



SOUTHAMPTON ISLAMIC PRIMARY SCHOOL

Fitrah Sips Trust Ltd.

Child Protection Policy, Procedure and Safeguarding Guidance

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Fitrah Southampton Islamic Primary School Child Protection Policy

Policy Statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children.

We make every effort to provide a safe and welcoming environment underpinned by a culture of openness where both children and adults feel secure, able to talk and believe that they are being listened to.

We maintain an attitude of “it could happen here” where safeguarding is concerned.

The purpose of this policy is to provide staff, volunteers and governors with the framework they need in order to keep children safe and secure in our school and to inform parents and guardians how we will safeguard their children whilst they are in our care. Specific guidance is available to staff within the procedure documents.

Definitions

Within this document:

The umbrella term ‘**Safeguarding**’ is defined in the Children Act 2004 as protecting from maltreatment; preventing impairment of health and development; ensuring that children grow up with the provision of safe and effective care; and work in a way that gives the best life chances and transition to adult hood. Our safeguarding practice applies to every child.

Child Protection is an aspect of safeguarding, but is focused on how we respond to children who have been significantly harmed or are at risk of significant harm.

The term **Staff** applies to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity. This also includes parents and Governors.

Child refers to all young people who have not yet reached their 18 birthday. On the whole, this will apply to pupils of our school; however the policy will extend to visiting children and students from other establishments

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

Abuse could mean neglect, physical, emotional or sexual abuse or any combination of these. Parents, carers and other people can harm children either by direct acts and / or failure to provide proper care. Explanations of these are given within the procedure document.

Aims

- To provide Staff with the framework to promote and safeguard the wellbeing of children and in doing so ensure they meet their statutory responsibilities.
- To ensure consistent good practice across the school.
- To demonstrate our commitment to safeguarding children.

Principles and Values

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

Leadership and Management

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

In this school any individual can contact the Designated Safeguarding Lead (DSL) if they have concerns about a young person.

DSL is Anas Al-korj and the **deputy DSL Paiman Qadir**. There is a nominated Safeguarding Governor/Trustee who will receive reports of allegations against the Head Teacher and act on the behalf of the Governing Body and Board of Trustees. That is **Mr Haroon Yousufi** (a director and trustee).

As an employer we comply with the "Disqualification under the Childcare Act 2006" guidance issued in February 2015

Training

All frontline staff in Education should be aware of the signs and symptoms of abuse and be able to respond appropriately. Training is provided to the whole school every three years with separate training to all new staff on appointment. The DSL will attend initial training for their role and then refresh this every two years.

This is by attending refresher training after the first two years then demonstrating evidence of Continuing Professional Development thereafter.

All staff and volunteers must do Level 2 child protection training as a minimum. In the unlikely case of having a volunteer or work placement at the school, they must be escorted at all times and never be allowed alone with children until they complete the training needs.

Any update in national or local guidance will be shared with all staff in briefings and then captured in the next whole school training face to face or via the online training resources.

Staff Responsibilities

Staff have a key role to play in identifying concerns early and provide help for children.

Listening and responding

All staff receive training in how to listen and respond to children. They will allow the child to speak and only ask open questions to aid clarification.

Record keeping

Any member of staff who has concerns about the welfare of a child must share this information with the DSL.

- Staff will make a brief, accurate and verbatim record of the concerns including the child's own words (if a disclosure) or the evidence that has led to the concerns.
- This report is given to the DSL who will analyse risk and refer onwards as necessary and appropriate.
- Referrals where urgent action is required should never be delayed in order for a full record to be written.
- CP records will be stored securely and away from the main pupil records.

Confidentiality

- We maintain that all matters relating to child protection are to be treated as confidential and only shared as per the 'working together' guidance.
- Information will only be shared with agencies who we have a statutory duty to share with or individuals within the school who 'need to know'.
- All staff are aware that they cannot promise a child that they will keep a secret
- Disciplinary action will be considered for any breach of confidentiality.

Reporting

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

Referral

The DSL will assess the information and consider if significant harm has happened or there is a risk that it may happen. If the evidence suggests the threshold of significant harm, or risk of significant harm has been reached; or they are not clear if the threshold is met, then the DSL will contact children's social care.

Generally the DSL will inform the parents prior to making a referral however there are situations where this may not be possible or appropriate.

As a school we will educate and encourage pupils to keep safe through:

- The content of the curriculum
- A school ethos which helps children to feel safe and able to talk freely about their concerns, believing that they will be listened to and valued.

Dealing with allegations against staff

If a concern is raised about the practice or behaviour of a member of staff this information will be recorded and passed to the head teacher **Anas Al-korj** The Local Authority Designated Officer will be contacted and the relevant guidance will be followed

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

The responsibilities of the Governing Body

The board of trustees and the Governing body (when it will be re-activated in Sept) 2019 is responsible for ensuring:

- the school has effective safeguarding policies and procedures in place:
- that the school has a broad and balanced curriculum that incorporates safeguarding
- that national and local guidance is followed, specifically Keeping Children Safe in Education
- there is a member of the schools leadership identified as DSL
- that training is undertaken at the required frequency
- there is a nominated governor for dealing with allegations against the head teacher
- an annual audit of safeguarding is carried out and any concerns are remedied without delay

Legal context

Section 157 (independent schools and academies) of the Education Act 2002.
Children Act 2004 & 1989

Guidance

Hampshire Safeguarding Children's Board [protocols and guidance](#) and their [procedures](#) (from Working Together to Safeguard Children 2015)

[Keeping Children Safe in Education 2018](#)

[Disqualification under the Childcare Act 2006 \(2015\)](#)

This policy on child protection is in accordance with the locally agreed inter-agency procedures (Children and Young People's Department

'Safeguarding Our Children', (4LSCB 2007) Hampshire. Southampton, Portsmouth and Isle of Wight Safeguarding Boards. www.4lscb.org.uk

This policy complies with Regulation 3(3)(7) of the Education (Independent School Standards (England)) Regulations 2010, and other relevant and current regulations and any other guidance concerning safeguarding children to which schools are obliged to have regard. It is intended only to provide a statement of the school's broad aims in this area. In depth procedures are set out in separate procedure documents. In this respect your attention is additionally drawn to the separate Safeguarding Children - Guidance for Staff document.

Annual review

As a school, we review this policy annually in line with DfE, HSCB, Southampton LSCB and HCC guidance.

Date Approved by Governing Body: 19 January 2019

Date Reviewed by Governing Body: 19 January 2019

Next review date: 19 January 2020

Date of DSL Training/Refresher: Must be done ASAP, within a month.

Date of Whole School Training: ASAP, immediate and ongoing

Fitrah Southampton Islamic Primary School Child Protection Procedures

Definitions

Throughout this procedure document:

- The umbrella term '**Safeguarding**' is defined in the Children Act 2004 as protecting from maltreatment; preventing impairment of health and development; ensuring that children grow up with the provision of safe and effective care; and work in a way that gives the best life chances and transition to adult hood. Our safeguarding practice applies to every child.
- **Child Protection** is an aspect of safeguarding, but is focused on how we respond to children who have been significantly harmed or are at risk of significant harm.
- The term **Staff** applies to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity including Governors. If Governors are mentioned it is a specific role of theirs.
- **Child** refers to all young people who have not yet reached their 18 birthday. On the whole, this will apply to pupils of our school, however the policy will extend to visiting students from other establishments
- **Parent** refers to birth parents and other adults in a parenting role for example adoptive parents, step parents and foster carers.

Overview

These procedures apply to all staff working in the school. Additional information, which is specific to particular roles within the school, is included within the Annex. It is important that staff are aware of all the content even if it does not apply to them.

The aim of our procedures is to provide a robust safeguarding framework which enables us to safeguard and promote the welfare of pupils as follows:

- Raise awareness of child protection and safeguarding roles and responsibilities with staff and governors.
- Develop, implement and review procedures in our school that enable the identification and reporting of all cases, or suspected cases, of abuse.
- Support pupils in line with their child protection plan.
- All staffs are made aware of the Early Help process, and understand their role in it. This includes identifying emerging problems, liaising with the DSL, sharing information with other professionals to support early identification and assessment and in some cases acting as the lead professional in undertaking an early help assessment.
- Support children with additional needs through early help and external agencies.
- Ensure the practice of safe recruitment in checking and recording the suitability of staff and volunteers to work with children.
- Establish a safe environment in which children can learn and develop.
- Ensure that allegations or concerns against staff are dealt with in accordance with guidance from Department for Education (DfE), Hampshire Safeguarding Children's Board (HSCB), Southampton 4LSCB and Hampshire County Council (HCC).

