrate our commitment to protecting children.
2. This document is based on guidance from the 2016 Keeping Children Safe in Education legislation.
3. Keeping Children Safe in Education 2016 highlights the importance of frontline staff in developing the schools policy and has been used to inform this policy.

Legal context

There are several acts of parliament and guidance that are pertinent to the Child Protection process but key legislation is both the Children's Act of 1989 and 2004 as well as the Education Act of 2002 which states that teachers, education professionals, social workers, health professionals, police officers and members of the public have a statutory duty to report any concerns or suspicions that a child has been abused.

There is also Section 175 of the Education Act 2002 which clearly states that the governing body of a maintained school shall make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school." This includes independent schools and academies under section 157 of this Act.

Further guidance

- [Working together to safeguard children 2015](#)
- [Keeping children safe in education 2016](#)
- [Disqualification under the childcare act 2006 \(2015\)](#)

Scope

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

Definitions

1. Within this document a number of phrases are used which can be explained:
 - **Child Protection** is an aspect of safeguarding, but is focused on how we respond to children who have been significantly harmed or are at risk of significant harm.

- The term **Staff** applies to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity. This also includes parents and governors.
- **Child** refers to all young people who have not yet reached their 18 birthday. On the whole, this will apply to pupils of our school; however the policy will extend to visiting children and students from other establishments. For our children with an education, health and care (EHC) plan, this expands to 25 if they need more support than is available through special educational needs support.
- **Parent** refers to birth parents and other adults in a parenting role for example adoptive parents, step parents, guardians and foster carers.
- **Abuse** could mean neglect, physical, emotional or sexual abuse or any combination of these. Parents, carers and other people can harm children either by direct acts and / or failure to provide proper care. Explanations of these are given within the Schools and Education Guidance for developing Safeguarding Policies document. See Annex 8.
- **DSL** is the Designated Safeguarding Lead

Policy statement

2. We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children.
3. We make every effort to provide a safe and welcoming environment underpinned by a culture of openness where both children and adults feel safe and able to talk freely about their concerns, believing that they will be listened to and valued.
4. We maintain an attitude of “it could happen here” where safeguarding is concerned.
5. As a school we will educate and encourage pupils to keep safe through:
 - The content of the curriculum
 - A school ethos which helps children to feel safe and able to talk freely about their concerns, believing that they will be listened to and valued.

Section 1: Principles and Values

6. Children have a right to feel secure and cannot learn effectively unless they do so.
7. All children regardless of age, gender, race, ability, sexuality, religion, culture or language have a right to be protected from harm.
8. All staff have a key role in prevention of harm and an equal responsibility to act on any suspicion or disclosure that may indicate a child is at risk of harm in accordance with the guidance.
9. We acknowledge that working in partnership with other agencies protects children and reduces risk and so we will engage in partnership working throughout the child protection process to safeguard children.
10. Whilst the school will work openly with parents as far as possible, the school reserves the right to contact children’s social care or the police, without notifying parents if this is in the child’s best interests.

Leadership and Management

11. We recognise that staff anxiety around child protection can undermine good practice and so have established clear lines of accountability, training and advice to support the process and individual staff within that process.
12. In this school any individual can contact the designated safeguarding lead (DSL) if they have concerns about a young person.
13. **DSL** is Jane Wood and the deputy DSL is Clare Clifford. There is a nominated governor, Ian Pennal, who will receive reports of allegations against the headteacher and act on the behalf of the governing body.
14. As an employer we comply with the “Disqualification under the childcare act 2006” guidance issued in February 2015.

Training

15. All staff in our school are expected to be aware of the signs and symptoms of abuse and must be able to respond appropriately. Training is provided every year for all staff, with separate training to all new staff on appointment. All staff sign to the policy annually to acknowledge they have attended/read and understood the training.

The DSL will attend annual training with regular updates to enable them to fulfil their role. (*based on KCSIE 2016 guidance*).

16. Any update in national or local guidance will be shared with all staff in briefings and then captured in the next whole school training session. This policy will be updated during the year to reflect any changes brought about by new guidance.
17. Following any concerns raised by staff, the DSL will assess the information and consider if significant harm has happened or if there is a risk that it may happen. If the evidence suggests the threshold of significant harm, or risk of significant harm has been reached; or they are not clear if the threshold is met, then the DSL will contact children's social care. If the DSL is not available or there are immediate concerns, the staff member will make every effort to contact the DSL; if this is not possible the staff member will refer directly to children's social care.
18. Generally the DSL will inform the parents prior to making a referral however there are situations where this may not be possible or appropriate.
19. **N.B.** The exception to this process includes cases of known Female Genital Mutilation where there is a mandatory requirement for the teacher to report directly to the police.
20. *All staff are required to read Part One of Keeping Children Safe in Education 2016. They sign to say they have read this and are given opportunities to ask questions about any aspects they are unsure about.*
21. *All staff have an appropriate level of Prevent Awareness training. All staff are trained by one of the Lead Trainers, Jane Wood or Clare Clifford, who have completed the police awareness course.*
22. *All staff receive annual child protection training. This includes:*
 - *Types and signs of abuse*
 - *Signs of a child being drawn into extremism*
 - *How to listen to a child who shares information*
 - *How to report and record concerns and information shared by a child*
 - *How to report an adult behaving in a way which causes concern*
 - *An emphasis placed on 'things like this do happen here – nowhere is exempt' and 'no niggles or worry is too small to report'*
 - *Reminder of the role of DSL and who this is*
 - *A review of KCSIE and a review of updates*
 - *A review of online safety strategies in school*
 - *An opportunity to re-read the school CP and Safeguarding Policy, staff code of conduct and whistle blowing policy*
23. *The school ensures any updates or new information given by the LSCH or Hamwic Trust is disseminated to staff. This can be in the form of email, memo or face to face.*

Confidentiality

24. We maintain that all matters relating to child protection are to be treated as confidential and only shared as per the 'working together' guidance.
25. Information will only be shared with agencies who we have a statutory duty to share with and individuals within the school who 'need to know'.
26. All staff are aware that they cannot promise a child to keep a disclosure confidential.

Dealing with allegations against staff

27. If a concern is raised about the practice or behaviour of a member of staff this information will be recorded and passed to the headteacher, Jane Wood. The local authority designated officer (LADO) will be contacted and the relevant guidance will be followed

The LA's Designated Officer is: Sue Sevier

Phone: 023 8091 5535

E-mail: LADO@Southampton.gov.uk

31. If the allegation is against the headteacher, the person receiving the allegation will contact the LADO or nominated governor directly.

Dealing with allegations against pupils

32. If a concern is raised that there is an allegation of a pupil abusing another pupil within the school, the 'dealing with allegations against pupils' guidance will be followed (Annex 6).

