

# Safeguarding Policy, Procedures and Guidance

## Copnor Primary School



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# Copnor Primary School

## Safeguarding Policy

*Every child has the right to feel safe and protected. We will always act proactively to ensure this.*

### Definition and Rationale of Safeguarding

Safeguarding determines the actions that we take to keep children safe and protect them from harm in all aspects of their school life. As a school we are committed to safeguarding and promoting the welfare of all our pupils. Our policies and practice apply to all staff, governors and volunteers working at Copnor Primary School. We follow the procedures set out by the Local Safeguarding Children Partnership and take account of guidance issued by the Department for Education. We also take guidance from “**Keeping Children Safe In Education**” (KCSIE), Sept 2022 which defines safeguarding as:

- *protecting children from maltreatment;*
- *preventing impairment of children’s mental and physical health or development;*
- *ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes. (KCSIE Sep 22, Part 1)*

We also take guidance from “**The Prevent Strategy**” 2015, which explains school’s duties under the Counter Terrorism and Security Act 2015. *“It is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified.”*

### Legislation and Statutory Guidance

All policies included under the remit of safeguarding have been checked against local and national guidance to ensure that the governing body understand their responsibilities including:

- **Section 175 of the Education Act 2002** which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- **Working Together to Safeguard Children** which is a guide to inter-agency working to safeguard and promote the welfare of children (July 2018)
- **The School Staffing (England) Regulations 2009** which set out what must be recorded on the single central record and the requirement for at least one person on a school interview/appointment panel to be trained in safer recruitment techniques
- **The Children Act 1989** (and 2004 amendment) which provides a framework for the care and protection of children
- Section 5B (11) of the **Female Genital Mutilation Act 2003**, as inserted by section 74 of the **Serious Crime Act 2015** which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a female under 18 years of age. Duties are also included through Statutory guidance on FGM which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- **Rehabilitation of Offenders Act 1974** which outlines when people with criminal convictions can work with children
- Schedule 4 of the **Safeguarding Vulnerable Groups Act 2006** which defines what ‘regulated activity’ is relation to children
- **Childcare (Disqualification) Regulations 2009** (and **2018 amendment**) and **Childcare Act 2006** which set out who is disqualified from working with children
- **Children and Families Act 2014** - aimed to protect vulnerable children or those at risk.
- **Equality Act 2010 (including the Public Sector Equality Duty - PSED)** - covers everyone and protects people from discrimination, harassment and victimisation. Schools must not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics). The

PESD places a general duty on schools to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation (and any other conduct prohibited under the Equality Act), to advance equality of opportunity and foster good relations between those who share a relevant protected characteristic and those who do not.

- **Human Rights Act 1998** - sets out the fundamental rights and freedoms that everyone in the UK is entitled to and contains the Articles and protocols of the European Convention on Human Rights (ECHR) (the Convention) that are deemed to apply in the UK. It compels public organisations to respect and protect an individual's human rights when they make individual decisions about them. Schools cannot act in a way that is incompatible with the Convention.
- **Data Protection Act 2018 and the UK GDPR** - place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure.

## Aims

- To establish a community where the children feel secure and protected.
- To encourage the children to share any concerns and ensure they are listened to.
- To safeguard our children by identifying and reporting cases, or suspected cases of abuse or radicalisation
- To act on any such signs immediately in accordance with agreed protection plans
- To communicate our commitment to the school community
- To encourage the children to share any concerns and ensure they are listened to
- To maintain careful and accurate record of any concerns

The actions that we take to prevent harm; to promote well-being; to create safe environments; to educate on rights, respect and responsibilities; to respond to specific issues and vulnerabilities all form part of the safeguarding responsibilities of the school. As a result, this overall policy will link to four strands of policies which are detailed below.

Child Protection Policies and Practice	Communications Policies and Practice
<p><i>These policies address the areas of recruitment; training; promoting a safe and nurturing environment and reporting any concerns.</i></p> <ul style="list-style-type: none"> <li>✓ Safer Recruitment (include Single Central Record)</li> <li>✓ Whistleblowing Policy</li> <li>✓ Staff Discipline Policy</li> <li>✓ Behaviour Policy and Anti Bullying Policy</li> <li>✓ Race Equality Policy (including Anti-Harassment &amp; Discrimination)</li> <li>✓ Equal Opportunities Policy</li> <li>✓ Attendance Policy</li> </ul>	<p><i>These policies address how we communicate our aims to and from staff, parents/carers, volunteers and children which includes the following:</i></p> <ul style="list-style-type: none"> <li>✓ Home – School Agreement (including safe publishing)</li> <li>✓ Induction (including Supply Teachers)</li> <li>✓ Complaints</li> <li>✓ Confidentiality</li> <li>✓ Bereavement</li> </ul>
Health and Safety Policies and Practice	Curriculum Policies and Practice
<p><i>These policies address site safety including any health issues for all children and adults on site.</i></p> <ul style="list-style-type: none"> <li>✓ Overall Health and Safety Policy</li> <li>✓ Accidents and First Aid</li> <li>✓ Paracetamol</li> <li>✓ Illness and Medicines</li> <li>✓ Fire Safety &amp; Maintenance (including visitors)</li> <li>✓ Emergency Closures</li> <li>✓ Fire Safety</li> <li>✓ Smoking at Work</li> <li>✓ Asthma</li> <li>✓ CCTV Policy – Schools</li> <li>✓ Disability Duty</li> <li>✓ Allergies Policy</li> <li>✓ Food Hygiene</li> </ul>	<p><i>These policies address how we educate the children to help them ensure their own protection.</i></p> <ul style="list-style-type: none"> <li>✓ Curriculum</li> <li>✓ Educational Visits</li> <li>✓ Personal, Social and Health Education (PSHE)</li> <li>✓ Drugs Awareness</li> <li>✓ Science</li> <li>✓ Design and Technology (DT)</li> <li>✓ E-Safety</li> <li>✓ PE</li> <li>✓ Sex and Relationship Education (SRE)</li> <li>✓ Inclusion</li> </ul>

## Roles and Responsibilities

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with procedures of Portsmouth Children's Safeguarding Partnership. Our policy and procedures also apply to extended school and off-site activities.

### Roles of all staff

All staff will read and understand part 1 and Annex A of the Department of Education's statutory safeguarding guidance, ***Keeping Children Safe in Education*** and review this guidance at least annually.

#### All staff must be aware of:

- The school systems which support safeguarding, including the staff code of conduct, the role of the Designated Safeguarding Lead (DSL) and Deputy DSLs, the behaviour policy and the safeguarding response to children who go missing from education
- The 'Early Help' process and their role in it; including identifying emerging problems; liaising with the DSL and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- The processes they need to follow if they identify a safeguarding issue which includes the following different signs and types of abuse including physical, emotional, sexual (including "sexting"), neglect, Female Genital Mutilation (FGM), child sexual exploitation (CSE), child-on-child abuse and radicalisation.
- How to report a safeguarding concern about a member of staff to the Local Authority Designated Officer (LADO).
- Which children in their care are open to Early Help or Children's Social Care as well as those pupils who have differing contact arrangements through the use of a Court Order or Arrangements Order.

#### All staff must:

- Immediately inform the DSL or Welfare Officer (in the first instance) or in their absence, the Deputy DSLs, ***if they believe a child is significant risk of immediate harm.***
- Record all incidents of concern on the school's safeguarding system, CPOMS. They are ***not to inform*** the parents/carers/carers of concerns until this has been agreed with the DSL or Welfare Officer.
- Liaise with appropriate agencies, always keeping the DSL or Welfare Officer fully informed of any outcomes.
- Ensure the DSL or Welfare Officer are made aware when any child with protection issues is reported to be leaving the school.
- Take part in induction training when they join the school so they understand the school's policies and procedures regarding safeguarding.
- Undertake annual training in child protection, which will include an understanding of the current and contextual picture regarding safeguarding. Staff will undertake Prevent Strategy training as part of their induction and will renew it every two years.
- Any members of staff with responsibility for policies listed within the remit of safeguarding must liaise with the headteacher to have any proposed changes to policy agreed beforehand.
- Consider how they are supporting their pupils and students with regard to particular protected characteristics - including disability, sex, sexual orientation, gender reassignment and race. (Equality Act 2010)

Whilst we always aim to share as much information with our parents/carers as we have, there may be times where we don't do this. Members of staff should only ever share safeguarding concerns with parents/carers **after** this has been cleared with the Welfare Officer or DSL. **This is essential for the safety of the child.**

#### Role of Designated Safeguarding Lead (DSL) must:

- Act as a source of advice, support and expertise

- Coordinate actions including liaising with relevant agencies including the MASH team and Children's Social Care
- Ensure this policy and its related policies are maintained on the school network for staff and volunteers
- Ensure this policy and its related policies are maintained on the school website for parents/carers/carers
- Ensure that their own training is kept up-to-date
- Ensure that another senior member of leadership is also trained as a DSL
- Keep secure records of referrals and concerns
- Ensure all pupil records are sent to the receiving setting within 5 days
- Ensure the Single Central Record (SCR) is compliant
- Liaise with the Welfare Officer and Deputy DSLs regularly regarding specific cases and sharing information that is necessary to keep identified children safe
- Follow procedures if an allegation is made against a member of staff or volunteer.