The role of staff

Staff will:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried about any problems.
- Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
- Attend training in order to be aware of and alert to the signs of abuse.
- Maintain an attitude of “it could happen here” with regards to safeguarding.
- Record their concerns if they are worried that a child is being abused and report these to the relevant person as soon as practical that day.
- If the disclosure is an allegation against a member of staff they will follow the allegations procedures (Annex 6).
- Follow the procedures set out by the HSCB, Portsmouth LSCB and HCC and take account of guidance issued by the DfE.
- Treat information with confidentiality but never promising to “keep a secret”.
- Notify DSL of any child on a Child Protection Plan who has unexplained absence.
- In the context of early help, staff will notify colleagues and/or parents of any concerns about their child(ren), and provide them with or signpost them to opportunities to change the situation.
- Liaise with other agencies that support pupils and provide early help.
- Ensure they know who the Designated Safeguarding Lead (DSL) and deputy DSL are and know how to contact them.

Senior management team (including DSL):

- Contribute to inter-agency working in line with guidance (Working together 2015)
- Provide a co-ordinated offer of early help when additional needs of children are identified
- Working with children’s social care, support their assessment and planning processes including the schools attendance at conference and core group meetings.
- Carry out tasks delegated by the governing body such as training of staff; safer recruitment; maintaining a Single Central Register.

- Provide support and advice on all matters pertaining to safeguarding and child protection to all staff regardless of their position within the school.
- Treat any information shared by staff or pupils with respect and follow procedures.

Governing Body

The full role of the Governing/Trustees body is set out in Annex 13

In Summary, the governing body is responsible for ensuring that:

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

DSL responsibilities

In this school the DSL is Anas Al-korj – Contact Details: 02380193156 or 07711128248 or Email: anas@fitrahsips.com

The deputy DSL is *Paiman Qadir* – Contact Details: 02380193156 or Email: paiman@fitrahsips.com

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

- Assist the Governing Body in fulfilling their responsibilities under Section 175 or 157 of the Education Act 2002.
- Attend initial training for the role and refresh this every two years. This is by attending refresher training after the first two years and then demonstrating evidence of continuing professional development thereafter.
- Ensure every member of staff knows who the DSL is, is aware of the DSL role and has their contact details.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the DSL.
- Ensure that whole school training occurs regularly so that staff, governors and volunteers can fulfil their responsibilities.

- Ensure any members of staff joining the school outside of this training schedule receive an induction prior to commencement of their duties.
- Keep written records of child protection concerns securely and separately from the main pupil file and use these records to assess the likelihood of risk.
- Ensure that copies of safeguarding records are transferred accordingly (separate from pupil files) when a child transfers school.
- Ensure that where a pupil transfers school and is on a child protection plan or is a child looked after, the information is passed to the new school immediately and that the child's social worker is informed.
- Link with the HSCB, Southampton LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Child Protection Procedures

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

These procedures should be read in conjunction with the flow chart (Annex 2).

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

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

The records must be signed and dated by the author.

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

1. Decide whether or not there are sufficient grounds for suspecting significant harm in which case a referral must be made to Children's Social Care.
2. Normally the school should try to discuss any concerns about a child's welfare with the family and where possible to seek their agreement before making a referral to Children's Social Care. However, in accordance with DfE guidance, this should only be done when it will not place the child at increased risk or could impact a police investigation. The child's views should also be taken into account.
3. If there are grounds to suspect a child is suffering, or is likely to suffer, significant harm they must contact **Social Care Enquiries Multi Agency safeguarding Hub (MASH)** on 0845 671 0271 and make a clear statement of:
 - the known facts
 - any suspicions or allegations
 - whether or not there has been any contact with the child's family

If the DSL feels unsure about whether a referral is necessary they can phone Children's Social Care (MASH) to discuss concerns.

4. If there is not a risk of significant harm, then the DSL will either actively monitor the situation or consider the Early Help process.
5. The DSL must confirm any referrals in writing to Children's Social Care, within 24 hours, including the actions that have been taken. The written referral should be made using the inter-agency referral form which will provide Children's Social Care with the supplementary information required about the child and family's circumstances.
6. If a child is in immediate danger and urgent protective action is required, the police should be called. The DSL should also notify Children's Social Care of the occurrence and what action has been taken.
7. Where there are doubts or reservations about involving the child's family, the DSL should clarify with Children's Social Care or the police whether, the parents should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation.
8. When a pupil is in need of *urgent* medical attention and there is suspicion of abuse the DSL or Head Teacher should take the child to the Accident and Emergency Unit at the nearest hospital, having first notified children's social care. The DSL should seek advice about what action children's social care will take and about informing the parents, remembering that parents should normally be informed that a child requires urgent hospital attention.

Whistle blowing: When dealing with allegations against staff, governors and volunteers:

The procedure for dealing with allegations can be found in Annex 6 (pg. 20)

Only the Head teacher, delegated staff or nominated governor should deal with allegations, all other staff or governors must:

- Report any concerns about the conduct of any member of staff to the Head teacher as soon as immediately as possible and within 24 hours. 'Staff' includes adults in the school from external agencies; those in a temporary, supply or locum basis within the school; and adults not directly involved in face to face work within the school environment.
- If the allegation concerns the **Head teacher**, the information needs to be passed to the LADO or nominated Governor immediately.