Section 2: Roles and responsibilities within Hollybrook Infant School

Staff responsibilities

33. All staff have a key role to play in identifying concerns early and in providing help for children. To achieve this they will:
 - Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to
 - Ensure children know that there are adults in the school whom they can approach if they are worried about any problems
 - Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe
 - Attend training in order to be aware of and alert to the signs of abuse
 - Maintain an attitude of "it could happen here" with regards to safeguarding
 - Record their concerns if they are worried that a child is being abused and report these to the relevant person as soon as practical that day
 - If the disclosure is an allegation against a member of staff they will follow the allegations' procedures (Annex 5)
 - Follow the procedures set out by the LSCB and take account of guidance issued by the DfE
 - Support pupils in line with their child protection plan
 - Ensure they know who the designated safeguarding lead (DSL) and deputy DSL are and know how to contact them
 - Treat information with confidentiality but never promising to "keep a secret"
 - Notify DSL of any child on a child protection plan who has unexplained absence
 - In the context of early help, staff will notify colleagues and/or parents of any concerns about their child(ren), and provide them with, or signpost them to, opportunities to change the situation
 - Liaise with other agencies that support pupils and provide early help

Senior management team responsibilities:

- Contribute to inter-agency working in line with guidance (working together 2015)
- Provide a co-ordinated offer of early help when additional needs of children are identified
- Working with children's social care, support their assessment and planning processes including the schools attendance at conference and core group meetings
- Carry out tasks delegated by the governing body such as training of staff; safer recruitment; maintaining a single central register
- Provide support and advice on all matters pertaining to safeguarding and child protection to all staff regardless of their position within the school
- Treat any information shared by staff or pupils with respect and follow procedures
- Ensure that allegations or concerns against staff are dealt with in accordance with guidance from department for education (DfE), Local safeguarding children board (LSCB) and Southampton City Council (SCC)
- Concerns linked to prevent will be reported to the Channel Programme in the local authority

Governing body responsibilities

It is expected that the governor will have a more thorough knowledge of KSCIE, particularly with regards to Parts 2 and 3. The governor's role is to ensure that the policy is effective. The governor may wish to use aspects of the standards team monitoring form to guide their own monitoring and evaluation. The governor will not ask questions about individual children or ask to see children's files. The may wish to see an unnamed chronology front page, for example.

- The school has effective safeguarding policies & procedures including a child protection policy and a staff behaviour policy
- Recruitment, selection and induction follows safer recruitment practice
- Allegations against staff are dealt with by the headteacher
- A member of the senior staff team is designated as designated safeguarding lead (DSL) and have this recorded in their job description
- Staff have been trained appropriately and this is updated in line with guidance
- Any safeguarding deficiencies or weaknesses are remedied without delay
- They have identified a nominated governor for allegations against the headteacher.

DSL responsibilities (to be read in conjunction with DSL role description in KCSiE 2016)

In this school the DSL is Jane Wood

The deputy DSL is Clare Clifford

34. In addition to the role of staff and senior management team the DSL will

- Assist the governing body in fulfilling their responsibilities under section 175 or 157 of the education act 2002
- Attend initial training for the role and refresh this every year. By attending the initial refresher training and then demonstrating evidence of continuing professional development thereafter with regular updates
- Ensure every member of staff knows who the DSL is, is aware of the DSL role and has their contact details
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the DSL

- Ensure that whole school training occurs annually so that staff and volunteers can fulfil their responsibilities.
- Ensure any members of staff joining the school outside of this training schedule receive induction prior to commencement of their duties
- Keep records of child protection concerns securely on CPOMs and use these records to assess the likelihood of risk
- Ensure that copies of safeguarding records are transferred accordingly (separate from pupil files) when a child transfers school
- Ensure that where a pupil transfers school and is on a child protection plan or is a child looked after, the information is passed to the new school immediately and that the child's social worker is informed
- Link with the LSCB, SCC and Hamwic to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- Develop, implement and review procedures in our school that enable the identification and reporting of all cases, or suspected cases, of abuse.

Office Manager – responsibility for Single Central Record

35. *Shereen Higgins is responsible for the management of the Single Central Record. Where support is required, Hamwic HR will work alongside the SCR Manager to ensure all checks are completed and recorded*

Medical

36. *Raquel Atton is responsible for medicines. She will check first aid and paediatric first aid certificates*

SEN and CLA

37. *Clare Clifford is SENCo and is responsible for all aspects of inclusion including SEN, EHC plans and is a Designated Lead responsible for children who are looked after*

Educational Visits Coordinator

38. *Jane Wood, Headteacher is the EVC. All residential visits are checked through Hants Local Authority vetting and checking systems for trips and residential stays (EVOLVE)*

Health and Safety

39. *Jane Wood, Headteacher is responsible for Health and Safety in the school*

Section 3: Hollybrook Infant School child protection procedures

Overview

40. The following procedures apply to all staff working in the school and will be covered by training to enable staff to understand their role and responsibility.
41. The aim of our procedures is to provide a robust framework which enables staff to take appropriate action when they are worried a child is being abused.
42. The prime concern at all stages must be the interests and safety of the child. Where there is a conflict of interest between the child and an adult, the interests of the child must be paramount.

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

43. Make an initial record of the information
44. Report it to the DSL / headteacher immediately
45. The DSL or headteacher will consider if there is a requirement for immediate medical intervention, however urgent medical attention should not be delayed if DSL or headteacher are not immediately available (see point 8 below)
46. Make an accurate record on CPOMs (which may be used in any subsequent court proceedings) as soon as possible and within 24 hours of the occurrence, of all that has happened, including details of:
 - Dates and times of their observations
 - Dates and times of any discussions they were involved in.
 - Any injuries
 - Explanations given by the child / adult
 - What action was taken
 - Any actual words or phrases used by the child.

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

47. Decide whether or not there are sufficient grounds for suspecting significant harm in which case a referral must be made to children's social care
48. Normally the school should try to discuss any concerns about a child's welfare with the family and where possible to seek their agreement before making a referral to children's social care. However, in accordance with DfE guidance, this should only be done when it will not place the child at increased risk or could impact a police investigation. The child's views should also be taken into account.
49. If there are grounds to suspect a child is suffering, or is likely to suffer, significant harm they must contact the Multi Agency Safeguarding Hub and make a clear statement of:
 - a. the known facts
 - b. any suspicions or allegations
 - c. whether or not there has been any contact with the child's family.
50. If the DSL feels unsure about whether a referral is necessary they can phone the MASH to discuss concerns.
51. If there is not a risk of significant harm, then the DSL will either actively monitor the situation or consider the early help process.
52. The DSL must confirm any referrals in writing to the MASH, within 24 hours, including the actions that have been taken. The written referral should be made using the MASH referral form which will provide children's social care with the supplementary information required about the child and family's circumstances.
53. If a child is in immediate danger and urgent protective action is required, the police should be called. The DSL should also notify children's social care of the occurrence and what action has been taken.
54. Where there are doubts or reservations about involving the child's family, the DSL should clarify with children's social care or the police whether, the parents should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation.
55. When a pupil is in need of *urgent* medical attention and there is suspicion of abuse the DSL or headteacher should take the child to the accident and emergency unit at the nearest hospital, having first notified children's social care. The DSL should seek advice about what action children's social care

will take and about informing the parents, remembering that parents should normally be informed that a child requires urgent hospital attention.