### **Roles of DSL, Welfare Officer and Deputy DSLs must:**

- Ensure all staff receive safeguarding training as part of their induction.
- Ensure all staff have their training updated annually.
- Ensure that their own training is kept up-to-date and that this is reviewed within a period of 24 months.
- Ensure through the staff induction process that we might make a referral to the MASH without informing parents/carers/carers
- Ensure all staff are updated about children in their care at the start of the academic year, or at the start of them becoming responsible for new groups.
- Ensure relevant staff are updated on their current children as new information becomes available.
- Understand and be able to show others how, and when it is appropriate to make a pupil referral to the MASH
- Ensure any relevant records are passed on to a new school, particularly those who are open to Early Help / Children's Social Care and have a Child in Need (CIN) or Child Protection (CP) plan. They must ensure that the child's social worker is also aware of the intention to move schools.
- Ensure any children who may have a court order or an arrangements order relating to specific contact details are also adhered to and this information is transferred to any new setting
- Ensure that when a child moves, their records are transferred to the new school or to the Local Authority (LA) if the new school is unknown. They must be marked for the attention of the DSL.
- Develop effective links with relevant agencies including Children's Social Care and ensure that either they or a delegated member of staff is available to attend Child Protection conferences, Strategy meetings, Core Group meetings, Child in Need (CIN) meetings and Team Around the Child (TAC) meetings.
- Maintain records of concerns even if there is no immediate need to refer the matter.
- Ensure all records are kept secure on the school CPOMS software and that any hard-copy records are locked in a secure area.
- Ensure IT records are password protected.
- Ensure safe recruitment procedures are always followed.

Whilst the DSLs and Deputy DSLs are responsible for ensuring safeguarding policies and procedures are followed and adhered to; we expect that **all** members of the school staff are also responsible for acknowledging and reporting any safeguarding concerns regarding a child, and in the absence of the DSL/ a deputy DSL or Welfare Officer, are able to complete an online Inter-Agency Referral Form and submit it to the Multi Agency Safeguarding Hub (MASH). Below are current staff members responsible for safeguarding roles within the school.

<b>Roles</b>	<b>Name</b>	<b>Contact</b>
<b>Designated Safeguarding Lead (DSL)</b>	Allyson Roberts (Assistant Head – Pastoral)	02392 661191 <a href="mailto:safeguarding@copnorprimary.co.uk">safeguarding@copnorprimary.co.uk</a>
<b>Deputy Safeguarding</b>	Sally Walker (Welfare Officer)	02392 661191

<b>Leads (Deputy DSLs)</b>	Matt Johnson (Headteacher)	<a href="mailto:safeguarding@copnorprimary.co.uk">safeguarding@copnorprimary.co.uk</a>
<b>Safeguarding Governors</b>	Lauren Findlay Angela Wall	02392 661191 <a href="mailto:lfindlay@copnorprimary.co.uk">lfindlay@copnorprimary.co.uk</a>
<b>Designated Teacher for Looked After Children</b>	Allyson Roberts (Assistant Head – Pastoral)	02392 661191 <a href="mailto:safeguarding@copnorprimary.co.uk">safeguarding@copnorprimary.co.uk</a>

## Role of Designated Governor

The governing board will elect a named representative each September to be responsible for this area. The named Governor will meet the DSL and Welfare Officer a minimum of twice per year to monitor procedures. Details of individual children will not be shared with the Governor. The Designated Governor responsible for safeguarding will:

- Ensure the governors review the school's safeguarding practices
- Ensure that the DSL/Welfare Officer/Deputy DSLs are keeping staff aware of current practice
- Ensure induction is covering child protection issues
- Ensure that adequate safety checks are being made on all adults working within the school
- Advise the governing body on taking appropriate disciplinary action where there are safeguarding concerns about a member of staff

All governors will receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. Their training will be regularly updated. (KCSIE 22)

## Role of the LADO

Every local authority has a statutory responsibility to have a Local Authority Designated Officer (LADO) who is responsible for co-ordinating the response to concerns that an adult who works with children may have caused them harm or could cause harm. The LADO works within Children's Services and gives advice and guidance to employers, organisations and other individuals who have concerns about the behaviour of an adult who works with children and young people.

If allegations are upheld against a member of staff, or if they would have been had that person not resigned, then the DSL will instruct the admin team to refer the name to the Disclosure and Barring Service. Appropriate support will be given to staff. The current LADO details can be found below:

Current LADO	Rebecca Paradise	Tel: 02392 882500 <a href="mailto:LADO@secure.portsmouthcc.gov.uk">LADO@secure.portsmouthcc.gov.uk</a>
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Whilst normal procedure would be to notify the DSL, staff need to be aware that they should contact the LADO directly if they are concerned that the issue will not be dealt with correctly, or if it involved the DSL and they believed the Chair of Governors would not deal with it correctly.

## Two key contacts for whistleblowing in matters of Child Protection are:

Rebecca Paradise (LADO)	Tel : 02392 882500 <a href="mailto:LADO@secure.portsmouthcc.gov.uk">LADO@secure.portsmouthcc.gov.uk</a>
NSPCC Whistleblowing Helpline	Tel: 0800 028 02825 <a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a>

## Confidentiality

Only those adults directly involved with identified pupils of a safeguarding concern will be informed of child protection issues. All records are securely held on the school's safeguarding system CPOMs and only those with 'Key Holder' access can view confidential records for pupils. Those who hold this access are



limited to the DSLs, Deputy DSLs and those in the Pastoral Team who work directly with identified pupils. It should be noted however that:

- Timely information sharing is essential to effective safeguarding
- Information must only be shared on a 'need to know' basis but consent to share information does not need to be gained if a child is believed to be 'at significant risk of immediate harm.'
- Staff should never promise a child that they will not tell anyone about an allegation, as this may not be in the child's best interests.

## **Reporting Procedures**

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or are being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the designated safeguarding lead (DSL) if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication. (KCSIE 22)

All staff, volunteers and governors must follow the school procedures set out below in the event of a safeguarding concern.

### **When a child makes a disclosure, the adult will:**

- remain calm, listen to the child and allow them time to talk freely
- not react in a shocked/surprised manner that might distress the child
- Use TED – "Tell me, Explain to me, Describe to me" to ascertain facts/details but not ask leading questions
- reassure the child but will not promise to keep it a secret
- explain that they will need to pass the information on in order to help keep them safe
- record the conversation on CPOMs as soon as possible in the child's own words.
- refrain from adding their own opinions to any records
- if in light of the conversation, the adult believes the child to be at immediate risk of harm, they will personally find the DSL or Deputy DSL in order for them to take appropriate action before recording on CPOMs
- if the DSL or Deputy DSLs cannot be found for any reason and it is deemed appropriate, the adult can make a referral to the MASH or police and tell the DSL or Deputy DSLs as soon as possible

### **If a child is believed to be at risk of immediate significant harm**

- An immediate referral will need to be made to the police/and or Children's Social Care through the MASH on **02392 688793 / 0845 671 0271**. It is likely upon calling the MASH, an Inter-Agency Contact Referral will need to be completed. The referral is found online on the Portsmouth Safeguarding Children Partnership. Anyone can make a referral.
- The procedures of the school will comply with the procedural requirements of the Local Safeguarding Children Partnership.
- If the DSL or Deputy DSLs have not made the referral, they need make the DSL/Deputy DSL aware immediately.
- At this point, professionals within the MASH team will make decisions on how to proceed in order to keep the child safe. This may result in the child being made subject to a Child Protection Plan.

### **If a child is believed to be vulnerable but not at risk of immediate significant harm**

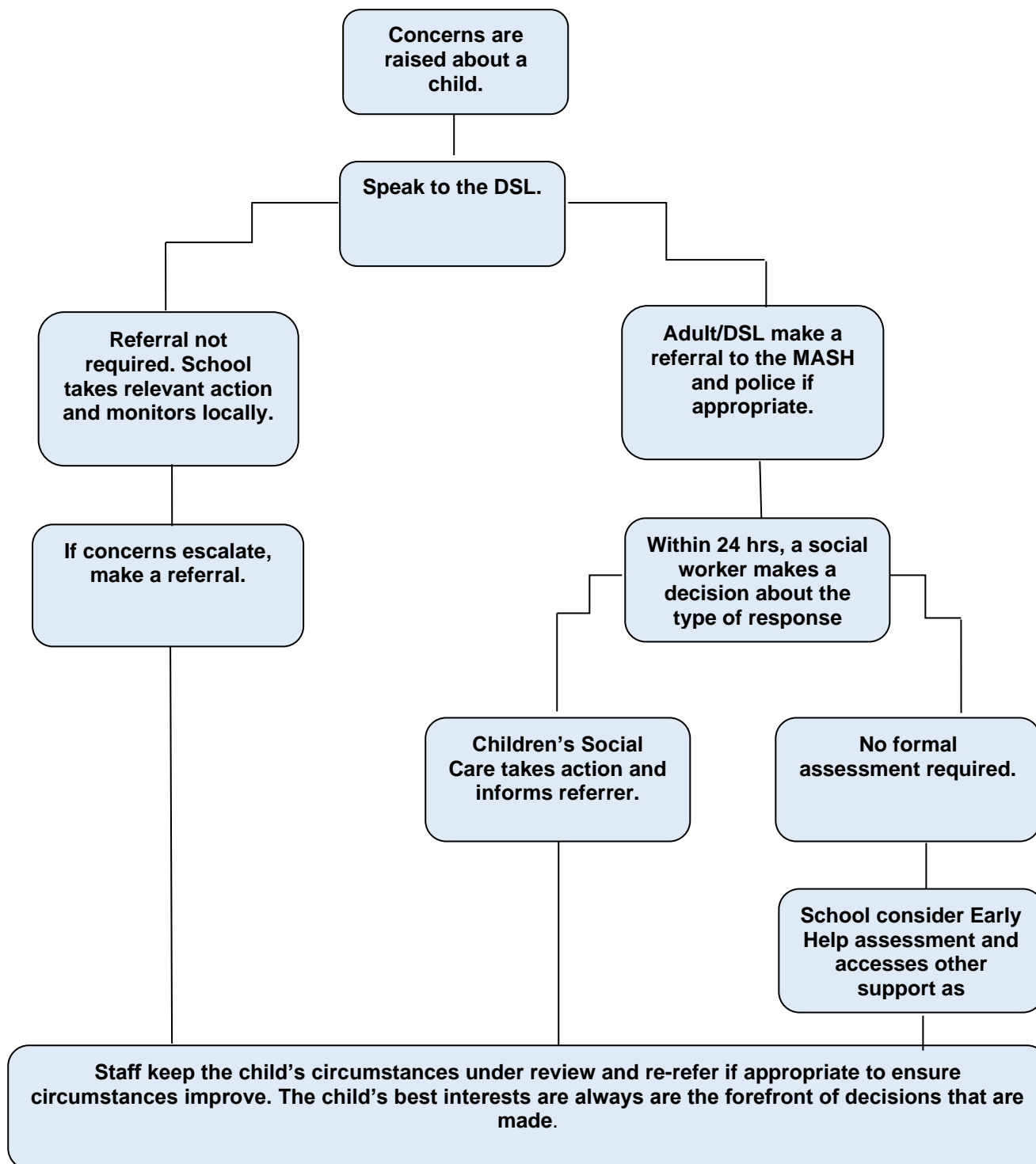
- The diagram on page 10 indicates the procedure to follow if there are concerns about a child's welfare but they are not in immediate danger.
- Discussions should be made with the DSL or Deputy DSLs in order to agree a course of action. This action may result in a referral to the MASH; the outcome may result in the child/family deemed 'vulnerable' and subject to a Child In Need plan or allocated to the Early Help and Prevention Team.