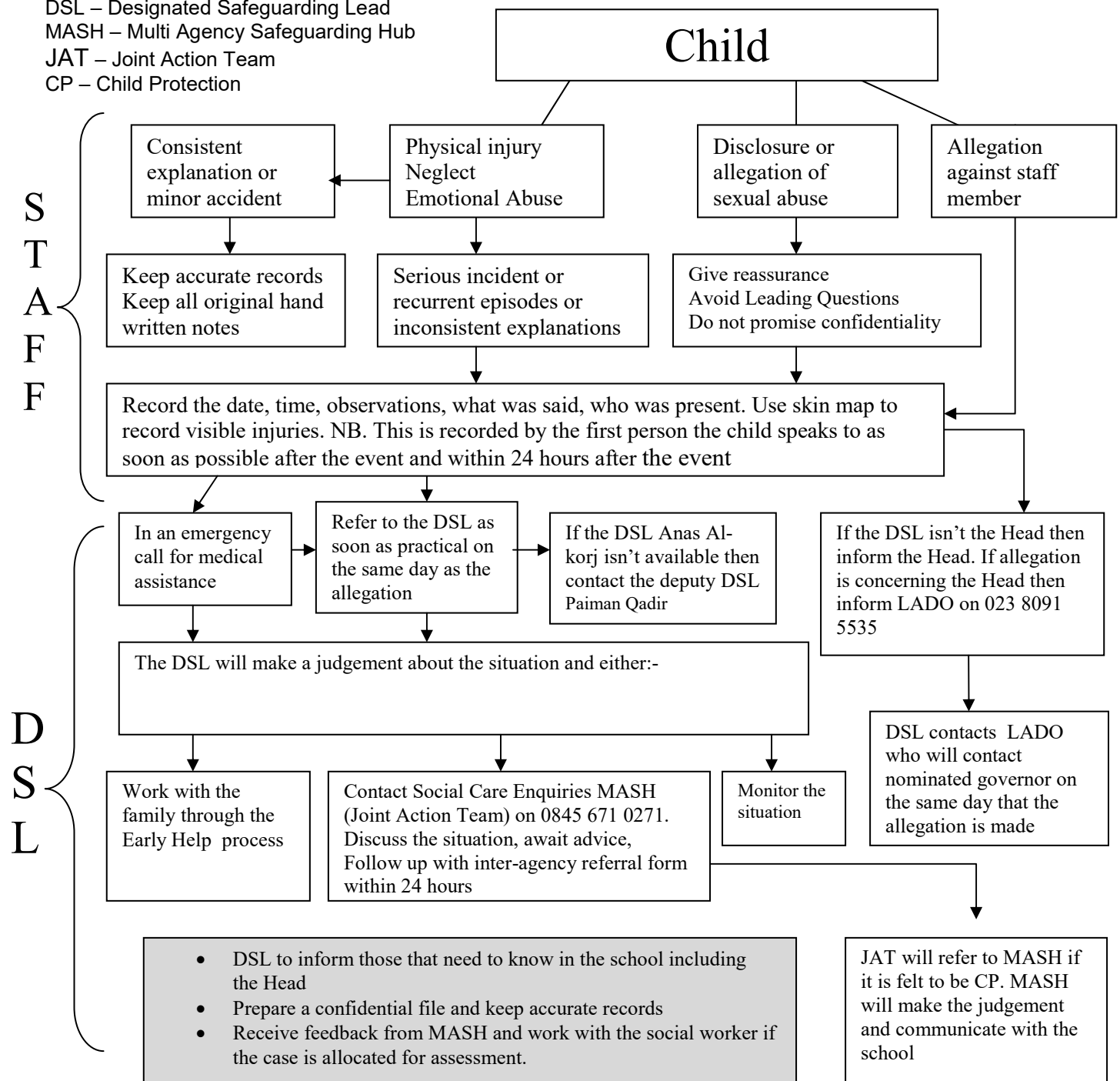
Links to Safeguarding Resources

Issue	Links to Useful Resources
Local Authority Children's Services – Social Care	Website: http://southamptonlscb.co.uk/ 4LSCB Child Protection Procedures Manual can be accessed at http://www.proceduresonline.com/4lscb Forms and all information: http://www.portsmouthscb.org.uk/professionals/resources-for-frontlineprofessional/ Early Help Form: https://www.southampton.gov.uk/health-social-care/families/early-help/ Social Care referral: http://www.portsmouthscb.org.uk/wp-content/uploads/Inter-Agency-Contact-form-Aug-2018.docx
Health and Safety	http://intranet.hants.gov.uk/childrens-services/cs-healthandsafety.htm https://www.gov.uk/health-safety-school-children
Anti – Bullying and Harassment & Discrimination	http://www3.hants.gov.uk/childrens-services/childrenandyoungpeople/bullying.htm http://www3.hants.gov.uk/education/hias/healthyschools/themedareas/theme-ehwb.htm#section261481-2 https://www.gov.uk/bullying-at-school https://www.gov.uk/government/publications/preventing-and-tackling-bullying
Anti-Racism	http://www.cps.gov.uk/northwest/working_with_you/hate_crime_schools_project/schools_project_racist_and_religious_hate_crime/
Physical Intervention	http://www3.hants.gov.uk/childrens-services/childrenandyoungpeople/educational-psychology/heps/heps-policies.htm https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools
Meeting the needs of pupils with medical conditions	https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3
First Aid	http://intranet.hants.gov.uk/firstaidpolicytemplate_csh_steam_-14.doc https://www.gov.uk/government/publications/first-aid-in-schools
Drug and Substance Misuse	http://www3.hants.gov.uk/education/hias/drug-and-alcohol/supporting-young-people.htm https://www.gov.uk/government/publications/drugs-advice-for-schools
Educational Visits	http://www3.hants.gov.uk/education/outdoor-education.htm
Intimate Care	http://4lscb.proceduresonline.com/chapters/g_int_care.html
Internet Safety	http://www3.hants.gov.uk/childrens-services/schoolsandcolleges/esafety http://ceop.police.uk/
School Site Security	https://www.gov.uk/government/publications/school-security
Safer Recruitment Policy	http://www3.hants.gov.uk/education/eps/child-protection-introduction.htm

	http://intranet.hants.gov.uk/eps/eps-crb-guidance.htm & https://www.gov.uk/government/policies/helping-employers-make-safer-recruiting-decisions http://intranet.hants.gov.uk/eps/single-central-record.htm
Issues specific to a local area or population,	https://www.gov.uk/government/publications/safeguarding-children-and-young-people-who-may-be-affected-by-gang-activity DfE safeguarding children https://www.gov.uk/childrens-services/safeguarding-children
Radicalisation	https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevention-strategy-review.pdf
Child Sexual Exploitation	https://www.gov.uk/government/publications/tackling-child-sexual-exploitation-action-plan http://4lscb.proceduresonline.com/chapters/p_missing_exploit_traff.html

Flowchart for Child Protection Procedures

DSL – Designated Safeguarding Lead
 MASH – Multi Agency Safeguarding Hub
 JAT – Joint Action Team
 CP – Child Protection



Model Recording Form

Child's Name:

D.o.b.

Name/title of person raising concern:

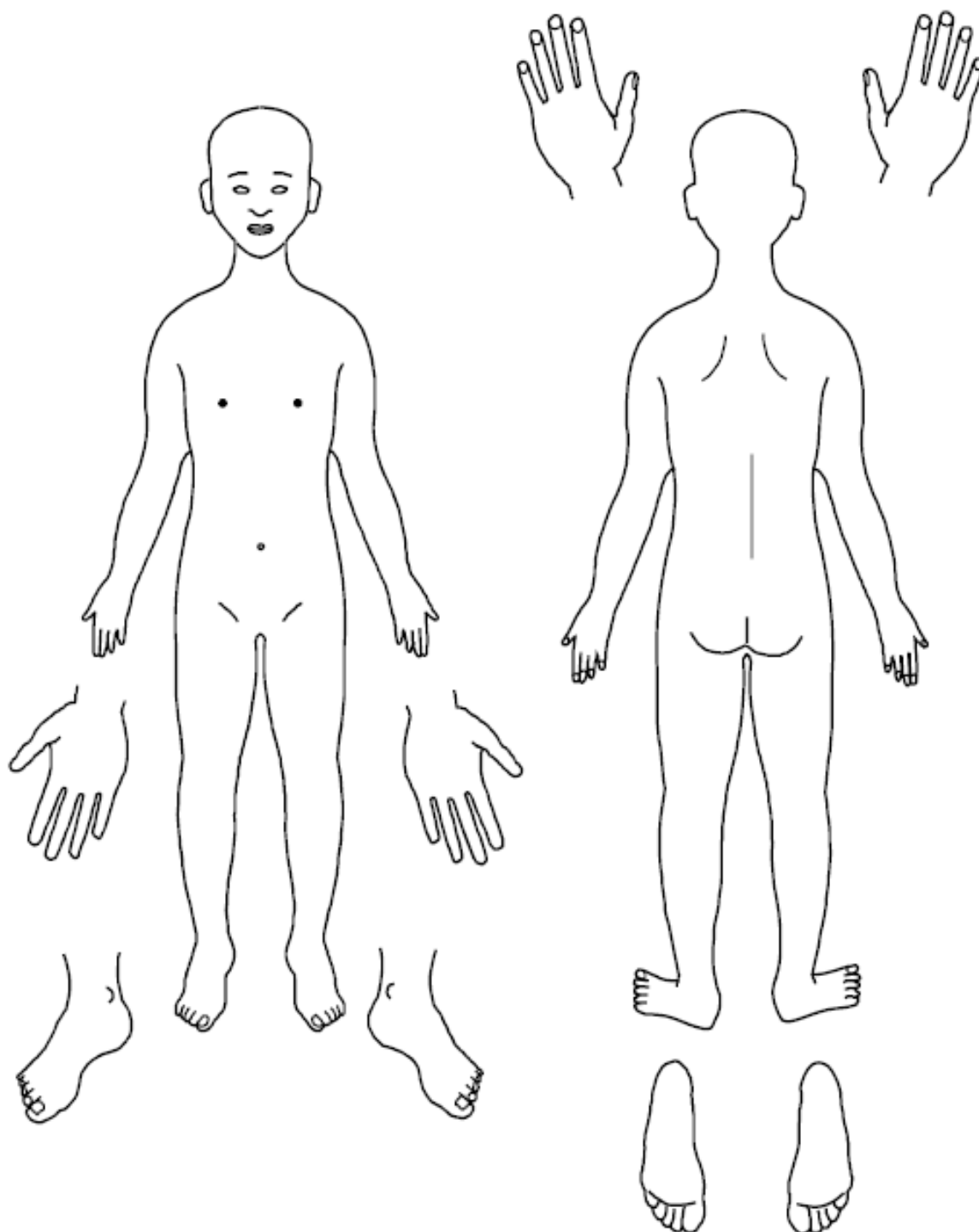
Date and Time	Details of concern	Action taken - To whom and organisation (Has a CAF or referral to Children's Social Care been considered?)	Outcome of action	Further actions required by whom and when	Review Date	Name and signature of person completing entry

Name:

Designation:

Copied to:

Skin Maps



Name of Child: _____

Name of Child:

Date of birth: _____ Date of recording:

Name of completer: _____



Any additional information

Dealing with Disclosures**All staff should:**

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

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

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

Guiding principles, the seven R's**Receive**

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

Reassure

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

Respond

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

Report

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

Record

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

Remember

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

Review (lead by DSL)

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

What happens next?