Looked After Children (LAC)

- The named designated officer is Clare Clifford
- Personal Education Plans and Annual Reviews are carried out for LAC as required
- The school work closely in partnership with families, social care and the Virtual Headteacher

Monitoring Absence

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

Missing, Exploited and Trafficked Children (MET)

Definition

Within the local area, the acronym MET is used to identify all children who are missing; believed to be at risk of or being sexually exploited; or who are at risk of or are being trafficked. Given the close links between all of these issues, there has been a considered response to join all three issues so that cross over of risk is not missed.

Children Missing from Education

Local guidance can be found in the new School Improvement website (Dec 2016) within the documents titled "CME guidance for schools" published by SCC, "CME procedures" published by SCC "Children Missing Education, statutory guidance for local authorities" September 2016

DSLs and staff should consider:

Missing lessons:

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

Single missing days:

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

Continuous missing days:

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

The school will view absence as both a safeguarding issue and an educational outcomes issue. Regular attendance Audits with the Attendance Officer from the Jeffereys Education Trust are held with Hollybrook Infant's Attendance Officer and the DSL to offer support to families of Persistent Absentees. Hollybrook Infant and the Attendance Officer may undertake home visits as part of this support. The school may take steps that could result in legal action for attendance, or a referral to children's social care, or both.

If a child is removed from our school without arriving at a new school, or for an unexplained period of absence, we will inform Tina Selby at SCC

Safer Recruitment

- The school is committed to safer recruitment – checks are carried out in line with safeguarding, safer recruitment and pre-employment checks.
- Leaders receive training
(see Safer Recruitment Policy)

Section 4: Recording and sharing child protection information

Hollybrook Infant use CPOMs to log any safeguarding / behaviour concerns

56. *The school will keep all child protection written concerns, referrals, notes or reports securely electronically*
57. *All adults will be reminded that no concern is too small to record and refer to the DSL.*
58. *Information will be shared within school only if it is considered in the best interests of the child. All staff must be clear that any information shared is sensitive and confidential. Adults should not raise any knowledge they have regarding risks or harm with the child unless they are the DSL/Deputy DSL*
59. *The school will share information with other agencies where this will benefit the child and will use the local multi-agency referral team and related paperwork. The school will make every attempt to attend multi-agency meetings and will supply reports as requested by core group leaders*
60. *Records will be retained according to guidance from the Information and Records Management Society, 'Retention Guidelines for Schools (version 4). We recognise the 'Keeping Children Safe in Education 2016' states that original records must be transferred to any new school at the time the child transfers. We also recognise the need to retain copies of records should the school need to become involved in an ongoing or re-emerging case in the future. With this in mind, archived copies of records will be kept for six years from the date the child leaves the school. Under the Retention Guidelines for schools the child's records will be retained at the school where the child reaches the age at which they leave education until their 26th birthday*

Section 5: Monitoring of the compliance and effectiveness of procedures

Local Governing Bodies

61. *The Local Governing Body / Hamwic Trust satisfy themselves that the child protection policy is compliant and that all staff are aware of how to report concerns*
62. *A safeguarding governor, meets with the DSL to check that procedures are being followed, that staff training is up to date and to keep abreast of the number of children who are open to social care. The safeguarding governor will engage with regular update training, ensure that the DSL's qualification is valid and that all staff are receiving the appropriate and regular training*

63. *Governors will refer to the Hamwic Safeguarding Audit form as a template to support their own monitoring questions and activity (Annex 9)*

Hamwic Standards Team

64. *The Hamwic Standards team will monitor the full range of child protection arrangements including an overview of paperwork required, such as the Single Central Record, child protection files and training logs. They will also ensure that the policy for child protection is online and compliant*
65. *The Standards team will review safeguarding arrangements as a separate visit or as part of the school's standards full review annually*
66. *The areas for monitoring and template for capturing evidence can be found as Annex 9*
67. *The Local Authority will be invited to attend the full school annual review so that they can satisfy themselves that child protection procedures are effective. Where a Local Authority cannot attend a review, the safeguarding findings can be sent on request*

Hamwic Human Resources Team

68. *Through internal audit the Hamwic HR Team will:*
- *Monitor the recording of all vetting checks and personal information required on the Single Central Register*
 - *Will spot check files to ensure references are appropriate and photographic evidence has been collected*
 - *Ensure that the office manager and finance manager are sufficiently knowledgeable in identifying regulated and non-regulated activity by providing up to date guidance documents*
In addition, yearly briefing sessions will be arranged

Hamwic Health and Safety Team

69. *The Health and Safety Team will monitor the cleanliness, organisation and condition of the premises*
70. *Fire risk management and evacuation procedures will be scrutinised*
71. *An annual workplace inspection and internal audit process will ensure that the school has clear processes in place to keep children safe in the building and ensure schools comply with the law*
72. *The Health and Safety Team will monitor medical arrangements and training in the school, along with the effectiveness of Education Healthcare Plans*

The above will take place across the year, but at least annually as part of the workplace inspection

Information Technology Team

The IT team will:

73. *Routinely check school networks to ensure that appropriate filters are in place and that technology is being used acceptably in school*
74. *Ensure that the school has an Acceptable Use policy in place*

Finance Team

The finance team will routinely monitor regulatory, to ensure there is no misappropriation of funds, through monthly budget checks

Management

Senior leaders will ensure staff are regularly trained so they are fully aware of the processes and expectations of this policy. All staff must ensure they fully understand the exceptions on this policy, particularly with regard to the process set out in section 3. Where a member of staff does not follow the expectations of the policy an investigation will take place by a senior leader to ascertain why this has occurred. Following an investigation support may be offered and an action plan generated to support the staff member's improved practice, or it may be necessary to refer to the stages in the staff disciplinary policy.