It may also be decided that the school should continue to monitor concerns for the child within their own pastoral care procedures.

- Information regarding concerns should be recorded on CPOMs.

### Early Help Involvement

- It may be decided by professionals both within the school, or externally through the MASH process that the child or family do not meet the threshold for Children's Social Care involvement but are still in need of support. They may be deemed in need of Early Help Involvement and given an Early Help worker for a period of 6 to 9 months. The DSLs/Deputy DSLs will liaise with any professionals to support the child and family at this time.





## Concerns/Allegations about members of staff

The school will follow the guidance outlined in **Portsmouth City Council's Management of Allegations of Abuse Policy** which is written in accordance with Keeping Children Safe in Education and local HIPS procedures manual that schools and the Local Authority align to. Keeping Children Safe in Education covers two levels of concern.

- Allegations that may meet the harm threshold (KCSIE Section 1)
- Allegations/concerns that do not meet the harm threshold – referred to for this purpose as 'low level concerns' (KCSIE Section 2)

### Allegations that may meet the harm threshold

KCSIE, Part 4, section 1 relates to managing cases of allegations that might indicate a person would pose a risk of harm if they continue to work in their present position, or in any capacity with children in a school. Part four, section 1 should be followed where it is alleged that anyone working in the school (including supply teachers and volunteers) 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
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

If a school has been informed of an allegation or any member of staff has a concern that appears to meet the criteria above, the school must inform the Local Authority Designated Officer (LADO) **immediately**. This must be done within **one working day**. The purpose of an initial discussion is for the LADO and the Headteacher to consider the nature, content and context of the allegation and agree a course of action in accordance with KCSIE and to consult police and children's social care as appropriate.

In order to ensure that confidentiality is maintained and that no-one would act prejudicially towards the person causing concern, members of staff must inform only the DSL and Headteacher and no-one else. We recognise that the concern may be unfounded but that child safety must take precedence over any perceived loyalty to a colleague. If the concern is centred on the DSL, the member of staff must immediately raise it to the most senior member of staff within the school, currently this would be the Headteacher. If the Headteacher becomes the DSL of the School, then concerns would be raised straight to the Local Authority Designated Officer (LADO).

If a parent, child or other raises an allegation, the person must immediately be directed towards the DSL who will deal with the issue. The DSL or Chair of Governors will contact the LADO within 24 hours and these will be seen through to conclusion, even if the person resigns.

### Allegations that do not meet the harm threshold – low level concerns

KCSIE, Part four, section 2 shows how low level concerns and allegations that do not meet the harm test should be addressed. This is in accordance with direction provided from the LADO as well as within this policy.

The school should create a culture in which all concerns about adults are shared responsibly and with the right person, recorded and dealt with appropriately, is critical. If implemented correctly, this should:

- encourage an open and transparent culture
- enable schools and colleges to identify inappropriate, problematic or concerning behaviour early
- minimise the risk of abuse, and • ensure that adults working in or on behalf of the school or college are clear about professional boundaries and act within these boundaries, and in accordance with

the ethos and values of the institution.

### What is a low-level concern?

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

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work
- does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO. Examples of such behaviour could include, but are not limited to:
  - being over friendly with children
  - having favourites
  - taking photographs of children on their mobile phone, contrary to school policy
  - engaging with a child on a one-to-one basis in a secluded area or behind a closed door
  - humiliating pupils.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse. As with all good practice, low-level concerns will be defined and shared with staff through the school's 'Staff Behaviour Policy' which has been revised in light of KCSIE Sep 22.

## Part 1 – High Risk and Emerging Safeguarding Issues

### Contextual Safeguarding

The definition of Contextual Safeguarding is *“an approach to understanding, and responding to, young people’s experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents/carers and carers have little influence over these contexts, and young people’s experiences of extra-familial abuse can undermine parent-child relationships. Therefore children’s social care practitioners need to engage with individuals and sectors who do have influence over/within extra- familial contexts, and recognise that assessment of, and intervention with, these spaces are a critical part of safeguarding practices. Contextual Safeguarding, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts.”*

For us as a school, we will consider the various factors that have an interplay with the life of any pupil about whom we have concerns within the school and the level of influence that these factors have on their ability to be protected and remain free from harm particularly when it comes to child exploitation or criminal activity. While this term applies to this specific definition, the notion of considering a child within a specific context is also important. What life is like for a child outside the school gates, within the home, within the family and within the community are key considerations when the DSL is looking at any concerns.

### Preventing Radicalisation and Extremism

The Prevent Duty requires that all staff are aware of the signs that a child may be vulnerable to radicalisation. All staff have received Prevent Training in order that they can identify signs of children being radicalised. As part of the preventative process, resilience to radicalisation will be built through promotion of fundamental British Values through the curriculum.

Any child who is considered vulnerable to radicalisation will be referred by the DSL to the MASH. If the police Prevent Officer considers the information to be indicating a level of risk, a ‘**Channel**’ panel will be convened and professionals within the school will support this process.

The Department of Education has a dedicated telephone helpline (0207 3407264) that school staff and governors can call to raise concerns about extremism with respect to a pupil. Staff can also e-mail [counter-extremism@education.gov.uk](mailto:counter-extremism@education.gov.uk)

### Gender based violence/ Violence against women and girls

The government has a strategy looking at specific issues faced by that women and girls. 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.

#### **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 newborn, during childhood or adolescence, just before marriage or during the first pregnancy.** However, the majority of cases of FGM are thought to take place between the ages of 5 and 8 and therefore girls within that age bracket are at a higher risk. FGM is illegal in the UK. It is illegal for a British resident to take a child overseas for the purposes of FGM.

On the 31 October 2015, it became mandatory for teachers to report known cases of FGM to the police. ‘known’ cases are those where either a girl informs the person that an act of FGM – however described – has been carried out on her, or where the person observes physical signs on a girl appearing to show that

an act of FGM has been carried out and the person has no reason to believe that the act was, or was part of, a surgical operation within section 1(2)(a) or (b) of the FGM Act. In these situations, the DSL and/or head will be informed and 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 this.**

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. While FGM has a specific definition, there are other abusive cultural practices which can be considered harmful to women and girls. Breast ironing is one of five UN defined 'forgotten crimes against women'. It is a practice whereby the breasts of girls typically aged 8-16 are pounded using tools such as spatulas, grinding stones, hot stones, and hammers to delay the appearance of puberty. This practice is considered to be abusive and should be referred to children's social care.

## Forced Marriage

In the case of children: *'a forced marriage is a marriage in which one or both spouses cannot consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure.'*

In developing countries 11% of girls are married before the age of 15. One in 3 victims of forced marriage in the U.K. are under 18. It is important that all members of staff recognise the presenting symptoms, how to respond if there are concerns and where to turn for advice. Advice and help can be obtained nationally through the Forced Marriage Unit and locally through the local police safeguarding team or children's social care. Policies and practices in this school reflect the fact that while all members of staff, including teachers, have important responsibilities with regard to pupils who may be at risk of forced marriage, teachers and school leaders should not undertake roles in this regard that are most appropriately discharged by other children's services professionals such as police officers or social workers.

## Characteristics that may indicate forced marriage

While individual cases of forced marriage, and attempted forced marriage, are often very particular, they are likely to share a number of common and important characteristics, including:

- an extended absence from school/college, including truancy;
- a drop-in performance or sudden signs of low motivation;
- excessive parental restriction and control of movements;
- a history of siblings leaving education to marry early;
- poor performance, parental control of income and students being allowed only limited career choices;
- evidence of self-harm, treatment for depression, attempted suicide, social isolation, eating disorders or substance abuse; and/or
- evidence of family disputes/conflict, domestic violence/abuse or running away from home.

On their own, these characteristics may not indicate forced marriage. However, it is important to be satisfied that where these behaviours occur, they are not linked to forced marriage. It is also important to avoid making assumptions about an individual pupil's circumstances or act on the basis of stereotyping. For example, an extended holiday may be taken for entirely legitimate reasons and may not necessarily represent a pretext for forced marriage.

## 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.

### Child-on-child abuse

All staff should be aware that children can abuse other children at any age (often referred to as child-on-child abuse). This can happen both inside and outside of school and online. It is important that all staff recognise the indicators and signs of abuse and know how to identify it and respond to reports.