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

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

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

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

Allegations against Staff

Procedure

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

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

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

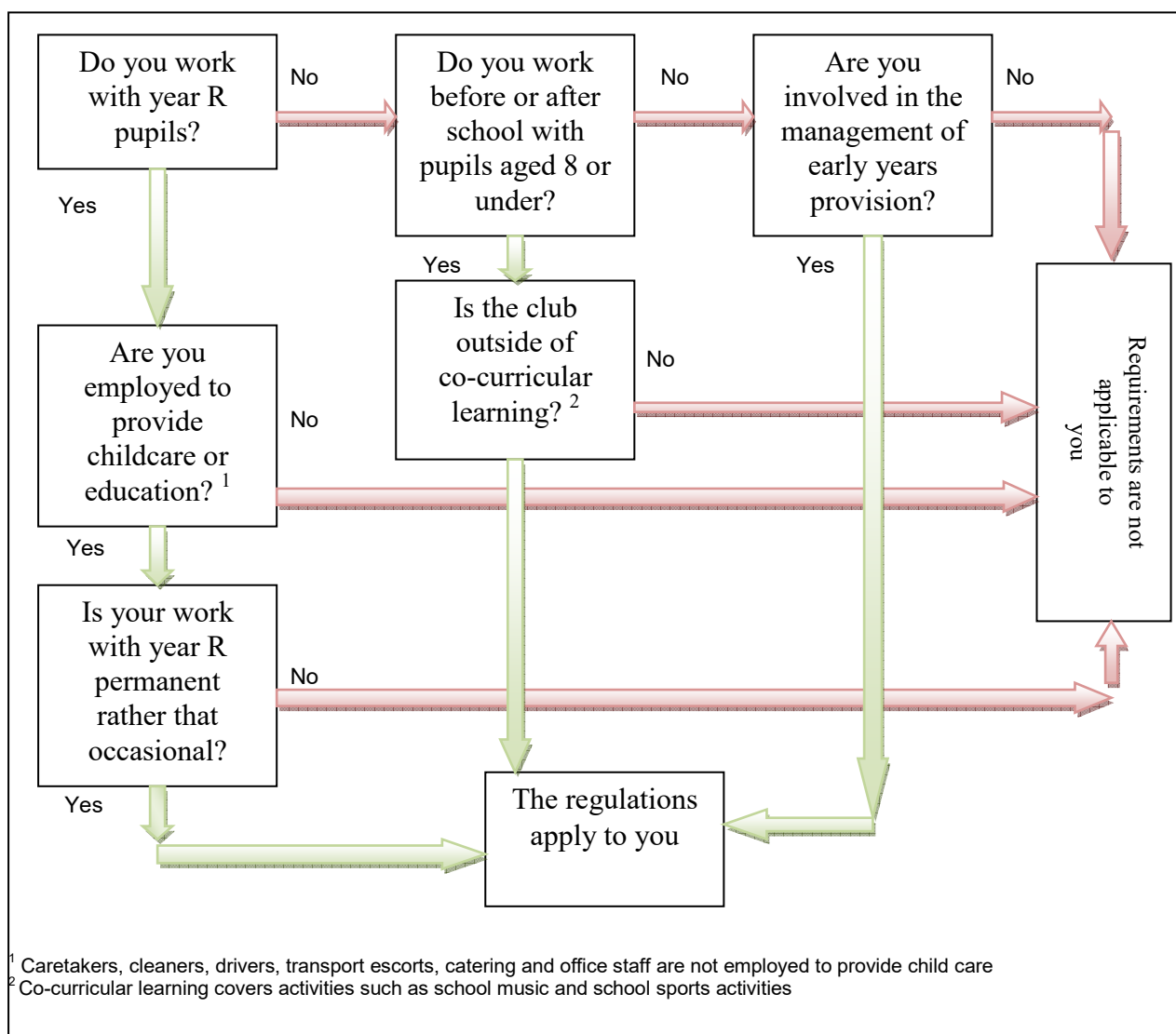
- Report any concerns about the conduct of any member of staff or volunteer to the Head teacher or their deputy as soon as possible.
- If an allegation is made against the Head teacher, the concerns need to be raised with the LADO or nominated governor as soon as possible.
- Once an allegation has been received by the head or nominated governor they will contact the Local Authority Designated Officer on 023 8091 553

The LADO and the personnel provider for the school will support the school in following procedures set out in Keeping Children Safe in Education (2018) and the Southampton LSCB procedures.

Disqualification under the Childcare Act 2006

This procedure should be read in conjunction with “Disqualification under the Childcare Act 2006 Statutory Guidance (DfE Feb 2015)”

The requirement of the act is applicable to a limited number of school staff and the following flowchart can be used to help confirm if staff members are required to make disclosures to Ofsted in respect of themselves or members of their household.



Intimate Care

Fitrah Sips enrol currently pupils from year 1 to year 6 only (i.e. no under 5 years of age), therefore it is highly unlikely that staff will deal with intimate care at Fitrah Sips. But we may have; however, some pupils in Year 1 did not meet their developmental milestones and may need intimate care. Therefore, as a school we follow the guidance for good practice set out by Hampshire Safeguarding Children's Board below. Guidelines for good practice (adapted from the Chailey Heritage centre)

1. Treat every child with dignity and respect and ensure privacy appropriate to the child's age and the situation. Privacy is an important issue. Much intimate care is carried out by one staff member alone with one child. The 4LSCBs believe this practice should be actively supported unless the task requires two people. Having people working alone does increase the opportunity for possible abuse. However, this is balanced by the loss of privacy and lack of trust implied if two people have to be present - quite apart from the practical difficulties. It should also be noted that the presence of two people does not guarantee the safety of the child or young person - organised abuse by several perpetrators can, and does, take place. Therefore, staff should be supported in carrying out the intimate care of children alone unless the task requires the presence of two people. The 4LSCBs recognise that there are partner agencies that recommend two carers in specific circumstances. Where possible, the member of staff carrying out intimate care should be someone chosen by the child or young person. For older children it is preferable if the member of staff is the same gender as the young person. However, this is not always possible in practice. Agencies should consider the implications of using a single named member of staff for intimate care or a rota system in terms of risks of abuse.
2. Involve the child as far as possible in his or her own intimate care. Try to avoid doing things for a child that s/he can do alone, and if a child is able to help ensure that s/he is given the chance to do so. This is as important for tasks such as removing underclothes as it is for washing the private parts of a child's body. Support children in doing all that they can themselves. If a child is fully dependent on you, talk with her or him about what you are doing and give choices where possible.
3. Be responsive to a child's reactions. It is appropriate to "check" your practice by asking the child - particularly a child you have not previously cared for - "Is it OK to do it this way?"; "Can you wash there?"; "How does mummy do that?". If a child expresses dislike of a certain person carrying out her or his intimate care, try and find out why. Conversely, if a child has a "grudge" against you or dislikes you for some reason, ensure your line manager is aware of this.
4. Make sure practice in intimate care is as consistent as possible. Line managers have a responsibility for ensuring their staff have a consistent approach. This does

not mean that everyone has to do things in an identical fashion, but it is important that approaches to intimate care are not markedly different between individuals. For example, do you use a flannel to wash a child's private parts rather than bare hands? Do you pull back a child's foreskin as part of daily washing? Is care during menstruation consistent across different staff?

5. Never do something unless you know how to do it. If you are not sure how to do something, ask. If you need to be shown more than once, ask again. Certain intimate care or treatment procedures, such as rectal examinations, must only be carried out by nursing or medical staff. Other procedures, such as giving rectal valium, suppositories or intermittent catheterisation, must only be carried out by staff who have been formally trained and assessed as competent.
6. If you are concerned that during the intimate care of a child:
 - You accidentally hurt the child;
 - The child seems sore or unusually tender in the genital area;
 - The child appears to be sexually aroused by your actions;
 - The child misunderstands or misinterprets something;
 - The child has a very emotional reaction without apparent cause (sudden crying or shouting).

Report any such incident as soon as possible to another person working with you and make a brief written note of it. This is for two reasons: first, because some of these could be cause for concern, and secondly, because the child or another adult might possibly misconstrue something you have done.

7. Additionally, if you are a member of staff who has noticed that a child's demeanour has changed directly following intimate care, e.g. sudden distress or withdrawal, this should be noted in writing and discussed with your designated person for child protection.
8. Encourage the child to have a positive image of her or his own body. Confident, assertive children who feel their body belongs to them are less vulnerable to abuse. As well as the basics like privacy, the approach you take to a child's intimate care can convey lots of messages about what her or his body is "worth". Your attitude to the child's intimate care is important. As far as appropriate and keeping in mind the child's age, routine care of a child should be enjoyable, relaxed and fun.