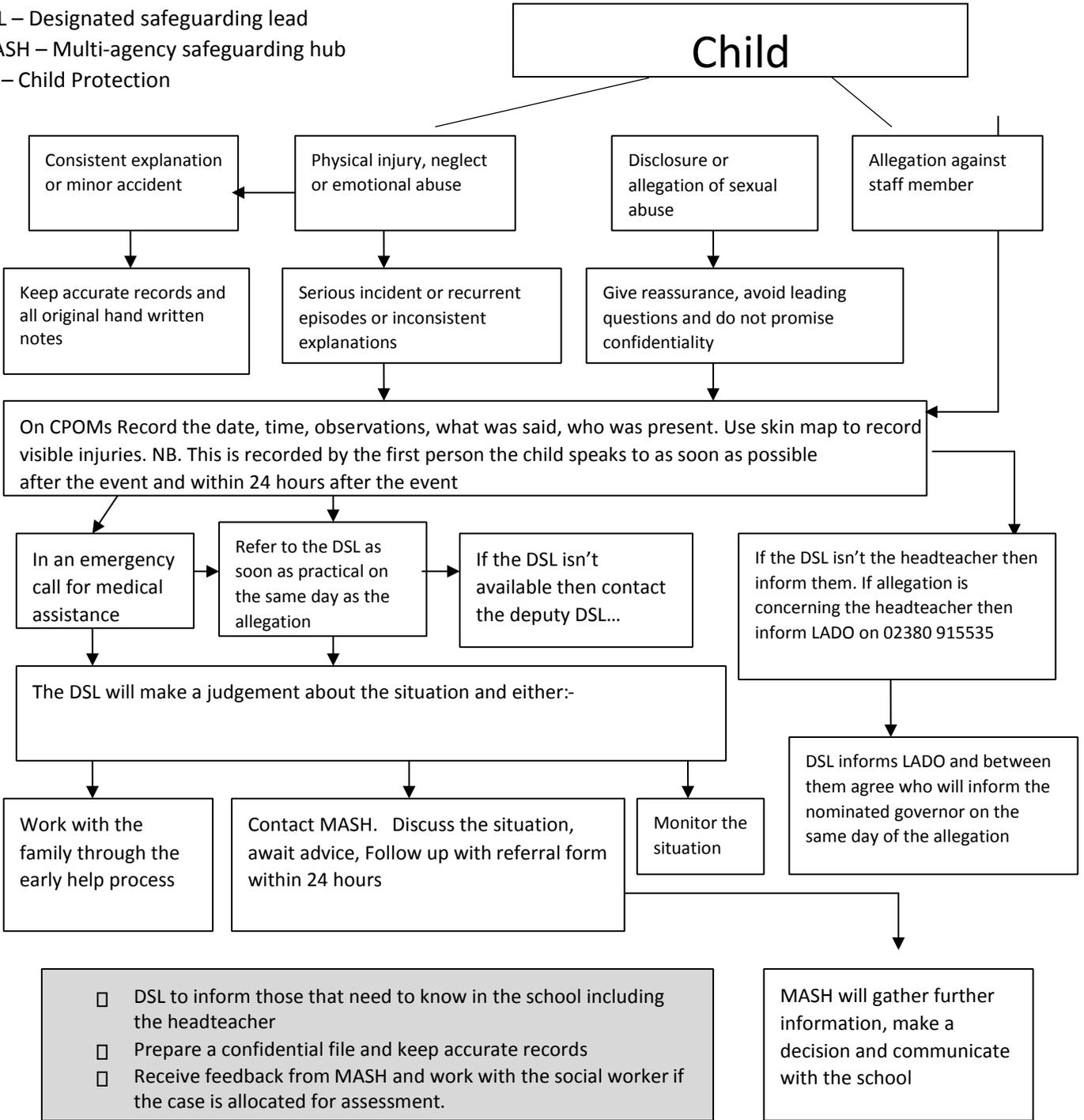
Governance

52. As a school, we review this policy at least annually in line with Department of Education, LSCB and SCC and other relevant statutory guidance.

DSL – Designated safeguarding lead
MASH – Multi-agency safeguarding hub
CP – Child Protection

S
T
A
F
F

D
S
L



Annex 1: Flowchart for child protection procedures

Annex 2: Body Map

(Body map is part of logging concerns on CPOMs)

Body Maps should be used to document and illustrate visible signs of harm and physical injuries. Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

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

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

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

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

Ensure First Aid is provided where required and record

Annex 3: Dealing with disclosures

Dealing with disclosures

All staff should:

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

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

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

Receive

- Listen to what is being said, without displaying shock or disbelief
- Accept what is said and take it seriously
- Make a note of what has been said as soon as practicable

Reassure

- Reassure the pupil, but only so far as is honest and reliable
- Don't make promises you may not be able to keep e.g. 'I'll stay with you' or 'everything will be alright now' or 'I'll keep this confidential'
- Do reassure e.g. you could say: 'I believe you', 'I am glad you came to me', 'I am sorry this has happened', 'We are going to do something together to get help'

Respond

- Respond to the pupil only as far as is necessary for you to establish whether or not you need to refer this matter, but do not interrogate for full details
- Do not ask 'leading' questions i.e. 'did he touch your private parts?' or 'did she hurt you?' Such questions may invalidate your evidence (and the child's) in any later prosecution in court
- Do not criticise the alleged perpetrator; the pupil may care about him/her, and reconciliation may be possible
- Do not ask the pupil to repeat it all for another member of staff. Explain what you have to do next and whom you have to talk to. Reassure the pupil that it will be a senior member of staff

Report

- Share concerns with the designated safeguarding lead as soon as possible
- If you are not able to contact your designated safeguarding lead, and the child is at risk of immediate harm, contact the children's services department directly
- If you are dissatisfied with the level of response you receive following your concerns, you should press for re-consideration.

Record

- If possible make some very brief notes at the time, and write them up as soon as possible. Scan original notes onto CPOMs
- Record the date, time, place, person's present and noticeable nonverbal behaviour, and the words used by the child. If the child uses sexual 'pet' words, record the actual words used, rather than translating them into 'proper' words
- Complete a body map to indicate the position of any noticeable bruising
- Record facts and observable things, rather than your 'interpretations' or 'assumptions'

Remember

- Support the child: listen, reassure, and be available
- Complete confidentiality is essential. Share your knowledge only with appropriate professional colleagues
- Try to get some support for yourself if you need it

Review (led by DSL)

- Has the action taken provided good outcomes for the child?
- Did the procedure work?
- Were any deficiencies or weaknesses identified in the procedure? Have these been remedied?
- Is further training required?

What happens next?

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

If they have concerns that the disclosure has not been acted upon appropriately they might inform the safeguarding governor of the school and/or may ultimately contact the children's services department.

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

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

Children may become subject to Child in Need plans or Child Protection plans. This will always involve multiagency working around the child / family. All agencies are required to provide written reports for each meeting. Our school may also send a representative to the meeting to share this report and hear the wider picture. If we have service children in school, best endeavours would be

made to ensure information about children at risk would be passed on if the family were to be posted overseas.