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

All staff should be clear as to the school policy and procedures with regards to child-on-child abuse. Child-on-child abuse is most likely to include, but may not be limited to:

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

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

### Teenage Relationship Abuse

Whilst we do not have teenagers at the school, we are part of a wider school community that can include older siblings. Research has shown that teenagers do not understand what constitutes abusive behaviours and controlling behaviours which could escalate to physical abuse, e.g. checking someone's 'phone, telling them what to wear, who they can/can't see or speak to; or that this abuse is prevalent within teenage relationships. Further research shows that teenagers are likely not to understand what consent means within their relationships. They often hold the common misconception that rape could only be committed by a stranger down a dark alley and do not understand or recognise that it could happen within their own relationships. This can lead to these abusive behaviours feeling 'normal' and therefore left unchallenged as they are not recognised as being abusive.

In response to these research findings the school will provide education to help prevent teenagers from becoming victims and perpetrators of abusive relationships, by encouraging them to rethink their views of violence, abuse and controlling behaviours, and understand what consent means within their relationships.

### Sexual Violence and Sexual Harassment Between Children

#### (A form of Child on Child abuse)

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

Within our school all staff are made aware of what sexual violence and sexual harassment might look like and what to do if they have a concern or receive a report. Whilst any report of sexual violence or sexual harassment should be taken seriously, staff are aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys.

As a school we are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up. It cannot be described as 'banter', 'having a laugh' or 'boys being boys'.

We will also take seriously any sharing of sexual images (photos, pictures or drawings) and videos; sexual jokes, comments or taunting either in person or on social media; or on-line sexual harassment. Within the child protection policy, there is a clear procedure for how we deal with situations where sexual assaults or behaviour considered criminal between children has taken place.

We will challenge all contact behaviours that have a sexual nature to them such as pushing or rubbing against, grabbing bottoms, breasts or genitals, pinching or flicking bras, lifting skirts or pulling down trousers and impose appropriate levels of disciplinary action, to be clear that these behaviours are not tolerated or acceptable.

### Upskirting

In 2019 the Voyeurism Offences Act came into force and made the practice of upskirting illegal. Upskirting is defined as someone taking a picture under another person's clothing without their knowledge, with the intention of viewing their genitals or buttocks, with or without underwear. The intent of upskirting is to gain sexual gratification or to cause the victim humiliation, distress or alarm. If this is between pupils, we will follow the peer on peer abuse procedure.



If staff in the school are made aware that upskirting has occurred, then this will be treated as a sexual offence and reported accordingly. There are behaviours that would be considered as sexual harassment which may be precursors to upskirting. The use of reflective surfaces or mirrors to view underwear or genitals will not be tolerated and the school will respond to these with appropriate disciplinary action and education.

If technology that is designed for covert placement and could be used to take upskirting or indecent images is discovered in the school it will be confiscated. If the technology is in location and potentially may have captured images, this will be reported to the police and left in situ so that appropriate forensic measures can be taken to gather evidence.

Any confiscated technology will be passed to the head teacher to make a decision about what happens to the items and will be carried out under the principles set out in the government guidance on searching, screening and confiscation.

If the image is taken on a mobile phone, the phone will be confiscated under the same principles. This may need to be passed to the police for them to investigate, if there is evidence that a crime has been committed.

### The Trigger Trio

The term 'Trigger Trio' has replaced the previous phrase 'Toxic Trio' which was used to describe the issues of domestic violence, mental ill-health and substance misuse which have been identified as common features of families where harm to women, men and children has occurred.

The above are viewed as indicators of increased risk of harm to children and young people. In an analysis of Serious Cases Reviews undertaken by Ofsted in 2011, they found that in nearly 75% of these cases two or more of the issues were present. These factors will have a contextual impact on the safeguarding of children and young people.

#### **1. 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. Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. This can encompass, but is not limited to, the following types of abuse:

- Psychological
- Physical
- Sexual
- Financial
- Emotional.

Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

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 constitutes a normal relationship. 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 may include:

They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

- being withdrawn
- suddenly behaving differently
- anxiety
- being clingy
- depression
- aggression
- problems sleeping
- eating disorders
- bed wetting
- soiling clothes
- excessive risk taking
- missing school
- changes in eating habits
- obsessive behaviour
- experiencing nightmares
- taking drugs
- use of 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.

## **2. Parental mental health**

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

- The parent's/carer's needs or illnesses taking precedence over the child's needs
- The child's physical and emotional needs being neglected
- The child acting as a young carer for a parent or a sibling
- The child having restricted social and recreational activities
- The child finding it difficult to concentrate, potentially having an impact on educational achievement
- The child missing school regularly as (s)he is being kept home as a companion for a parent/carer
- The child adopting paranoid or suspicious behaviour as they believe their parent's delusions
- Witnessing self-harming behaviour and suicide attempts (including attempts that involve the child)
- Obsessional compulsive behaviours involving the child.

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

### 3. Parental Substance Misuse

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

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

For children, the impact of parental substance misuse can include:

- Inadequate food, heat and clothing for children (family finances used to fund adult's dependency)
- Lack of engagement or interest from parents/carers in their development, education or wellbeing
- Behavioural difficulties- inappropriate display of sexual and/or aggressive behaviour
- Bullying (including due to poor physical appearance)
- Isolation – finding it hard to socialise, make friends or invite them home
- Tiredness or lack of concentration
- Child talking of or bringing into school drugs or related paraphernalia
- Injuries /accidents (due to inadequate adult supervision)
- Taking on a caring role
- Continued poor academic performance including difficulties completing homework on time
- Poor attendance or late arrival.

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

### Children Missing in Education (CME)

Every year children move between Portsmouth schools or leave the area for a school in **another** authority. Additionally, children arrive in the city needing to access education and may require support and intervention to do so. There is legal requirement placed on the Local Authority to monitor this movement and in Portsmouth this responsibility is undertaken jointly by Schools, Information Services, the School Attendance Team (SAT) and a range of partners.

### Statutory responsibilities of Children Missing in Education

The DfE statutory guidance ensures that the LA follows the appropriate guidance, unless there is a good reason not to in a particular case. The legislation below imposes a duty upon the LA to identify and investigate children missing education. The School Attendance Team (SAT) performs clear and specific duties with regards to our responsibilities to Children Missing in Education (CME).

- Education Act 1996 (sections 7, 8, 14, 19, 436A & 437(1))
- Education (pupil Registration) (England) Regulations 2006 as amended
- Education Act 2002 (sections 21 & 175)
- Education and Inspections Act 2006 (sections 4 & 38)
- Children Act 1989 (sections 17 & 47)
- Children Act 2004 (sections 10, 11, 12, 17 & 175)

## Definition of Children Missing in Education

Children Missing Education are defined as all children of compulsory school age who are not on a school roll or on the roll of a school but where they have been absent for 10 consecutive days following an agreed leave of absence and no contact has been received from parents/carers.

CME also includes those children who are missing (family whereabouts is unknown) but are usually registered on a school roll or alternative provision. This may include:

A child who is not at their last known address and either

- Has not taken up an allocated school place as expected
- Has had 20 or more days of consecutive absence from school without permission/explanation
- Has left school suddenly and destination is unknown

## Schools Responsibility

Schools can also act as first alert to the disappearance of pupils from their attendance registers to enable timely investigation and swift action. Schools have a duty to:

- Monitor pupils' attendance on a daily basis through their registers
- Notify the LA when a pupil is regularly absent from school or has missed 10 consecutive days or more without permission
- *Notify the LA if a pupil is deleted from the admissions register for any reason under section 8 of the Pupil Regulations 2006.*
- Schools must record details of pupil's residence, name of person with whom they reside, the date from which they will reside there and the name of the destination school (where they can reasonably obtain this information).
- Inform the LA of the pupil's destination school and home address if the pupil is moving to a new school.

Children missing education can therefore be categorised into 2 groups, those who are not receiving an education and those whose family whereabouts has become unknown.

## Children at risk of becoming CME

At different points in any child's life they can become more vulnerable to becoming CME. There are some recognised factors that increase risk and particular attention must be paid to these. The list of vulnerable groups is neither exclusive nor exhaustive but it offers a wide variety of indicators as to why a child may be missing education. These can be children from families:

- Fleeing domestic violence
- Homeless or living in B & B
- Involved in anti-social behaviour
- Immigrants
- Unaccompanied asylum seekers
- High mobility, eg in the Armed Forces, Gypsy, Roma, Travellers and international students

Or children who are:

- Under the supervision of the justice system
- Affected by substance misuses
- Victims of bullying or discrimination on the grounds of race, faith, gender, disability or sexuality
- At risk of sexual exploitation, including trafficked children
- At risk of honour based violence including forced or arranged marriage
- At risk of female genital mutilation
- At risk of being drawn into extremism or radicalisation

- Privately fostered
- Young carers
- Teenage parents/carers
- Permanently excluded
- Have long term medical/health problems
- Have parents/carers with mental health problems
- Have parents/carers with learning difficulties
- On reduced timetables

To successfully safeguard children who may fall into one of these vulnerable groups a collaborative approach is vital. Information sharing is essential to enable swift notification of children at risk of becoming CME and clear robust procedures in place to affect immediate remedial action.

Concerns about a child at risk of falling into CME category, should be addressed with the School Attendance Officer, SIMS Manager, the Designated Safeguarding Lead or a member of the Office Team.

### Children Missing from Home or Care

It is known that children who go missing are at risk of suffering significant harm, and there are specific risks around children running away and the risk of sexual exploitation.

The Hampshire Police Force, as the lead agency for investigating and finding missing children, will respond to children going missing based on on-going risk assessments in line with current guidance.

The police definition of 'missing' is: **"Anyone whose whereabouts cannot be established will be considered as missing until located, and their well-being or otherwise confirmed."**

Various categories of risk should be considered and the Local Safeguarding Children's Partnership provides further guidance:

Local authorities have safeguarding duties in relation to children missing from home and should work with the police to risk assess and analyse data for patterns that indicate particular concerns and risks.