Intimate care is to some extent individually defined, and varies according to personal experience, cultural expectations and gender. The 4LSCBs recognise that children who experience intimate care may be more vulnerable to abuse:-

- Children with additional needs are sometimes taught to do as they are told to a greater degree than other children. This can continue into later years. Children who are dependent or over-protected may have fewer opportunities to take decisions for themselves and may have limited choices. The child may come to believe they are passive and powerless

- Increased numbers of adult carers may increase the vulnerability of the child, either by increasing the possibility of a carer harming them, or by adding to their sense of lack of attachment to a trusted adult
- Physical dependency in basic core needs, for example toileting, bathing, dressing, may increase the accessibility and opportunity for some carers to exploit being alone with and justify touching the child inappropriately
- Repeated “invasion” of body space for physical or medical care may result in the child feeling ownership of their bodies has been taken from them
- Children with additional needs can be isolated from knowledge and information about alternative sources of care and residence. This means, for example, that a child who is physically dependent on daily care may be more reluctant to disclose abuse, since they fear the loss of these needs being met. Their fear may also include who might replace their abusive carer

The above is taken largely from the publication 'Abuse and children who are disabled: a training and resource pack for trainers in child protection and disability, 1993'.

This guidance can be read in full at

http://4lscb.proceduresonline.com/chapters/g_int_care.html

Young People with Medical Needs

There will be occasions when children are temporarily unable to attend 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)

Hampshire uses the phrase “long-term” to define any period exceeding 15 continuous school days of absence from school because of medical needs.

Where it is clear that an absence will be for more than 15 continuous school days then the Education and Inclusion Service provision should begin at the earliest possible date and should not automatically be delayed until the 16th day of absence.

It is important that the referring school must notify the School Nurse service at the point it is identified that the child or young persons medical need is preventing their attendance at school.

At all times during the period of Education and Inclusion Service provision the young person will remain on the roll of their home school and the home school will retain ultimate educational responsibility for the young person.

Referral to the Education Inclusion Service:

Referral to the Education Inclusion Service (EIS) must be made by the young person’s home school and must be made via the Education and Inclusion Service referral form. Referrals should normally be supported by either:

- a Hospital Consultant
- a Senior Clinical Medical Officer
- a Consultant Child Psychiatrist
- a General Practitioner (GP)
- a member of the Hampshire Education Psychology Service (HEPS)

Please contact your area EIS team for further advice

Annex 10

Briefing Sheet for Temporary and Supply Staff

For supply staff and those on short contracts in Fitrah Southampton Islamic Primary school

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

In addition, if at any time you have a concern about a child or young person, particularly if you think they may be at risk of abuse or neglect, it is your responsibility to share that concern with the school Designated Safeguarding Lead (DSL), who is **Anas Al-korj** and can be found at school site.

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

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

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

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

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

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

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

Transporting Children on School Activities

The issue of transporting children has become a sensitive issue for some schools. Many schools argue that after school activities could not operate without the goodwill of volunteers and parents ensuring that children are returned home or transported to events in a private car. To this end a standard letter and declaration form that you may find useful when considering the safeguarding elements of transporting children has been developed and can be downloaded from the safeguarding children in education webpages.

The general principles that are covered in this letter are:

All drivers must:

- Hold a valid driving licence for the type of vehicle being driven
- Be fit to drive
- Have no medical condition which affects their ability to drive
- Have a valid MOT for any vehicle older than 3 years old
- Ensure that any vehicle is roadworthy, including brakes, lights, tyres, bodywork, wipers, mirrors etc
- Ensure that any vehicle used has current road tax
- Ensure that they adhere to the appropriate speed limit
- Ensure that all seat belts are working and worn by everybody in the vehicle

Insurance:

- Maintain valid insurance, as a minimum, for third part liability
- Check with their insurance company and inform them that the driver occasionally conveys children on school activities. (This is unlikely to affect the cost of your insurance premium.)

Safety:

- Be familiar with, and drive in accordance with, the Highway Code at all times
- Drive safely and observe the speed limit
- Before driving not to consume alcohol or drugs which may impair driving
- Ensure that all passengers wear seat belts as appropriate
- Use child proof locks on rear doors where necessary
- Child seats such as booster seats are to be used at all times according to the height of each child in the vehicle

Template letter is available at:

<http://documents.hants.gov.uk/education/LADOsafeguardingchildrenineducation2014templateletterforparent.doc>

Legislative Framework

This is a brief overview of the Legislation and Guidance that staff can refer to if they want more information

United Nations Convention on the Rights of the Child (1989)

This is an international agreement setting out the minimum standards for protecting children's rights. It was incorporated into the law in the Children Act 1989. The Convention refers to all children up to the age of 18 years. In relation to safeguarding children, it states that:

- the best interests of the child should be a primary consideration when action is taken concerning them
- children are to be protected from all forms of discrimination
- every child has the inherent right to life, survival and development
- children should not be punished cruelly or in a way that belittles them
- children have the right to be protected from all forms of abuse and neglect and be given proper care by those looking after them
- children who are victims of abuse are entitled to the care and treatment needed to recover from the effects of their mistreatment.

Children Act 1989

The Children Act 1989 came into force in October 1991. It brought together legislation on caring for and protecting children and is still the framework for safeguarding children and promoting their welfare. The Children Act 1989 is underpinned by the following principles:

- **welfare principle** – the child's welfare is the paramount consideration in any decision which affects them.
- **parental responsibility** – replaces parental rights. Parents share parental responsibility with the local authority for a child in care.
- **partnership** – professionals and families must work together for the welfare of children
- **the child's voice** – a child's wishes and feelings should be sought and taken into account in making decisions affecting them (if they are old enough to understand).
- **family is best** – a child's own family is the best place for a child to be brought up.
- **no order principle** – a court order should not be made unless it is needed to improve the child's life.
- **diversity issues** – racial, cultural, religious and linguistic background must be taken into account in all decisions.

The main safeguarding provisions of the act are:

- **child protection (s47)** – a local authority has a duty to investigate if a child is thought to be suffering, or is likely to suffer, significant harm.
- **children in need (s17)** – a local authority has a duty to assess and provide services for a child in need if parents wish it.
- **inter-agency working** – health, education and other public sector agencies are required to assist children's social care in safeguarding and promoting the welfare of children.
- **court orders** – a court can order a child to be taken into care or to be under a supervision order. It can also order a child to be given emergency protection or to be assessed.

Adoption and Children Act 2002

Section 120 extends the definition of significant harm so that actually witnessing violence can also constitute harm.

Children Act 2004

The act made it statutory to safeguard and promote the welfare of children across all statutory agencies. It set up local safeguarding children boards (LSCBs) to oversee the safeguarding of children, and required local authorities to produce annual children and young people's plans and appoint directors and lead members of children's services.

Human Rights Act 1998

The Human Rights Act applies the European Convention on Human Rights to UK law. Article 8, which covers respect for private and family life, limits state intervention in family life, which must be "...in the interests of national security, public safety or the economic well-being of the country, for the prevention of disorder or crime, for the protection of health or morals, or for the protection of the rights and freedoms of others." This ensures that a child's right to protection overrides a family's right to privacy. Article 3 covers the rights of an individual to be free from torture and inhuman and degrading treatment. It effectively imposes an obligation on the authorities to take preventative measures to protect a child at risk of harm.

Data Protection Acts 1984, 1998 and The General Data Protection Regulation 2016/679

These acts relate to the recording of information, including information about children. Under the 1998 act personal information must be obtained fairly and processed lawfully. This information can be shared only in certain circumstances and it has to be accurate, relevant and kept securely. In certain circumstances, the act allows for disclosure of personal information without the consent of the subject, including that "...for the purpose and detection of crime, the apprehension or prosecution of offenders or when a failure to disclose information could place the protection of children, young people or vulnerable adults at risk." This is particularly relevant where an organisation or employer holds information about someone who could pose a risk to children.

It also takes into account the provisions of the [General Data Protection Regulation](#), which is new legislation that came into force in May 2018.