Annex 4: Allegations against staff

Allegations against staff

Procedure

This procedure should be used in all cases in which it is alleged a member of staff or volunteer in a school has:

- **behaved in a way that has harmed a child, or may have harmed a child;**
- **possibly committed a criminal offence against or related to a child; or**
- **behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children**

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

- Report any concerns about the conduct of any member of staff or volunteer to the Headteacher or the DSL as soon as possible
- If an allegation is made against the Headteacher, the concerns need to be raised with the LADO or nominated governor as soon as possible
- Once an allegation has been received by the Headteacher or nominated governor they will contact the Local Authority Designated Officer on 02380 915535 as soon as possible and before carrying out any investigation into the allegation other than preliminary enquiries.
- Inform the parents of the allegation unless there is a good reason not to

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

If the matter is investigated internally, the LADO will advise the school to seek guidance from their personnel/HR provider in following procedures set out in 'keeping children safe in education' (2016) and the LSCB procedures.

Records of allegations against staff will be retained for 25 years.

If a member of staff has a concern about the conduct of other members of staff they must follow the procedure in the Whistleblowing policy.

NSPCC whistle blowing helpline for staff – help@nspcc.org.uk or 0800 0280285

Annex 5: Managing allegations against other pupils: Model policy and procedure

Managing allegations against other pupils

Model policy & procedure

DfE guidance keeping children safe in education (2016) says that ‘governing bodies should ensure that there are procedures in place to handle allegations against other children’. The guidance also states the importance of minimising the risks of peer-on- peer abuse. In most instances, the conduct of students towards each other will be covered by the school’s behaviour policy. Some allegations may be of such a serious nature that they may raise safeguarding concerns. These allegations are most likely to include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is also likely that incidents dealt with under this policy will involve older students and their behaviour towards younger students or those who are vulnerable.

The safeguarding implications of sexual activity between young people

The intervention of child protection agencies in situations involving sexual activity between children can require difficult professional judgments. Some situations are statutorily clear – for example, a child under the age of 13 cannot consent to sexual activity. But it will not necessarily be appropriate to initiate safeguarding procedures where sexual activity involving children and young people below the age of legal consent (16 years) comes to notice. In our society generally the age at which children become sexually active has steadily dropped. It is important to distinguish between consensual sexual activity between children of a similar age (where at least one is below the age of consent), and sexual activity involving a power imbalance, or some form of coercion or exploitation. It may also be difficult to be sure that what has or has been alleged to have taken place definitely does have a sexual component.

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

The age, maturity and understanding of the children;

Any disability or special needs of the children;

Their social and family circumstance;

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

Any evidence of pressure to engage in sexual activity;

Any indication of sexual exploitation;

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

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

Policy:-

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

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

Prevention

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

- Providing a developmentally appropriate PSHE syllabus which develops students understanding of acceptable behaviour and keeping themselves safe
- Ensuring that British Values are embedded into the curriculum to prevent children from being drawn into extremism
- Teaching children about online dangers and giving them strategies to keep themselves safe
- Having systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued
- Delivering targeted work on assertiveness and keeping safe to those pupils identified as being at risk
- Developing robust risk assessments & providing targeted work for pupils identified as being a potential risk to other pupils.

Allegations against other pupils which are safeguarding issues

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that, to be considered a safeguarding allegation against a pupil, some of the following features will be found.

If the allegation:-

- Is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- Is of a serious nature, possibly including a criminal offence
- Raises risk factors for other pupils in the school
- Indicates that other pupils may have been affected by this student
- Indicates that young people outside the school may be affected by this student. Examples of safeguarding issues against a student could include:

Physical Abuse

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

Emotional Abuse

- Blackmail or extortion
- Threats and intimidation
- Use of racial and homophobic language

Sexual Abuse

- Indecent exposure, indecent touching or serious sexual assaults
- Forcing others to watch pornography or take part in sexting

Sexual Exploitation

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

Prevent

- Children being drawn into extremism

Procedure:-

- When an allegation is made by a pupil against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the designated safeguarding lead (DSL) should be informed
- A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances
- The DSL should contact the multi-agency safeguarding hub to discuss the case
- The DSL will follow through the outcomes of the discussion and make a referral where appropriate
- If the allegation indicates that a potential criminal offence has taken place, once referred to the multi-agency safeguarding hub, the police will become involved
- Parents, of both the student being complained about and the alleged victim, should be informed and kept updated on the progress of the referral
- The DSL will make a record of the concern, the discussion and any outcome
- It may be appropriate to exclude the pupil being complained about for a period of time according to the school's behaviour policy and procedures
- Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures
- In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan
- The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

Annex 6: Briefing sheet for temporary and supply staff

Briefing sheet for temporary and supply staff

For supply staff and those on short contracts in Hollybrook Infant school

While working in Hollybrook Infant school, you have a duty of care towards the children/pupils/students here. This means that at all times you should act in a way that is consistent with their safety and welfare.

In addition, if at any time you have a concern about a child or young person, particularly if you think they may be at risk of abuse or neglect, it is your responsibility to share that concern with the school designated safeguarding lead (DSL), who is Jane Wood.

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

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

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

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

- Rather than directly questioning the child, just listen and be supportive
- Never stop a child who is freely recalling significant events, but don't push the child to tell you more than they wish
- Make it clear that you may need to pass on information to staff in other agencies who may be able to help – do not promise confidentiality. You are obliged to share any information relating to abuse or neglect
- Write an account of the conversation immediately, as close to verbatim as possible. Put the date and timings on it, and mention anyone else who was present. Then sign it, and give your record to the designated person/child protection officer, who should contact children's social care if appropriate

The school has a policy on safeguarding children and young people which you can find on the school website. A hard copy is also available from the school office.

Remember, if you have a concern, discuss it with the DSL.

Annex 7: What is child abuse?

What is child abuse?

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

What is abuse and neglect?

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

Physical abuse

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

Emotional abuse

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

Sexual abuse

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

Neglect

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

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

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

Indicators of abuse

Neglect

The nature of neglect

Neglect is a lack of parental care but poverty and lack of information or adequate services can be contributory factors.

Far more children are registered to the category of neglect on child protection plans than to the other categories. As with abuse, the number of children experiencing neglect is likely to be much higher than the numbers on the plans.

Neglect can include parents or carers failing to:

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

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

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

Neglect is a difficult form of abuse to recognise and is often seen as less serious than other categories. It is, however, very damaging: children who are neglected often develop more slowly than others and may find it hard to make friends and fit in with their peer group.

Neglect is often noticed at a stage when it does not pose a risk to the child. The duty to safeguard and promote the welfare of children (*what to do if you are worried a child is being abused* 2015) would suggest that an appropriate intervention or conversation at this early stage can address the issue and prevent a child continuing to suffer until it reaches a point when they are at risk of harm or in significant need.