The police will prioritise all incidents of missing children as medium or high risk. Where a child is recorded as being absent, the details will be recorded by the police, who will also agree review times and any on-going actions with person reporting. A missing child incident would be prioritised as 'high risk' where:

- the risk posed is immediate and there are substantial grounds for believing that the child is in danger through their own vulnerability; or
- the child may have been the victim of a serious crime; or
- the risk posed is immediate and there are substantial grounds for believing that the public is in danger.

The high-risk category requires the immediate deployment of police resources.

Authorities need to be alert to the risk of sexual exploitation or involvement in drugs, gangs or criminal activity, trafficking and aware of local "hot spots" as well as concerns about any individuals with whom children runaway. Child protection procedures must be initiated in collaboration with children's social care services whenever there are concerns that a child who is missing may be suffering, or likely to suffer, significant harm.

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

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

Pull factors include:

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

We will inform all parents/carers of children who are absent (unless the parent has informed us). If the parent is also unaware of the location of their child, and the definition of missing is met, we will either support the parent to contact the police to inform them or do so ourselves with urgency.

### Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet. CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media. CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship. (KCSIE 2022)

Children with learning difficulties can be particularly vulnerable to exploitation as can children from particular groups, e.g. looked after children, young carers, children who have a history of physical, sexual emotional abuse or neglect or mental health problems; children who use drugs or alcohol, children who go missing from home or school, children involved in crime, children with parents/carers who have mental health problems, learning difficulties/other issues, children who associate with other children involved in exploitation. However, it is important to recognise that any child can be targeted.

Children who have been exploited will need additional support to help maintain them in education. CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may or may not, be accompanied by violence or threats of violence. Some additional specific indicators that may be present in CSE are children who:

- 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 or becomes pregnant;
- mood swings or changes in emotional wellbeing;
- drug and alcohol misuse;
- 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.

As a school, we educate all staff in the signs and indicators of sexual exploitation. We use the exploitation risk assessment form (CERAF) and associated guidance from the Portsmouth Safeguarding Children Partnership to identify pupils who are at risk; the DSL will share this information as appropriate with children's social care.

We recognise that we may have information or intelligence that could be used to both protect children and prevent risk. Any relevant information that we have will be shared on the community partnership information (CPI) form which can be downloaded from <https://www.safe4me.co.uk/portfolio/sharing-information/>



## Child Criminal Exploitation (CCE) - including County Lines

We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation. In some cases, the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator.

Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim. Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources.

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

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

### County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs, funds and arms using dedicated mobile phone lines or other form of “deal line”. This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children's homes and care homes. Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. A number of the indicators for CSE and CCE may be applicable to children involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- Increase in **Missing episodes** – particular key as children can be missing for days and drug run in other counties
- have been the victim or perpetrator of serious violence (e.g. knife crime) and are carrying weapons (knives, baseball bats, hammers, acid)
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;
- are exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection;
- are found in accommodation that they have no connection with, often called a ‘traphouse or cuckooing’ or hotel room where there is drug activity;
- owe a ‘debt bond’ to their exploiters;
- have their bank accounts used to facilitate drug dealing.

- Have unexplained amounts of money, **new high cost items** and multiple mobile phones
- Increased social media and phone/text use, almost always secretly
- Older males in particular seen to be hanging around and driving
- Having injuries that are unexplained and unwilling to be looked at
- Travel receipts that are unexplained
- Parent concerns and significant changes in behaviour that affect emotional wellbeing

We will treat any child who may be criminally exploited as a victim in the first instance and refer to children's social care in the first instance. If a referral to the police is also required as crimes have been committed on the school premises, these will also be made. If there is information or intelligence about child criminal exploitation, we will report this to the police via the community partnership information form. <https://www.safe4me.co.uk/portfolio/sharing-information>

## Serious Violence

Serious violence is becoming a factor for those who are involved in criminal exploitation. It can also be an indication of gang involvement and criminal activity. All staff will be made aware of indicators, which may signal that pupils, or members of their families, are at risk from or involved with serious violent crime.

These indications can include but are not limited to: increased absence from school; a change in friendships or relationships with older individuals or groups; a significant decline in performance; signs of self-harm; significant change in wellbeing; signs of assault; unexplained injuries; unexplained gifts and/or new possessions; possession of weapons. As a school we have a duty to not only prevent the individual from engaging in criminal activity, but also to safeguard others who may be harmed by their actions. We will report concerns of serious violence to police and social care.

If there is information or intelligence about potential serious violence, we will report this to the police via the community partnership information form. <https://www.safe4me.co.uk/portfolio/sharing-information/>

## Trafficked Children and Modern Slavery

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

- Movement (including within the UK);
- Control, through harm / threat of harm or fraud
- 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/carers 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.

When considering modern slavery, there is a perception that this is taking place overseas. The government estimates that tens of thousands of slaves are in the UK today. Young people being forced to work in restaurants, nail bars, car washes and harvesting fruit, vegetables or other foods have all been slaves 'hiding in plain sight' within the U.K and rescued from slavery. Other forms of slavery such as sex slaves or household slaves are more hidden but have also been rescued within the UK. If staff believe that a child is being trafficked or is a slave, this will be reported to the designated safeguarding lead for referral to be considered to children's social care.

### **Safeguarding and Technology**

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 and Social Media**

With the current speed of on-line change, some parents/carers and carers have only a limited understanding of online risks and issues. Parents/carers 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/carers through:

- Acceptable use agreements for children, (as part of the Home School Agreement) teachers, parents/carers/carers and governors
- Curriculum activities involving raising awareness around staying safe online
- Information included in letters, newsletters, web site, VLE
- Parents/carers evenings / sessions
- High profile events / campaigns e.g. Safer Internet Day
- Building awareness around information that is held on relevant web sites and or publications
- Social media policy

### **Cyberbullying (A form of Child-on-Child abuse)**

Central to the school's anti-bullying policy is the principle that 'bullying is always unacceptable' and that 'all pupils have a right not to be bullied'. The school also recognises that it must take note of bullying perpetrated outside school which spills over into the school; therefore once aware 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 is required to do so.

### **Sexting (A form of Child-on-Child abuse)**

'Sexting' often refers to the sharing of naked or 'nude' pictures or video through mobile phones and/or 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/carers should be aware that they can come to the school for advice.

### **Gaming**

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

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

### **Online Reputation**

Online reputation is the opinion others get of a person when they encounter them on-line. It is formed by posts, photos that have been uploaded and comments made by others on 23 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 organisations and work establishments now check digital footprint before considering applications for positions or places on courses.

### **Grooming**

On-line grooming is the process by which one person with an inappropriate sexual interest in children will approach a child on-line, with the intention of developing a relationship with that child, to be able to meet them in person and intentionally cause harm. The school will build awareness amongst children and parents/carers about ensuring that the child only has friends on-line that they know in real life and is aware that if they communicate with somebody that they have met on-line, that their families are aware of these friendships. The school will support parents/carers to recognise the signs of grooming and have regular conversations with their children about on-line activity and how to stay safe on-line. The school will raise awareness by:

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

## **Part 2 – Safeguarding issues relating to individual pupil needs**

### **Equality Act 2010**

Provisions within the Equality Act allow schools to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting pupils or students with a particular protected characteristic in order to meet their specific need. This includes a duty to make reasonable adjustments for disabled children and young people, including those with long term conditions. This may include some of the needs/concerns below.

### **Homelessness**

As a school we recognise that being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The impact of losing a place of safety and security can affect a child's behaviour and attachments.

In line with the Homelessness Reduction Act 2017 this school will promote links into the Local Housing Authority for the parent or care giver in order to raise/progress concerns at the earliest opportunity.

We recognise that whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

## Children & the Court System

As a school we recognise that children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. We know that this can be a stressful experience and therefore the school will aim to support children through this process.

Along with pastoral support, the school will use age-appropriate materials published by HM Courts and Tribunals Services (2017) that explain to children what it means to be a witness, how to give evidence and the help they can access.

We recognise that making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. This school will support children going through this process. Alongside pastoral support this school will use online materials published by The Ministry of Justice (2018) which offers children information & advice on the dispute resolution service. These materials will also be offered to parents/carers and carers if appropriate.

## Children with family members in prison

Children who have a family member in prison are at greater risk of poor outcomes including poverty, stigma, isolation and poor mental health. This school aims to:

- understand and respect the child's wishes (*We will respect the child's wishes about sharing information. If other children become aware the school will be vigilante to potential bullying or harassment*)
- Keep as much contact as possible with the parent and caregiver (*We will maintain good links with the remaining caregiver in order to foresee and manage any developing problems. Following discussions we will develop appropriate systems for keeping the imprisoned caregiver updates about their child's education*)
- Be sensitive in lessons (*This school will consider the needs of any child with an imprisoned parent during lesson planning.*)
- Provide extra support (*We recognise that having a parent in prison can attach a real stigma to a child, particularly if the crime is known and particularly serious. We will provide support and mentoring to help a child work through their feelings on the issue.*)

Alongside pastoral care the school will use the resources provided by the National Information Centre on Children of Offenders (NICCO) in order to support and mentor children in these circumstances.

<https://www.nicco.org.uk/>

## Pupils with medical conditions (in school)

There is a separate policy outlining the school's position on this. As a school we will make sure that sufficient staff are trained to support any pupil with a medical condition. All relevant staff will be made aware of the condition to support the child and be aware of medical needs and risks to the child. An individual healthcare plan may be put in place to support the child and their medical needs.

## Pupils with medical conditions (out of school)

There will be occasions when children are temporarily unable to attend our school on a full-time basis because of their medical needs. These children and young people are likely to be:

- children and young people suffering from long-term illnesses
- children and young people with long-term post-operative or post-injury recovery periods
- children and young people with long-term mental health problems (emotionally vulnerable).

Where it is clear that an absence will be for more than 15 continuous school days, the school will seek support from the relevant services within the Local Authority to assist with the pupil's education.