Sexual Offences Act 2003

This provides a comprehensive legislative framework for sexual offences. It covers offences against adults (including people with mental disorders), as well as offences against children and sexual offences within the family. It also makes amendments to the laws governing the sex offenders register by introducing a requirement for those cautioned or convicted of specific categories of sexual offences to inform the police of their name and address and any changes to those details. The act also covers specific offences relating to the *abuse of trust* which applies when the child is under 18. These offences include:

- sexual activity with a child
- causing or inciting a child to engage in sexual activity
- engaging with sexual activity in the presence of a child
- causing a child to watch a sexual act.

The act lists occupations to which the abuse of trust laws apply. These include staff working in:

- institutions looking after children detained under a court order – e.g., a young offenders institution
- accommodation provided by local authorities and voluntary organisations under statutory provision
- hospitals, clinics, care homes, children’s homes and residential family centres
- educational institutions.

The Act allows for a preventative order to be made to protect children from harm. This includes stopping offenders from visiting places where children may gather – e.g., parks and recreation grounds.

Education Act 2002

Section 175 of this act introduced a new statutory duty on local education authorities, maintained and independent schools and further education institutions to ensure that their responsibilities are carried out with a view to safeguarding and promoting the welfare of children and young people.

Guidance

This section deals with government guidance to agencies on safeguarding children and young people.

Working Together to Safeguard Children (HM Government, 2015)

This document is the main national reference for safeguarding. It provides guidance on how agencies should work together to protect children. It covers the roles and responsibilities of all professionals who come into contact with children through their work and describes the child protection process. It replaces the 2010 guidance with the same title. [\[link\]](#)

What to Do if you’re Worried a Child is Being Abused (HM Government, 2015)

This practice guidance was updated in 2015. It spells out the processes to be followed when there are concerns about a child’s welfare, including their safety. [\[link\]](#)

Keeping Children Safe in Education (Department for Education, 2018)

Linked to the Education Act 2002, this guidance sets out the legal duties schools and further education colleges to safeguard and promote the welfare of children, and provides safeguarding guidance for all staff (part 1), safer recruitment, dealing with allegations and an overview of the role of Designated Safeguarding Lead (DSL) [\[link\]](#)

Disqualification under the Childcare Act 2006 (Department for Education, 2015)

This guidance clarifies who is covered by the act, what offences are relevant and how schools can meet their requirements [\[link\]](#)

Safeguarding – requirement for Governors

(for more information see the Governors Handbook - [Link](#).)

Safeguarding and promoting the welfare of pupils

General duty

Section 175 of the Education Act 2002 places a duty on the governing bodies of maintained schools, and regulations under section 157, about safeguarding pupils in Independent Schools (which include academies) requires academy trusts to have arrangements in place to ensure that they:

- carry out their functions with a view to safeguarding and promoting the welfare of children; and
- have regard to the statutory guidance issued by the Secretary of State in considering what arrangements they need to make for the purpose of that section.

Statutory guidance

'Keeping Children Safe in Education', places statutory requirements on all governing bodies, which must make sure their school has policies and procedures in place and take into account any statutory guidance issued by the Secretary of State, any LA guidance and locally agreed interagency procedures.

Educational settings have a central role to play in the early identification of any welfare concerns about an individual child, additional needs they might have and indicators of possible abuse and neglect. To be effective, all schools should work with other organisations, share and receive information about individual children in order to protect them from harm. All schools should have regard to the guidance set out in Working Together to Safeguard Children, 2016.

Allegations against staff and volunteers (see appendix 6)

Statutory guidance 'Keeping Children Safe in Education' sets out the procedures all schools must have in place for dealing with allegations.

The procedures should make it clear that all allegations should be reported straight away, normally to the headteacher. The procedures should also identify the person, often the chair of governors, to whom reports should be made in the absence of the headteacher, or in cases where the headteacher themselves are the subject of the allegation or concern. Procedures should also include contact details for the LADO responsible for providing advice and monitoring cases. Under no circumstances should the governor approach the subject of the allegation before seeking advice from the DSL in school, the headteacher, or LA LADO.

Employers have a duty of care to their employees. Governing bodies should make sure that the school provides effective support for anyone facing an allegation. They must also provide them with a named contact within school if they are suspended. If an allegation is made the headteacher, chair of governors or chair of the management committee (the 'case manager') should immediately discuss the case with the LA Designated Officer

(LADO). This initial discussion allows the LADO and case manager to consider the nature, content and context of the allegation and agree a course of action.

Chairs of governing bodies are expected to work with the headteacher (unless the allegation concerns the headteacher) and LADO to confirm the facts about individual cases. They are also expected to reach a joint decision on the way forward in each case. Chairs have a key role in deciding courses of action, including disciplinary action, in those cases where a criminal investigation may not be required. In cases where allegations have been substantiated, the chair should work with the LADO and headteacher to determine whether there are any improvements to be made to the school's procedures or practice to help prevent similar events in the future.

All governing body members should have information training about safeguarding, whether the governing body acts collectively or an individual member takes the lead. This will make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

Governing bodies should make sure that a senior member of the school's leadership team is designated to take lead responsibility for dealing with safeguarding issues (DSL); providing advice and support to other staff; liaising with the LA; and working with other agencies.

Safe recruitment procedures

A key aspect of safeguarding is the vetting of applicants and prospective volunteers working with children to make sure they are not unsuitable.

The governing body of a maintained school is required, under the School Staffing (England) Regulations 2009, to ensure that safer recruitment procedures are applied. This includes making sure that at least one member of any appointment panel has completed 'safer recruitment' training.

Employment checks

When making appointments, governing bodies and academy trusts must take into account the requirements of equalities legislation and best employment practices.

Once the governing body or academy trust has chosen a preferred candidate, and before any appointment is made, it must ensure all required checks are completed, including

- check the identity of the candidate;
- their right to work in the United Kingdom and whether the candidate has the necessary health and mental fitness to teach; and
- whether any reasonable adjustments are required to allow teaching staff to provide effective and efficient teaching.

Governing bodies and academy trusts should also:

- take up references from the applicant's current or former employer; and
- consider asking the candidate's current employer for details of any capability history in the previous two years, and the reasons for this.

For the majority of work in schools, governing bodies and academy trusts must obtain, for all new appointments, an enhanced Disclosure and Barring Service (DBS) check before, or as soon as practicable after appointment, and a barred list check before appointment if the work is within the scope of 'regulated activity' relating to children from the DBS website. The current statutory guidance 'Keeping Children Safe in Education' provides a chapter on the checks required. Governing bodies will usually make the request for the DBS checks through their LA, which acts as an umbrella body for the DBS; academy trusts will have their own umbrella body arrangements.

The governing body or academy trust is required to carry out additional checks if the applicant has lived outside the UK. Employers have a duty to check potential employees' documents before employing them, to ensure they have the right to work in the UK. UK Border Agency website

The governing body or academy trust must reassure itself that all appropriate suitability checks have been undertaken and that the school keeps a single central record, detailing the range of checks it has carried out on its staff and volunteers

The barred list check is a check that the person is not barred from 'regulated activity' – work that a barred person must not do. From September 2012, the amended definition of regulated activity in relation to children comprises, in summary:

unsupervised activities: teaching, training, instructing, caring for or supervising children, or providing advice/guidance on wellbeing, or driving a vehicle that is being used solely for the purpose of transporting children and their carers/escorts;

Schools **must** refer to the Disclosure and Barring Service (DBS) anyone who has harmed or poses a risk of harm to a child and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. Referrals should be made as soon as possible after the resignation or removal of the individual. Guidance on referrals is provided by the DBS.

Governing Bodies should ensure compliance with statutory guidance Keeping Children Safe in Education and ensure they effectively monitor implementation as part of their accountability framework.

Child Abuse & Safeguarding Issues

What is Child Abuse?

The following definitions are taken from *Working Together to Safeguard Children* HM Government (2015). In addition to these definitions, it should be understood that children can also be abused by Honour Based Violence, Forced Marriage or Female Genital Mutilation

What is abuse and neglect?

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

Physical abuse

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

Emotional abuse

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

Sexual abuse

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

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

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

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

Indicators of Abuse

Neglect

The nature of neglect

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

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

Neglect can include parents or carers failing to:

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

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

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

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

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

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

Indicators of neglect

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

Physical indicators of neglect

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

Behavioural indicators of neglect

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

Emotional Abuse

The nature of emotional abuse

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

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

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

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

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

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

Indicators of Emotional Abuse developmental issues

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

Behaviour

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

Social issues

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

Emotional responses

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

Physical Abuse

The nature of physical abuse

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

A body map (annex 4) can assist in the clear recording and reporting of physical abuse. The body map should only be used to record observed injuries and no child should be asked to remove clothing by a member of staff of the school.