Neglect is often linked to other forms of abuse, so any concerns school staff have should at least be discussed with the designated person/child protection co-ordinator.

Indicators of neglect

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

Physical indicators of neglect

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

Behavioural indicators of neglect

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

Emotional abuse

The nature of emotional abuse

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

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

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

All kinds of abuse and neglect have emotional effects although emotional abuse can occur by itself. Children can be harmed by witnessing someone harming another person – as in domestic violence.

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

Indicators of emotional abuse

Developmental issues

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

Behaviour

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

Social issues

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

Emotional responses

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

Physical abuse

The nature of physical abuse

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

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

Indicators of physical abuse / factors that should increase concern

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

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

- the explanation given does not match the injury
- the explanation uses words or phrases that do not match the vocabulary of the child (adults words)

- no explanation is forthcoming
- the child (or the parent/carer) is secretive or evasive
- the injury is accompanied by allegations of abuse or assault

You should be concerned if the child or young person:

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

Sexual abuse

The nature of sexual abuse

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

Characteristics of child sexual abuse:

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

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

Indicators of sexual abuse

Physical observations

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

Behavioural observations

Bullying

Prejudice based abuse

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

- . Disability
- . Race
- . Religion
- . Gender identity
- . Sexual orientation

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

- Threatened or actual physical assault
- Derogatory name calling, insults, for example racist jokes or homophobic language
- Hate graffiti (e.g. on school furniture, walls or books)
- Provocative behaviour e.g. wearing of badges or symbols belonging to known right wing, or extremist organisations
- Distributing literature that may be offensive in relation to a protected characteristic
- Verbal abuse
- Inciting hatred or bullying against pupils who share a protected characteristic
- Prejudiced or hostile comments in the course of discussions within lessons
- Teasing in relation to any protected characteristic e.g. sexuality, language, religion or cultural background
- Refusal to co-operate with others because of their protected characteristic, whether real or perceived
- Expressions of prejudice calculated to offend or influence the behaviour of others
- Attempts to recruit other pupils to organisations and groups that sanction violence, terrorism or hatred.

As a school we will respond by:

- Clearly identifying prejudice based incidents and hate crimes and monitor the frequency and nature of them within the school
- Taking preventative action to reduce the likelihood of such incidents occurring
- Recognising the wider implications of such incidents for the school and local community
- Providing regular reports of these incidents to the Governing Body
- Ensuring that staff are familiar with formal procedures for recording and dealing with prejudice based incidents and hate crimes
- Dealing with perpetrators of prejudice based abuse effectively
- Supporting victims of prejudice based incidents and hate crimes
- Behaviours we monitor closely:
 - Sexual knowledge inappropriate for age
 - Sexualised behaviour or affection inappropriate for age
 - Sexually provocative behaviour/promiscuity
 - Hinting at sexual activity Inexplicable decline in school performance
 - Depression or other sudden apparent changes in personality as becoming insecure or clinging
 - Lack of concentration, restlessness, aimlessness
 - Socially isolated or withdrawn

- Overly-compliant behaviour
- Acting out, aggressive behaviour
- Poor trust or fear concerning significant adults
- Regressive behaviour, Onset of wetting, by day or night; nightmares
- Onset of insecure, clinging behaviour
- Arriving early at school, leaving late, running away from home
- Suicide attempts, self-mutilation, self-disgust
- Suddenly drawing sexually explicit pictures
- Eating disorders or sudden loss of appetite or compulsive eating
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Become worried about clothing being removed
- Trying to be 'ultra-good' or perfect; overreacting to criticism.

Internet / e-safety

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

Online Safety

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

- Unwanted contact
- Grooming
- Online bullying including sexting
- Digital footprint

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

- Acceptable use agreements for children, teachers, parents/carers and governors
- Curriculum activities involving raising awareness around staying safe online
- Information included in letters, newsletters, web site, VLE
- Parents evenings / sessions

Cyberbullying

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

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

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

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

- Bullying by texts or messages or calls on mobile phones
- The use of mobile phone cameras to cause distress, fear or humiliation
- Posting threatening, abusive, defamatory or humiliating material on websites, to include blogs, personal websites, social networking sites
- Using e-mail to message others
- Hijacking/cloning e-mail accounts
- Making threatening, abusive, defamatory or humiliating remarks in on-line forums
- Cyber-bullying may be at a level where it is criminal in character. It is unlawful to disseminate defamatory information in any media including internet sites. Section 127 of the Communications Act 2003 makes it an offence to send, by public means of a public electronic communications network, a message or other matter that is grossly offensive or one of an indecent, obscene or menacing character. The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.
- If we become aware of any incidents of cyberbullying, we will need to consider each case individually as to any criminal act that may have been committed. The school will pass on information to the police if it feels that it is appropriate or are required to do so.

Sexting

'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. Online reputation

Gaming

Online gaming is an activity that many children and adults may get involved in. The school will raise awareness by offering parents, training with regards to parental controls and child safety modes and discussing with parents whether the games their children play are appropriate to their age or level of development.

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.

Female Genital Mutilation (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons. It has no health benefits and harms girls and women in many ways. It involves removing and damaging healthy and normal female genital tissue, and hence interferes with the natural function of girls' and women's bodies. The age at which girls undergo FGM varies enormously according to the community. The procedure may be carried out when the girl is new-born, during childhood or adolescence, just before

marriage or during the first pregnancy. However, the majority of cases of FGM are thought to take place between the ages of 5 and 8 and therefore girls within that age bracket are at a higher risk.

FGM is illegal in the UK. On the 31 October 2015, it became mandatory for teachers to report known cases of FGM to the police. In these situations, the DSL and/or head will be informed and that the member of teaching staff has called the police to report suspicion that FGM has happened.

At no time will staff examine pupils to confirm FGM concerns. For cases where it is believed that a girl may be vulnerable to FGM or there is a concern that she may be about to be genitally mutilated the staff will inform the DSL who will report it as with any other child protection concern.

Child Sexual Exploitation (CSE)

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

Child sexual exploitation can happen via technology without the child's being aware; for example, being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.

Indicators a child may be at risk of CSE include:

- Going missing for periods of time or regularly coming home late;
- Regularly missing school or education or not taking part in education;
- Appearing with unexplained gifts or new possessions;
- Associating with other young people involved in exploitation;
- Having older boyfriends or girlfriends;
- Suffering from sexually transmitted infections;
- Mood swings or changes in emotional wellbeing;
- Drug and alcohol misuse; and
- Displaying inappropriate sexualised behaviour.

CSE can happen to a child of any age, gender, ability or social status. Often the victim of CSE is not aware that they are being exploited and do not see themselves as a victim.