## **Special Educational Needs and Disabilities (SEND)**

Children who have special educational needs and/or disabilities can have additional vulnerabilities when recognising abuse and neglect. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- The potential for children with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers
- Have fewer outside contacts than other children
- Receive intimate care from a considerable number of carers, which may increase the risk of exposure to abusive behaviour and make it more difficult to set and maintain physical boundaries
- Have an impaired capacity to resist or avoid abuse
- Have communication difficulties that may make it difficult to tell others what is happening
- Be inhibited about complaining for fear of losing services
- Be especially vulnerable to bullying and intimidation
- Be more vulnerable than other children to abuse by their peers.

As a school we will respond to this by:

- Making it common practice to enable disabled children to make their wishes and feelings known in respect of their care and treatment
- Ensuring that disabled children receive appropriate personal, health and social education (including sex education)
- Making sure that all disabled children know how to raise concerns and give them access to a range of adults with whom they can communicate. This could mean using interpreters and facilitators who are skilled in using the child's preferred method of communication
- Recognising and utilising key sources of support including staff in schools, friends and family members where appropriate
- Developing the safe support services that families want, and a culture of openness and joint working with parents/carers and carers on the part of services
- Ensuring that guidance on good practice is in place and being followed in relation to: intimate care; working with children of the opposite sex; managing behaviour that challenges families and services; issues around consent to treatment; anti-bullying and inclusion strategies; sexuality and safe sexual behaviour among young people; monitoring and challenging placement arrangements for young people living away from home.

Our Assistant Headteacher (Pastoral) is also our Designated Teacher for pupils with SEND as well as the Designated Safeguarding Lead (DSL). In addition to promoting their educational achievement, she liaises with a number of external agencies to seek expert guidance and support. Pupils undergoing statutory assessment for an Education, Health and Care Plan are automatically considered under an "Early Help Assessment."

## **Sexual Orientation/Identity/LGBTQ+**

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.

The Equality Act 2010 and Public Sector Equality Duty helps schools identify where pupils may be more at risk of harm from specific issues such as sexual violence, homophobic, biphobic or transphobic bullying or

racial discrimination. Such concerns will differ between education settings, but it is important staff are conscious of disproportionate vulnerabilities.

### **Looked After Children (LAC) and Previously Looked After Children (PLAC)**

Our Assistant Headteacher (Pastoral) is also our Designated Teacher for Looked-After Children and Previously Looked-After Children. In addition to promoting their educational achievement and reviewing Personal Education Plans (PEPs) on a termly basis; she liaises with our Welfare Officer to ensure that any concerns regarding pupils are managed and that the relevant professionals are involved such as the family/carer Social Workers and with Tina Henley, the Virtual Head for Looked After Children across Portsmouth. The CPD coordinator ensures that the Designated Teacher is kept up to date with all training. Tina Henley can be contacted on 023 9268 8076 or on [Tina.henley@portsmouthcc.gov.uk](mailto:Tina.henley@portsmouthcc.gov.uk)

### **Children who require 'Intimate and Personal Care'**

Under the published criteria for primary school admissions, the only reason a pupil can be refused admission to a school is that they have reached their admission number. It is not acceptable to refuse a child admission because he/she is not toilet trained, where the published admission has not been reached. Nor is it acceptable to offer a child a different placement to another child because he/she is not toilet trained. For instance, if the normal placement is full time then a child should not be offered a reduced placement for this reason alone. If a child is not toilet trained because of a disability his/her rights to inclusion are additionally supported by the Equality Act 2010 and the Children and Families Act 2014.

### **Resources and Facilities**

Children will be changed in the disabled toilet located at the end of the staff toilet area. Children will not be changed in educational, play or public areas, or any location used for the preparation of food or drink. Facilities comprise of:

- Sink, taps and hot and cold running water.
- Non-latex gloves and disposable aprons should be worn each time a child is changed.
- Non-allergenic wet wipes will be used for cleaning the body.
- Aprons, wet wipes and gloves will be stored in the disabled toilet.

It is good practice to establish a child's toileting needs on entry to school. Transition arrangements offer an opportunity to support parents/carers in establishing toilet training if this is appropriate to the child's developmental level. Parents/carers have a key role to play in effective toilet training. If a child soils themselves parents/carers will be informed at the end of the school day or before if necessary e.g. in the case of an upset stomach.

### **Toileting Accidents**

Children may be anxious and preoccupied by toileting difficulties but usually respond to praise, encouragement and confidence building. It is important to promote self-esteem in other areas of learning, make little fuss over accidents that do occur and ensure that they are dealt with swiftly, appropriately, sympathetically and in a calm low-key way. Staff will follow procedures outlined for such accidents. These procedures can be located in the allocated disabled toilet and are named 'Guidelines for changing a child who has had a toileting accident.'

### **Incontinence**

If the school is approached by a parent/carer, we will carefully and sensitively ascertain whether the reason for the child not being continent is due to a disability and/or medical condition. If possible, we will also contact Health Care professionals for advice, where we have parental permission for this. If the reason for the incontinence is due to a disability and/or medical condition, we will then:

- Recognise the child's needs
- Develop an Individual Toilet Protocol for the child. (Intimate Care Plan)
- Decide who will implement the protocol. (The school has 'loco parentis' and will ensure that we have suitably qualified staff in the Early Years. It is part of all staff roles within the Early Years department to meet the hygiene needs of children.)
- We may liaise with the child's Health Visitor (where the child is under five) or the School Nurse (for over five's) and SENCO for advice, and follow the normal referral procedures.

## Intimate Care

'Intimate Care' can be defined as care tasks of an intimate nature, associated with bodily functions, bodily products and personal hygiene, which demand direct or indirect contact with, or exposure of, the sexual parts of the body. The Intimate Care tasks specifically identified as relevant include:

- Dressing and undressing (underwear)
- Helping someone use the toilet
- Changing continence pads (faeces/urine)
- Bathing / showering
- Washing intimate parts of the body
- Changing sanitary wear
- Inserting suppositories
- Giving enemas
- Inserting and monitoring pessaries.

'Personal Care' involves touching another person, although the nature of this touching is more socially acceptable. These tasks do not invade conventional personal, private or social space to the same extent as Intimate Care. Those Personal Care tasks specifically identified as relevant here include:

- Skin care/applying external medication
- Feeding
- Administering oral medication
- Hair care
- Dressing and undressing (clothing)
- Washing non-intimate body parts
- Prompting to go to the toilet.

Personal Care encompasses those areas of physical and medical care that most people carry out for themselves but which some are unable to do because of disability or medical need. Children and young people may require help with eating, drinking, washing, dressing and toileting.

Where Intimate Care is required we will follow the following principles:

### **1. Involve the child in the intimate care**

Try to encourage a child's independence as far as possible in his or her intimate care. Where a situation renders a child fully dependent, talk about what is going to be done and give choices where possible. Check your practice by asking the child or parent about any preferences while carrying out the intimate care.

### **2. Treat every child with dignity and respect and ensure privacy appropriate to the child's age and situation.**

We are aware of the potential safeguarding issues for the child and member of staff. Care should be taken to ensure adequate supervision primarily to safeguard the child but also to protect the staff member from potential risk. At Copnor Primary School, for the protection of the child and also members of staff, two adults will accompany the child to the toilet for assistance.

### **3. Be aware of your own limitations**

Only carry out activities you understand and with which you feel competent. If in doubt, ASK. Some procedures must only be carried out by members of staff who have been formally trained and assessed.

### **4. Promote positive self-esteem and body image**

Confident, self-assured children who feel their body belongs to them are less vulnerable to sexual abuse. The approach you take to intimate care can convey lots of messages to a child about their body worth. Your attitude to a child's intimate care is important. Keeping in mind the child's age, routine care can be both efficient and relaxed.

### **5. If you have any concerns you must report them. If you observe any unusual markings, discolouration or swelling, report it immediately to the designated practitioner for child protection.**

If a child is accidentally hurt during the intimate care or misunderstands or misinterprets something, reassure the child, ensure their safety and report the incident immediately to the DSL. Report and record any unusual emotional or behavioural response by the child. A written record of concerns must be made available to parents/carers and kept in the child's child protection record.

### **6. Helping through communication**

There is careful communication with each child who needs help with intimate care in line with their preferred means of communication (verbal, symbolic, etc.) to discuss the child's needs and preferences. The child is aware of each procedure that is carried out and the reasons for it.

### **7. Support to achieve the highest level of autonomy**

As a basic principle, children will be supported to achieve the highest level of autonomy that is possible given their age and abilities. Staff will encourage each child to do as much for themselves as they can. This may mean, for example, giving the child responsibility for washing themselves. Individual intimate care plans will be drawn up for particular children as appropriate to suit the circumstances of the child. These plans include a full risk assessment to address issues such as moving and handling, personal safety of the child and the carer and health.

### **Fabricated or Induced Illness**

There are three main ways that a carer could fabricate or induce illness in a child. These are not mutually exclusive and include:

- fabrication of signs and symptoms. This may include fabrication of past medical history
- fabrication of signs and symptoms and falsification of hospital charts and records, and specimens of bodily fluids. This may also include falsification of letters and documents
- induction of illness by a variety of means.

If we are concerned that a child may be suffering from fabricated or induced illness we will inform children's social care.

### **Mental Health and Wellbeing**

Class teachers see their pupils everyday. They know them well and are well placed to spot changes in behaviour that might indicate an emerging problem with the mental health and emotional wellbeing of pupils. All staff should also be aware that mental health problems can, in some cases be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

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

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

When concerns are identified, school staff will provide opportunities for the child to talk or receive support within the school environment. Parents/carers will be informed of the concerns and a shared way to support the child will be discussed. Where the needs require additional professional support referrals will be made to the appropriate team or service with the appropriate agreement in place.