Indicators of physical abuse / factors that should increase concern

- Multiple bruising or bruises and scratches (especially on the head and face).

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

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

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

You should be concerned if the child or young person:

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

Sexual Abuse

The nature of sexual abuse

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

Characteristics of child sexual abuse:

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

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

Indicators of sexual abuse

Physical observations

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

Behavioural observations

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

Children missing from education

Regular school attendance is crucial for children educationally, but also important for their social and emotional development. Furthermore, a child going missing from an education setting, particularly repeatedly, can act as a vital warning sign of a range of safeguarding issues. This may include abuse and neglect and such children are at risk of being victims of harm, exploitation or radicalisation. It may also indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of FGM or risk of forced marriage. Staff should treat prolonged or repeated absence, or particular patterns of absence, with no satisfactory explanation, as a potential safeguarding issue and take action accordingly. It is a regulatory requirement for EYFS setting to have a written procedure to be followed in the event of a parent and/or carer failing to collect a child at the appointed time, or in the event of a child going missing at, or away from, the setting (Statutory Framework 3.73).

Promoting School Attendance

Schools should promote good attendance. Contact should be made with parents on the first day of an unauthorised absence, and explanations for absence should be followed up rigorously when the child returns to school. Any concerns regarding these explanations should be reported to the Head/DSL (depending on the nature of the explanation). Requests for leave of absence should be very carefully considered by the Head and only granted in exceptional circumstances.

Monitoring Absence

Class teachers and tutors should review the attendance record of the pupils for whom they are immediately responsible on a regular basis. Extended, regular or patterned absence from school can be an indicator of a wellbeing or safeguarding issue, and should always be followed up. The attendance of pupils with known welfare and attendance concerns should be monitored particularly closely.

Types/patterns of absence of particular concern (e.g. those associated with FGM or forced marriage) should be covered in the school's regular safeguarding updates and further information can be found via links in Keeping Children Safe in Education.

The nature of action to be taken will depend on the age of the child and individual circumstances, but may well involve:

- An initial confidential discussion with the pupil herself
- A discussion with parents
- A discussion with the Head, SLT or DSL

Any concern and action taken should be recorded in writing and a note placed on the pupil file.

Peer-on-peer abuse

Peer-on-peer abuse is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children and within children's relationships (both intimate and non-intimate). It can take various forms, including: serious bullying, relationship abuse, domestic violence, child sexual exploitation, youth violence, harmful sexual behaviour (see below), and/or gender based violence.

Abuse by peers should be taken as seriously as abuse perpetrated by an adult – don't be dismissive or set high thresholds. Peer on peer abuse, including verbal abuse, should be recognised as a potential safeguarding issue and never be tolerated or passed off as horseplay, teasing or 'banter'. The threshold for dealing with an issue of pupil behaviour or bullying under the safeguarding procedure is, subject to local specifics as in any other case, when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. Also bear in mind that there may be a risk to young children / young people other than the current victim.

In cases of bullying (especially sexist, sexual and transphobic bullying due to the potential seriousness of violence), schools must always consider whether safeguarding processes need to be followed.

11 Key principles:

- Educate pupils to recognise and respond appropriately to peer abuse
- Investigate any allegation of peer abuse promptly and thoroughly
- Implement the safeguarding and anti-bullying policies and procedures

- Seek advice from statutory agencies, and be prepared to make a referral if the case meets the threshold set by the LSCB/local safeguarding partners
- Follow the advice for practitioners in What to do if you're worried a child is being abused
- A co-ordinated multi-agency approach is required
- Multi-agency assessment should be carried out in each case
- The needs of young people who abuse should be considered separately from the needs of the victim – and schools should be alert to the fact that a child who has harmed another child may themselves be a victim
- Good record keeping of related conversations, meetings, communications and any intervention is essential.

A young abuser should be the subject of a child protection conference (CPC) if s/he is considered personally to be at risk of continuing significant harm.

Sexual violence and sexual harassment between children

Detailed advice on this issue is available in the DfE publication [Sexual violence and sexual harassment between children in schools and colleges](#), and guidance on managing reports can be found in Part 5 of Keeping Children Safe in Education. Key points have been summarised below. However, the guidance itself should be referred to for more detailed information.

What is meant by sexual violence and sexual harassment?

- Sexual violence and sexual harassment can occur between two children of any age and sex, or between groups of children
- Both sexes may be affected, although girls are more likely to be victims of sexual violence, and boys are more likely to be perpetrators of sexual harassment
- Children with SEND, and pupils who are LGBT or perceived to be LGBT, are likely to be more vulnerable
- Sexual violence refers to rape, assault by penetration or sexual assault
- Sexual harassment includes such things as sexual comments; sexual jokes; physical behaviour such as deliberately brushing against someone, or displaying pictures or photos of a sexual nature; and online activity including sharing of images or video (sexting) or making inappropriate sexual comments (this list is not exhaustive)
- Harmful sexual behaviours in children are those which are inappropriate, problematic, abusive and violent
- When considering harmful sexual behaviour, the ages and developmental stages of the children involved should be considered

A whole school approach

- Sexual violence and sexual harassment should be included in the school's broader approach to safeguarding and should be clear and easy to understand for staff, parents and pupils

- It should be clear to all that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- Sexual violence and sexual harassment should be included in staff training and age-appropriate PSHE

Initial response to reports of sexual violence and sexual harassment

- Schools should prepare for possible incidents, for instance by reviewing the specialist support potentially available
- Reports of sexual violence are often complex and require difficult decisions to be made – online concerns can be especially complicated
- Staff should not assume that someone else is dealing with the incident, and should discuss concerns with the DSL
- The initial response to a disclosure is important and schools should ensure the victim is taken seriously and supported. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report
- Schools should act in the best interests of the child. The needs and wishes of the child should be paramount (along with protecting the child) in any response
- General safeguarding principles apply in responding to incidents. Where an incident occurs off site, the school's duties remain the same
- Decisions are ultimately for a school to make on a case-by-case basis, with the DSL taking a leading role, and supported by other agencies such as children's social care or the police
- Schools should make a risk and needs assessment in cases of a report of sexual violence (the need for a risk assessment following a report of sexual harassment should be decided on a case by case basis). The assessment should consider the victim, alleged perpetrator and other children at the school, be recorded and kept under review.

Child Sexual Exploitation

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

Child sexual exploitation is a crime with devastating and long lasting consequences for its victims and their families. Any child, in any community may be vulnerable to CSE: it affects both boys and girls from all ethnic groups. Some key points to bear in mind are:

- It can affect any child or young person under the age of 18, including 16 and 17 year olds who can legally consent to have sex

- It can involve force, violence or threats of violence, or enticement-based methods of compliance
- It may occur without the victim's immediate knowledge (e.g. through posting images on social media)
- It can be perpetrated by individuals or groups, males or females, adults or children
- It can be a one-off incident or a series of incidents, and range from opportunistic to complex organised abuse
- The power imbalance typical of CSE may manifest itself in different ways: for example age, gender, sexual identity, cognitive ability, physical strength, status etc.

Children rarely self-report CSE, so it is important that practitioners are aware of potential indicators of risk, including:

- Unexplained gifts or new possessions
- Association with other young people involved in exploitation
- Isolation from peers/social networks
- Relationships with controlling or significantly older individuals or groups
- Concerning use of the internet and other social media
- Excessive receipt of texts/phone calls, multiple callers
- Inappropriately sexualised behaviour for age, sexually transmitted infections or pregnancy
- Changes in emotional well-being;
- Increased secretiveness
- Misuse of drugs and alcohol
- Going missing for periods of time or regularly coming home late; and
- Regularly missing school or education or not taking part in education.

However CSE can occur without any of these risk indicators being obviously present. Detailed non-statutory guidance on CSE can be found at

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

Some informative short films on CSE have been made available by the University of Bedfordshire at <https://www.beds.ac.uk/ic/films>

Child Criminal Exploitation (County Lines)

In July 2017 the DFE produced further guidance in respect of criminal exploitation with the expectation that all frontline school staff will become familiar with the guidance. It provides:

- a definition of the term 'county lines exploitation'
- describes the impact on young people
- describes characteristics of children who may be vulnerable
- sets out signs to look out for and how to respond
- provides useful case studies

County Lines Exploitation is the police term for urban gangs supplying drugs to suburban areas and market and coastal towns using dedicated phone lines. It involves child criminal exploitation as the gangs use children and vulnerable people to move drugs and money. The gang may establish a base by taking over a vulnerable adult's home. Issues involved include drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery and missing persons.