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

Trafficked Children

Human trafficking is defined by the UNHCR in respect of children as a process that is a combination of:

- Movement (including within the UK);
- For the purpose of exploitation
- Any child transported for exploitative reasons is considered to be a trafficking victim.

There is significant evidence that children (both of UK and other citizenship) are being trafficked internally within the UK and this is regarded as a more common form of trafficking in the UK.

There are a number of indicators which suggest that a child may have been trafficked into the UK, and may still be controlled by the traffickers or receiving adults. These are as follows:

- Shows signs of physical or sexual abuse, and/or has contracted a sexually
- Transmitted infection or has an unwanted pregnancy;

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

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

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

These behaviours themselves do not indicate that a child is being trafficked, but should be considered as indicators that this may be the case. If staff believe that a child is being trafficked, this will be reported to the designated safeguarding lead for referral to be considered to children's social care.

Gender based violence / Violence against women and girls

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

Honour Based Violence

Honour based violence is a violent crime or incident which may have been committed to protect or defend the honour of the family or community. It is often linked to family or community members who believe someone has brought shame to their family or community by doing something that is not in keeping with their unwritten rule of conduct. For example, honour based violence might be committed against people who:

- Become involved with a boyfriend or girlfriend from a different culture or religion
- Want to get out of an arranged marriage
- Want to get out of a forced marriage
- Wear clothes or take part in activities that might not be considered traditional within a particular culture
- Convert to a different faith from the family
- Women and girls are the most common victims of honour based violence however it can also affect men and boys. Crimes of 'honour' do not always include violence. Crimes committed in the name of 'honour' might include:
 - Domestic abuse
 - Threats of violence
 - Sexual or psychological abuse
 - Forced marriage
 - Being held against your will or taken somewhere you don't want to go
 - Assault

If staff believe that a pupil is at risk from honour based violence the DSL will follow the usual safeguarding referral process, however, if it is clear that a crime has been committed or the pupil is at immediate risk the police will be contacted in the first place. It is important that if honour based violence is known or suspected that communities and family members are NOT spoken to prior to referral to the police or social care as this could increase risk to the child.

Domestic Abuse

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

- . Psychological
- . Physical
- . Sexual
- . Financial
- . Emotional

Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour. Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim. Research indicates that living within a home where domestic abuse takes place is harmful to children and can have a serious impact on their behaviour, wellbeing and understanding of what a normal relationship is. Children witnessing domestic abuse is recognised as 'significant harm' in law. These children may become aggressive; display anti-social behaviours; suffer from depression or anxiety; or fail to reach their educational potential. Indicators that a child is living within a relationship with domestic abuse include:

- Withdrawn
- Suddenly behaves differently
- Anxious
- Clingy
- Depressed
- Aggressive

- Problems sleeping
- Eating disorders
- Wets the bed
- Soils clothes
- Takes risks
- Misses school
- Changes in eating habits
- Obsessive behaviour
- Nightmares
- Drugs
- Alcohol
- Self-harm
- Thoughts about suicide

These behaviours themselves do not indicate that a child is living with domestic abuse, but should be considered as indicators that this may be the case. If staff believe that a child is living with domestic abuse, this will be reported to the designated safeguarding lead for referral to be considered to children's social care. If a parent seeks support as a victim of Domestic Abuse please refer them to the DSL where a simple form can be completed and via MASH support can be sourced through PIPPA

Gangs and Youth Violence

The vast majority of young people will not be affected by serious violence or gangs. However, where these problems do occur, even at low levels there will almost certainly be a significant impact. As a school we have a duty and a responsibility to protect our pupils. It is also well established that success in learning is one of the most powerful indicators in the prevention of youth crime. Dealing with violence also helps attainment. While pupils generally see educational establishments as safe places, even low levels of youth violence can have a disproportionate impact on any education. Primary schools are also increasingly recognised as places where early warning signs that younger children may be at risk of getting involved in gangs can be spotted. Crucial preventive work can be done within school to prevent negative behaviour from escalating and becoming entrenched.

As a school we will:

- Develop skills and knowledge to resolve conflict as part of the curriculum;
- Challenge aggressive behaviour in ways that prevent the recurrence of such behaviour;
- Understand risks for specific groups, including those that are gender-based, and target interventions;
- Safeguard, and specifically organise child protection, when needed;
- Make referrals to appropriate external agencies;
- Carefully manage individual transitions between educational establishments, especially into Pupil Referral Units (PRUs) or alternative provision; and work with local partners to prevent anti-social behaviour or crime.

Faith Abuse

The number of known cases of child abuse linked to accusations of "possession" or "witchcraft" is small, but children involved can suffer damage to their physical and mental health, their capacity to learn, their ability to form relationships and to their self-esteem. Such abuse generally occurs when a carer views a child as being "different", attributes this difference to the child being "possessed" or involved in "witchcraft" and attempts to exorcise him or her. A child could be viewed as "different" for a variety of reasons such as, disobedience; independence; bed wetting; nightmares; illness; or disability. There is often a weak bond of attachment between the carer and the child. There are various social reasons that make a child more vulnerable to an accusation of "possession" or "witchcraft". These include family stress and/or a change in the family structure. The attempt to "exorcise" may involve severe beating,

burning, starvation, cutting or stabbing and isolation, and usually occurs in the household where the child lives. If the school become aware of a child who is being abused in this context, the DSL will follow the normal referral route in to children's social care.

Hate Crime

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

- Colour of skin, race, ethnicity, nationality and/or national origin
- Disability
- Sexual orientation
- Faith, religion or belief
 - Gender or gender identity
 - Age

Annex 8: Brook sexual behaviours traffic light tool

Brook sexual behaviours traffic light tool

Behaviours: age 0 to 5

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

<p>What is a green behaviour? Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability. They are reflective of natural curiosity, experimentation, consensual activities and positive choices.</p>	<p>What is an amber behaviour? Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.</p>	<p>What is a red behaviour? Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur.</p>
<p>What can you do? Green behaviours provide opportunities to give positive feedback and additional information.</p>	<p>What can you do? Amber behaviours signal the need to take notice and gather information to assess the appropriate action.</p>	<p>What can you do? Red behaviours indicate a need for immediate intervention and action.</p>
<p>Green behaviours</p> <ul style="list-style-type: none"> • holding or playing with own genitals • attempting to touch or curiosity about other children's genitals • attempting to touch or curiosity about breasts, bottoms or genitals of adults • games e.g. mummies and daddies, • doctors and nurses • enjoying nakedness • interest in body parts and what they do • curiosity about the differences between boys and girls. 	<p>Amber behaviours</p> <ul style="list-style-type: none"> • preoccupation with adult sexual behaviour • pulling other children's pants down/skirts up/trousers down against their will • talking about sex using adult slang • preoccupation with touching the genitals of other people • following others into toilets or changing rooms to look at them or touch them • talking about sexual activities seen on TV/online. 	<p>Red behaviours</p> <ul style="list-style-type: none"> • persistently touching the genitals of other children • persistent attempts to touch the genitals of adults • simulation of sexual activity in play • sexual behaviour between young children involving penetration with objects • forcing other children to engage in sexual play.