If staff have a mental health concern about a child that is also a safeguarding concern, they will take immediate action, raising the issue with the designated safeguarding lead or a deputy.

### **Bullying (A form of Child-on-Child abuse)**

The school has a separate Behaviour and Anti-Bullying policy that can be found on our website.

### **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
- ensuring that staff are familiar with a range of restorative practices to address bullying and prevent it happening again

### **Drugs and Substance Misuse (on site and off site)**

The school has a separate Drug Awareness Policy that can be found in the Curriculum Policy area. This also includes alcohol use and awareness. In addition to this, the school will respond to the following incidents on the school site.

- Reports of drugs being used by adults or children
- Use of drugs by children on the premises
- Children talking about the use of drugs
- Children bringing drugs into school
- Finding drugs/drug equipment in locality (school grounds)
- Children asking difficult questions about drugs
- Staff concerns about individuals

### **Recording and Reporting**

The school will keep a record of all Drugs Related Incidents. Each entry will be dated and a clear distinction made as to the seriousness of each case. The log will be kept and reviewed by the Headteacher and any information that is no longer relevant will be destroyed. This record will be kept in accordance with the Data Protection Act. All drugs related incidents *must* be referred to the Headteacher immediately (or if the concerns centre on the Headteacher then to the Chair of Governors.) They will:

- Record details of the incident in the School's 'Drugs Related Incidents Log'
- If appropriate contact parents/carers and other authorities
- Deal with the member of staff through the Local Authority's disciplinary system, but also seek support for that member of staff

If a child is involved in a drug related incident covered by this policy their parents/carers will be involved immediately, a referral will be made to Children's Services. The school will then work closely with the family relating to future behaviour. The sanctions of the school behaviour policy will be used. Exclusion is not automatic, although it might prove necessary as a final sanction. Schools will seek advice and support with local services and may reference the following guidance from the DfE and the Association of Chief Police Officers (ACPO).

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

### **Searching**

If there is a reasonable suspicion, searches of storage areas on the school site may be authorised by the Headteacher. They should be carried out in the presence of a witness and the named pupil, if there is one. Staff should not search a pupil's property or person but should try to persuade them to voluntarily produce the substance. Where a search is necessary, a police officer will be required and the pupil's parents/carers informed as soon as possible. The police officer will only be able to carry out the search if there are reasonable grounds to suspect the pupil of being in possession of illegal substances.

### **Finding Substances**

If a harmful or illegal substance is discovered it should be removed to a place of safety, in the presence of a witness from the staff. The procedure for reporting incidents should then be followed (see above). If the substance is known or suspected to be illegal, the police must be informed. If any equipment associated with drug misuse is found, then it will be handled with care. It should be placed in a secure and rigid container and handed to the appropriate member of staff. Any action taken as a result of an incident shall be reported to parents/carers. It is an offence to supply, possess or use illegal drugs on the school premises and as a direct result of this the police shall be notified.



## **Working with the Media**

If the media become aware of any drug related issue connected with the school, advice will always be taken immediately from the PCC media office. No member of staff will speak to anyone from the media prior to this and children and their parents/carers/carers will be actively encouraged to adhere to this also.

## **Reports of Parental Drug Abuse**

Children and also members of the school community and public can and may, report use of illegal substances taking place off-site. Where reports are made, these will be recorded on CPOMs, the DSL will be made aware who together with the support of the Pastoral Team, will consider what appropriate action will be taken depending of the severity of the disclosure made and evidence that has been provided. This may include undertaking an Early Help Assessment with the relevant parent/family member or it may be escalated and a referral may be made to the MASH.

## **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 becomes 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.

## **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 alternative provision
- work with local partners to prevent anti-social behaviour or crime.

## **Private Fostering**

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

The Law requires that the carers and parents/carers must notify the Children's Services Department of any private fostering arrangement.

If the school becomes aware that a pupil is being privately fostered we will inform the Children's Services Department and inform both the parents/carers that we have done so.

## **Parenting Support**

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

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

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

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

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

- providing 1:1 support or workshops delivered by the Pastoral Team
- providing details of community based parenting courses <https://www.portsmouth.gov.uk/ext/health-and-care/children-and-families/family-support>
- linking to web-based parenting resources (for example <http://www.familylives.org.uk/>)
- discussing the issue with the parent and supporting them in making their own plans of how to respond differently (using evidence-based parenting programmes)
- Considering appropriate early help services <https://www.portsmouth.gov.uk/ext/health-and-care/children-and-families/family-hubs>

## **Part 3 – Safeguarding Processes and Procedures**

### **Safer Recruitment**

The school operates a separate safer recruitment process as part of its Recruitment Policy. On all recruitment panels there is at least one member who has undertaken safer recruitment training. The recruitment process checks the identity, criminal record (enhanced DBS), mental and physical capacity, right to work in the U.K., professional qualification and seeks confirmation of the applicant's experience and history through references.

Schools will only accept copies of a curriculum vitae alongside an application form. A curriculum vitae on its own will not provide adequate information.

In addition, as part of the shortlisting process, the panel will also carry out an online search as part of their due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which the school might want to explore with the applicant at interview.

### Staff Induction

The DSL or their deputy will provide all new staff with training to enable them to both fulfil their role and also to understand the child protection policy, the safeguarding policy, the staff behaviour policy/code of conduct, and part one of Keeping Children Safe in Education. This induction may be covered within the annual training if this falls at the same time; otherwise it will be carried out separately during the initial starting period.

### Disqualification under the Childcare Act

The Childcare Act of 2006 was put in place to prevent adults who have been cautioned or convicted of a number of specific offences from working within childcare.

Previously this disqualification also extended to risk by association of anyone living within the same household and required us to carry out a self-disclosure process with staff. The risk by association element of the Act has now been refocused by the DfE and no longer applies to school staff.

We will continue to check for disqualification under the Childcare Act as part of our Safer Recruitment processes for any offences committed by staff members or volunteers.

### Health and Safety

There is a requirement that all schools must have a Health and Safety Policy that details the organisation, roles and responsibilities and arrangements in place at the premise for the managing and promoting of Health and Safety in accordance with the Health and Safety at Work act 1974 and regulations made under the act.

Schools must assess all their hazards and record any significant findings along with what control measures are required. The plans should wherever possible take a common sense and proportionate approach with the aim to allow activities to continue rather than preventing them from taking place. The School H&S policy can be which can be obtained through the school office.

### Site Security

We aim to provide a secure site but recognise that the site is only as secure as the people who use it. Therefore, all people on the site have to adhere to the rules which govern it. These are:

- All gates are locked except at the start and end of the school day
- Doors are kept closed to prevent intrusion
- Visitors and volunteers enter at the reception and must sign in
- Visitors and volunteers are required to enter at the reception, must sign in and identified by with the appropriate badge
- Children are only allowed home during the school day with adults/carers with parental responsibility or permission being given
- All children leaving or returning during the school day have to sign out and in
- Empty classrooms have windows closed.

### Off site visits

A particular strand of health and safety is looking at risks when undertaking off site visits. Some activities, especially those happening away from the school and residential visits, can involve higher levels of risk.

If these are annual or infrequent activities, a review of an existing assessment may be all that is needed. If it is a new activity, a visit involving adventure activities, residential, overseas or an 'Open Country' visit, a specific assessment of significant risks must be carried out.

The school has an Educational Visits Co-ordinator (EVC) who liaises with the local authority's outdoor education adviser and helps colleagues in schools to manage risks and support with off site visits and provides training in the management of groups during off site visits, as well as First Aid in an outdoor context. Please refer to the off-site activity policy/procedures.

### **First Aid**

The school's First aid Arrangements/Policy which can be obtained through the school office and on the website.

### **Physical Intervention (use of reasonable force)**

At times, for a pupil's safety or that of others, staff may need to intervene physically and 'positively handle' a child. The measures of how we will use physical intervention/positive handling is included in the school's Behaviour Policy. This can also be found on the policy section of the school's website.

### **Transporting pupils**

On occasions parents/carers and volunteers support with the task of transporting children to visits and off-site activities arranged by the school. (This is in addition to any informal arrangements made directly between parents/carers for after school clubs etc.)

In managing these arrangements the school will put in place measures to ensure the safety and welfare of young people carried in parents/carers' and volunteers' cars. This is based on guidance from the local authority and follows similar procedures for school staff using their cars on school business.

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

### **Pupil Records**

We ensure we have at least two contact numbers for all children in school. We expect parents/carers/carers to provide up to date and accurate information so staff can act in the best interest of their child. Parent/carers need to contact the school office when their contact details change.

In the cases where a pupil moves school, the child protection file will be transferred to the new school as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow the new school to have support in place for when the child arrives.

### **Taking, Use and Storage of Images**

We will seek consent from the parent/carer of a pupil and from teachers and other adults before taking and publishing photographs or videos that contain images that are sufficiently detailed to identify the individual in school publications, printed media or on electronic publications.

We will not seek consent for photos where you would not be able to identify the individual.

We will seek consent for the period the pupil remains registered with us and, unless we have specific written permission we will remove photographs after a child (or teacher) appearing in them leaves the school or if consent is withdrawn.

Photographs will only be taken on school owned equipment and stored on the school network. No images of pupils will be taken or stored on privately owned equipment by staff members.

## Cameras, mobile phones and recording devices

To protect children, protect staff from allegations and maintain high standards of care within the school.

- the use of personal cameras, mobile phones and recording devices is prohibited by staff members, student and volunteers whilst on duty
- All staff, students and volunteers who are working with children are required to switch off any mobile phones and recording devices and store them in a lockable cupboard during working hours
- Staff members, students and volunteers may access their personal devices whilst off duty, for example during lunch breaks. Designated areas for this will be the office and the staff room
- Staff using mobile phones during session times will be subject to disciplinary procedures
- Personal mobile phones may be taken during off-site visits and trips, but must be turned off when working with the children
- The only occasion staff may be allowed to use their phone in the presence of a child is for a medical emergency when off-site or to access any safeguarding procedures (online MASH form or CPOMs) off-site.
- A dedicated school mobile will be kept in the office, to be taken on off site visits. This will be left on in case of emergency and in the possession of the senior teacher on the trip. This will not have image capability.