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

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

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

Behaviours: age 5 to 9 and 9 to 13

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

<p>What is a green behaviour?</p> <p>Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability and reflective of natural curiosity, experimentation, consensual activities and positive choices.</p>	<p>What is an amber behaviour?</p> <p>Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.</p>	<p>What is a red behaviour?</p> <p>Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur.</p>
<p>What can you do?</p> <p>Green behaviours provide opportunities to give positive feedback and additional information.</p>	<p>What can you do?</p> <p>Amber behaviours signal the need to take notice and gather information to assess the appropriate action.</p>	<p>What can you do?</p> <p>Red behaviours indicate a need for immediate intervention and action.</p>
<p>Green behaviours 5-9</p> <ul style="list-style-type: none"> • feeling and touching own genitals • curiosity about other children's genitals • curiosity about sex and relationships, e.g. differences between boys and girls, how sex happens, where babies come from, same-sex relationships • sense of privacy about bodies • telling stories or asking questions using swear and slang words for parts of the body 	<p>Amber behaviours 5-9</p> <ul style="list-style-type: none"> • questions about sexual activity which persist or are repeated frequently, despite an answer having been given • sexual bullying face to face or through texts or online messaging • engaging in mutual masturbation • persistent sexual images and ideas in talk, play and art • use of adult slang language to discuss sex 	<p>Red behaviours 5-9</p> <ul style="list-style-type: none"> • frequent masturbation in front of others • sexual behaviour engaging significantly younger or less able children • forcing other children to take part in • sexual activities • simulation of oral or penetrative sex • sourcing pornographic material online
<p>Green behaviours 9-13</p> <ul style="list-style-type: none"> • solitary masturbation • use of sexual language including swear and slang words • having girl/boyfriends who are of the same, opposite or any gender • interest in popular culture, e.g. fashion, music, media, online games, chatting online • need for privacy • consensual kissing, hugging, holding hands with peers 	<p>Amber behaviours 9-13</p> <ul style="list-style-type: none"> • uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing • verbal, physical or cyber/virtual sexual bullying involving sexual aggression • LGBT (lesbian, gay, bisexual, transgender) targeted bullying • exhibitionism, e.g. flashing or mooning • giving out contact details online • viewing pornographic material • worrying about being pregnant or having STIs 	<p>Red behaviours 9-13</p> <ul style="list-style-type: none"> • exposing genitals or masturbating in public • distributing naked or sexually provocative images of self or others • sexually explicit talk with younger children • sexual harassment • arranging to meet with an online acquaintance in secret • genital injury to self or others • forcing other children of same age, younger or less able to take part in sexual activities • sexual activity e.g. oral sex or intercourse • presence of sexually transmitted infection (STI) • evidence of pregnancy

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

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

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

Behaviours: age 13 to 17

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

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

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

Print date: 01/10/2015 - Brook has taken every care to ensure that the information contained in this publication is accurate and up-to-date at the time of being published. As information and knowledge is constantly changing, readers are strongly advised to use this information for up to one

month from print date. Brook accepts no responsibility for difficulties that may arise as a result of an individual acting on the advice and recommendations it contains.

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

Annex 9: Hamwic Safeguarding Audit form

Appendix A

Hamwic Safeguarding Audit	
School:	Date:
Name of Headteacher:	
Standards officer:	Local Authority in attendance YES NO
Area for scrutiny	Notes
Policy in place that includes all the required elements of the Trust Child Protection Policy, Section 2.	
Child protection, whistleblowing and staff conduct policy easily accessible in school and online.	
SCR populated with required headings – see KCSIE or Ofsted Inspecting Safeguarding guidance .	
Staff files show correct identification information and references.	
Leaders are clear about recruitment procedures and key staff are 'safer recruitment' trained.	
Leaders talk confidently about their process for requesting disqualification by association information.	
Training log in place and up to date, including in date DSL certificates.	
Child protection records secured and brief chronology kept for each child's file.	
Behaviour, racism and bullying logs are kept up to date and analysed.	
Clear reporting procedure in place that all staff/departments understand, including the name of the DSL.	

Clear process for children who go missing from education or who are at risk of doing so.	
Staff clear about types of abuse and signs of abuse.	
Induction process in place for staff who join at the beginning or mid-year.	
Staff clear about whistleblowing policies and know to whom they would report.	
Leaders/DSL clear about when a LADO should be contacted.	
Teachers know the duties placed upon them with regard to FGM and Prevent and are aware of potential indicators .	
Leaders take particular note of attendance and exclusion information of the most vulnerable children.	
Leaders can demonstrate how they work in partnership with other agencies, particularly in relation to early help, CIN and CP plans.	
Children are taught about how to keep safe in a variety of situations and how to manage situations where they may not be safe.	
Children know about online risks and how to keep safe.	
Children can identify a safe adult and clearly talk about how they are kept safe.	
Children are clear about behaviour expectations, anti-bullying, racism and derogatory language.	
British values are clearly embedded into the children's learning – respect and tolerance is evident.	
Health and safety including fire procedures are evident and	

<p>well understood by children. The building is safe and easy to exit.</p>	
<p>Any reasonable force policy is well understood by leaders and staff who may need to use this policy.</p>	
<p>Medical procedures are in place, including safe storage, records and systems for informing parents, evidence all staff know children's medical conditions and that children know what to do if hurt/unwell.</p>	
<p>Education visits procedures are in place. There is evidence of appropriate risk assessment and staffing ratios.</p>	
<p>There is a clear protocol for volunteers who help in school or on visits.</p>	
<p>Appropriate system for checking visitors and hosting visitors.</p>	
<p>Governors understand their statutory duties incl policy, reporting, training, recruitment, and whistleblowing procedures.</p>	

Annex 10: Useful contacts

Key Personnel	Name (s)	Telephone No.
DSL	Jane Wood	02380771528 head@hi.jetrust.org
Deputy DSL(s)	Clare Clifford	02380771528 deputy@hi.jetrust.org
School's named "Prevent" lead	Jane Wood	02380771528 head@hi.jetrust.org
Nominated governor / chair of governors	Ian Pennal	02380771528 ianpennal@hotmail.com
Southampton MASH	Professionals	02380832300
	Public	02380833336
Out of hours social care		02380233344
Police		101 or in emergencies 999
Safeguarding advisors / local authority designated officers (LADOs)		02380915525
School nurse team		023 80294229