## Safeguarding Protocol – Collecting Children from School

If a child has an appointment during the day, we could ask the adult who comes in to collect them for some form of ID. This would happen in the event that the member of staff assisting is unsure who that person is. We will check our Data Forms to confirm that the person collecting is listed as a contact, and we will regularly remind parents/carers and carers to ensure all adults authorised to collect their child are named on the Data Form. Children will only be released in to the care of someone who is over 18 years old during the school day.

### **Year 5 and 6**

Pupils are allowed to leave the school premises alone to walk home if we have written permission. Those children without permission will be accompanied to the external doors by class teachers and will not be allowed to leave without a parent/carer/named adult collecting.

### **Year 3 and 4**

Pupils are not allowed to walk home alone. Pupils in Year 3/4 may also be collected by older siblings (of secondary school age) when written consent is received.

### **Year 1, 2 and EYFS**

Pupils are only allowed to leave the school premises with a parent/carer/named adult.

### **Late Collection/Missing Child**

If a parent is late collecting (15:25 onwards) the class teacher is to accompany the child to After-school Club and remain with the child until the parent has collected. They also need to inform the school office so that they are aware.

### **Procedures if a child leaves school early or the end of day collection has changed**

If we receive a phone call to say that a child will be collected for an appointment during the day, we will inform the caller that we will be contacting the person who is priority 1 on the Data Form immediately to verify the message. If we are unable to contact priority 1 then we will not release the child until we are fully satisfied it is safe to do so. If the adult collecting does not have an official appointment slip, we will issue them with a form to be stamped by the receptionist when they attend the appointment. If there are any

changes to the person collecting a child at the end of the school day parents/carers/carers will need to notify the school office before 2.30pm. This change of arrangement will be confirmed by contacting priority 1 on the Data Form and we may ask the person collecting for ID. We will not be able to guarantee that a child will be released on time if we receive calls after 2.30pm, as we will need to verify this instruction is from the parent who is priority 1.

Parents/carers/carers should allow for extra time when collecting a child for an appointment to ensure that the member of staff releasing the child has made all reasonable checks to ensure it is safe to do so. We will be unable to guarantee a child will be released on time if a parent/carer turns up without advance notice until all the above security checks have been carried out.

### Wrap around Care

If a member of staff has a safeguarding concern, they will follow the same procedures that occur during the school day. If the child is not at an immediate risk of harm, staff will record their concerns on CPOMS. A laptop is held within the Pastoral Team office for this to be carried out discreetly and away from the children. If it is deemed that there is an immediate safeguarding concern, they will need to find DSL/Deputy DSLs on site. If the DSL or Deputy DSL is not available, the staff will contact the MASH will be directly.

### Missing / Lost Child Procedure

The welfare of all our children is our paramount responsibility. Every adult who works at the school is aware that they have a key responsibility for helping to keep all of the children safe at all times. We make every effort to ensure that all children are closely supervised so that they remain safe. This is especially important when we undertake outings – please see the Health and Safety policy and the section below for the procedures to be followed on a visit off the School Premises.

#### **Missing Children on site**

The term '*missing/lost child*' refers to a child who is not present without either authorisation or explanation. It should be noted that a missing child could potentially be at risk of abuse or neglect. We are alert to that possibility and will notify all relevant authorities if it is deemed necessary. All children are registered at the beginning of the school day. Registration is then taken again after lunch for all children. A list of absentees is held on SIMS. On occasions when a staff member identifies a child as missing from their expected location, immediate action is required as outlined in the procedures below.

Communications with parents/carers and the appropriate services (particularly the police) are an integral part of the procedure and all instances of a lost/missing child must be reported to the Headteacher (or SLT member in his absence) on site and the appropriate investigations made.

A child is identified as missing when:

- they are absent at morning registration and this is not confirmed by a parent or guardian
- comparing the children in a class with the day's absence log
- a fellow child reports a missing friend or classmate.

Any member of staff discovering a discrepancy must immediately notify the school office/pastoral office who will:

- Contact the relevant member of staff to find out if the absence is expected or to check if there have been any medical emergencies
- Check all lists of trips/events which are not on the school premises.

In the event of a child going missing staff should stay as calm as possible and follow this procedure.

1. Member of staff who becomes aware that a child is missing immediately informs the Headteacher/SLT on site. They should ascertain when and where the child was last seen.



2. The Headteacher or SLT member in the Headteacher's absence delegates a member of staff to ensure the safety of the remaining children with regard to appropriate supervision.
3. Headteacher/SLT organises a thorough search of the whole school premises, checking exits and possible hiding places.
4. When the child is found reassurance is given, and questions asked to ascertain how the incident occurred. \*A written account is made, and a review of procedures for supervision and safety is carried out. A copy of this is given to the Headteacher and recorded on the school's safeguarding system, CPOMS. The child's parents/carers are informed.
5. Should the search prove negative the school office, informs the police (999) and parents/carers under the direction of the Headteacher/SLT member.

### **'Missing/Lost Child' on a Visit Off-Site**

In the extremely unlikely event that a child was to become detached from the group and become 'lost' whilst on a visit off the school premises then staff should follow the following procedure:

1. All staff and helpers to be alerted and a thorough search made of the immediate and surrounding areas.
2. Depending on location, others alerted, for example if in a shop/farm/museum then the relevant staff.
3. A member of staff should inform the school office so that the Headteacher/SLT are alerted
4. If the search proves negative then the school together with parents/carers and police are informed.
5. Staff must ensure the welfare, both physical and emotional, of other children in their care.
6. Visit Leader to provide the police with details of the child and incident.
7. The Head of School to be responsible for gathering all relevant information and liaising with the required authorities and parents/carers.
8. A full report of the incident will be made as detailed below.

**\*After the Incident** - The senior member of staff involved will sensitively discuss with the child's parents/carers the events surrounding the disappearance of the child. The Headteacher will carry out a full investigation taking written statements from all staff present at the time. The Incident Report will detail:

- The date and time of the incident
- What staff/children were in the group/class
- When the child was last seen in the group
- What had taken place in the group/class since then and the time it is estimated that the child went missing.

A conclusion is drawn as to how the breach of security happened and, if appropriate, procedures (including risk assessments and training) may be updated. Staff must not speak to members of the public about the incident and will inform SLT of any requests for information about the incident.

### **Learning Environment and the Curriculum**

The school plays a crucial role in preventative education. Preventative education is most effective in the context of a whole-school approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic behaviour. The school has a clear set of values and standards which are upheld and demonstrated throughout all aspects of school life. These are underpinned by the school behaviour policy and pastoral support system, as well as by a planned programme of evidence-based PSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum.

Within the school, each day, staff will maintain an environment where children feel secure, are encouraged to talk, and are listened to. They will ensure the children know that any adult can be approached if they feel worried. Staff will also:

- pro-actively build into the PSHE curriculum opportunities for the children to develop the skills they need to recognise and stay safe from abuse.
- assign specific adults to children that we are concerned about so that they can regularly voice their worries. This will be done after asking the child who they would feel safe talking to.

- need to take into account that children with safeguarding issues may have difficulties with their social, emotional and mental health needs when we deliver the curriculum and behaviour policy. In light of this, some adaptations may need to be made to accommodate these concerns. Whilst children need to know that some behaviour is unacceptable, it is particularly important that they feel valued and that any actions taken are tackling the behaviour in a concerned way and are not in any way questioning the value we place on the child.
- Support with additional interventions such as ELSA (Emotional Literacy Support Assistance) or seek support by approaching the school's Pastoral Team.

### Assessing Risk within the Curriculum

Certain activities require special care and they need specific risk assessments to be completed before they can be undertaken. In particular it is important to refer to the following specific policies:

- Educational Visits
- E-Safety
- Accidents & First Aid
- Science
- D & T
- PSHE (particularly the SRE – Sex and Relationships Education)
- Travel Plan.

However, **every** activity undertaken by the school needs to be assessed for risk even if a formal “risk assessment form” is not required. It can often be in the everyday activities that risk can lie, if complacency is allowed to set in. If a member of staff is in any doubt at all about the safety of an activity - for whatever reason - they must seek the guidance of either the Headteacher or one of the Assistant Headteachers' before undertaking it.

### Visitors (including contractors) to School

As a school we regularly use contractors and also encourage the use of visitors to enrich the curriculum. They are inducted by the Site Manager as part of our induction procedures and this includes safeguarding procedures. We must ensure that any curriculum visitors are always accompanied by a member of staff and never left to work with the children on their own.

All visitors - whether contractors or for the curriculum - must be signed in and out, and wear a visitors badge. If a member of staff is ever in any doubt as to who someone is (for instance they may not recognise a supply teacher who might be unaccompanied) then they must stop and politely ask what their role is. If they are in any doubt at all the member of staff should politely accompany the visitor and seek guidance from the Head Teacher or Assistant Head Teacher.

Where there are large group of visitors to the school eg; coffee workshops, open afternoons, then safeguarding information will be shared as part of the introduction to those particular meetings.

### Complaints Procedure

We are committed to caring for the welfare of our children. Complaints lead to dissatisfaction, and will therefore be dealt with promptly and transparently. We would rather deal with an issue promptly before it has time to grow and in that sense we encourage parents/carers and children to share concerns with us. However we recognise that there may be times when it proves necessary to complain more formally. Please ask for the Complaints Policy via the school office. It is also available to view on the school website.

Reviewed and agreed: September 2022

Next review: September 2023

Allie Roberts - Designated Safeguarding Lead