It can affect a child or young person or vulnerable adult and is still exploitation even if the activity appears consensual. It can involve force or enticement-based methods together with threats of violence or actual violence. It can be perpetuated by individuals or groups, males or females and young people or adults. It typically involves some form of power imbalance, including gender, cognitive ability, physical strength, status and access to economic or other resources.

Whilst young people aged 15-16 years old are most commonly exploited, children as young as 12 are known to be exploited by gangs to act as drug couriers. Both males and females are exploited, with social media sometimes used to make the initial contact.

Factors that heighten a person's vulnerability include:

- having poor experience of neglect, physical and/or sexual abuse
- lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example)
- social isolation or social difficulties
- economic vulnerability
- homelessness or insecure accommodation status
- connections with other people involved in gangs
- having a physical or learning disability
- having mental health or substance misuse issues
- being in care (particularly those in residential care and those with interrupted care histories)

Some indicators of 'County Lines' involvement and exploitation include:

- persistently going missing from school or home and/or being found out-of-area
- unexplained acquisition of money, clothes or mobile phones
- excessive receipt of texts/phone calls
- relationships with controlling/older individuals or groups
- leaving home/care without explanation
- suspicion of physical assault/unexplained injuries
- parental concerns
- carrying weapons
- significant decline in school results/performance
- gang association or isolation from peers or social networks
- self-harm or significant changes in emotional well-being

If you are concerned about a child you should follow your Local Safeguarding Children Board's/ local safeguarding partner procedures. If you believe a child is at immediate risk of harm you should contact the police.

The DfE guidance [Criminal Exploitation of Children and Vulnerable Adults: County Lines Guidance](#) provides a useful flowchart to guide your thinking.

NSPCC Childline and Mind can be sources of support for young people.

Domestic Abuse

Domestic abuse can be defined as 'any incident or pattern of incidents of controlling, coercive, 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.

The abuse can encompass, but is not limited to:

- psychological

- physical
- sexual
- financial, and
- emotional

It is estimated that one in five children are exposed to domestic abuse. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. Children witnessing domestic abuse is recognised as 'serious harm' in law. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse can also be a sign that children are suffering another type of abuse or neglect.

Domestic abuse can be difficult to identify as children often learn to keep their feelings to themselves and may feel like violence in their home life must be kept secret. However, the stress of living with abuse may lead some visible indicators which include:

- aggression or bullying
- withdrawal
- attention seeking
- anti-social behaviour
- depression or anxiety
- difficulties with school work
- eating disorders
- drug or alcohol abuse
- constant colds, headaches, mouth ulcers, asthma, eczema

Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life. Young people experience the highest rates of domestic abuse of any age group, and 95% of young people experiencing abuse within their intimate relationships are female.

(SafeLives Children's Insights data. The full report can be found at <http://www.safelives.org.uk/knowledgehub/spotlights/spotlight-3-young-people-and-domestic-abuse>)

National Domestic Abuse Helpline 0808 2000 247 (24 hours)
<http://www.nationaldomesticviolencehelpline.org.uk/>

Women's Aid website for children and young people: <http://thehideout.org.uk/>

Female Genital Mutilation (FGM) and other forms of so-called 'honour based' violence

So-called 'honour based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community. This includes FGM, forced marriage and practices such as breast ironing. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If staff have a concern regarding a child that might be at risk of HBV they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with the police and children's social care.

Female genital mutilation (sometimes referred to as female circumcision) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK, as is taking a British national or

permanent resident abroad for FGM or helping someone to do this. It has been estimated that over 20,000 girls under the age of 15 are at risk of FGM in the UK each year, and that 66,000 women in the UK are living with the consequences of FGM. Most of the women and girls from practising communities live in the major UK cities, including London, Manchester, Sheffield, Liverpool, Birmingham and Cardiff. The girls may be taken to their countries of origin so that FGM can be carried out during the summer holidays, allowing them time to 'heal' before they return to school. There are also worries that some girls may have FGM performed in the UK.

Schools have a legal duty to safeguard children at risk, and FGM is a form of child abuse with long-lasting harmful physical and emotional consequences. Girls who are threatened with, or who have undergone FGM may withdraw from education, restricting their educational and personal development. Any indications that FGM is a risk, is imminent, or has already taken place will be dealt with under the child protection procedures in the Safeguarding and Child Protection Policy. In support of this provision, schools are advised to raise awareness of FGM among staff, ensure that sources of information and advice are available to both staff and pupils (including signposts for accessing additional help, e.g. the NSPCC's helpline, ChildLine services, and appropriate black and ethnic minority women's groups), include FGM in the curriculum in relevant classes, and create an open environment in which girls feel able to discuss such concerns without inhibition.

- There is a range of potential indicators that a girl may be at risk of FGM, including:
Being in a family where other members have undergone FGM
- Parents withdrawing the girl from PSHE or learning about FGM
- Parents planning to take the girl out of the country for a prolonged period
- A girl appearing anxious, depressed and withdrawn and her educational performance, aspirations or motivation declining
- A girl confiding that she is to have a 'special procedure' or attend a special occasion to 'become a woman'

Further information on warning signs can be found in the statutory guidance at <https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genitalmutilation>

There is also a resource pack available:

<https://www.gov.uk/government/publications/female-genital-mutilation-resource-pack/female-genitalmutilation-resource-pack>

If there is a disclosure of abuse of this kind, or staff are concerned for any other reason, they are advised:

- not to reveal to anyone other than the Designated Safeguarding Lead that their enquires might be related to FGM, as this could increase risk to the pupil
- not to engage initially with the pupil's parents or family, or others within the community
- to alert the Designated Safeguarding Lead to their concerns immediately. This member of staff will then activate local safeguarding procedures, liaising with the police and children's or adults' social care. If a pupil has disclosed that she is at risk in this way, the case will still be referred to social care even if it is against the pupil's wishes. In all situations the girl should be offered counselling and medical help, and an assessment should be made of other related females who may be at risk.

For further information on what to do if there are concerns that a student may be at risk of or has undergone FGM, or if a student stops attending school, see Chapter 9 of the Multi-Agency Practice Guidelines.

From October 2015, it became a statutory duty on teachers to report to the police where they discover that FGM appears to have been carried out on a girl under 18. Unless a teacher has good reason not to, they should still consider and discuss any such case with the DSL and involve children's social care as appropriate.

(A factsheet on the new duty can be found at

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandato_ry_reporting_Fact_sheet_Web.pdf 17)

Information on when and how to make a report can be found at

<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilationprocedural-information>

Further information and support materials can be found at:

- <https://www.gov.uk/government/collections/female-genital-mutilation>
- NHS Choices <http://www.nhs.uk/Conditions/female-genital-mutilation/Pages/Introduction.aspx>
- Foundation for Women's Health Research and Development (FORWARD) at <http://www.forwarduk.org.uk>

Forced Marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional or psychological. Further information can be found in the [statutory guidance](#) and [multi-agency guidelines](#) (see p.35-6 for the role of schools and colleges).

Other specific safeguarding issues

Guidance on other specific safeguarding issues (including fabricated or induced illness, faith abuse and teenage relationship abuse) can be found via the GOV.UK website – links can be found in Keeping Children Safe in Education Annex A. The TES website and NSPCC website are other good sources of information.

Children with family members in prison

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm. Details information and guidance are available in Annex A of "Keeping Children Safe in Education 2018".

Historical Abuse

Reports of abuse that happened in the past still need to be reported in accordance with Fitrah Southampton Islamic procedures. A pupil reporting “historical abuse” may benefit from family support and may need specific therapeutic/professional help. In addition child protection agencies will need to consider whether or not to conduct a child protection investigation, as a crime may have been committed and other children with whom the alleged abuser is (or has been) living or working may have been abused or be at risk of significant harm.

Contextual safeguarding: safeguarding incidents and/or behaviours can be associated with factors outside the school and can occur between children outside the school. All staff should consider the context within which such incidents and/or behaviours occur. It is important to provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

Impact of Abuse

Abuse in all its forms can affect a child at any age from nursery stage to sixth form. It is well documented that pupil performance and behaviour can be adversely affected. The effect can be so damaging that the consequences are felt throughout a person’s life. For example, an adult who was abused as a child may be unable to, or have great difficulty in, sustaining stable trusting relationships or may develop an excessive and harmful use of drugs or alcohol. The adverse effects of abuse can be helped considerably by an appropriate response to handling disclosures by the professionals involved, therapeutic and/or professional support if required and, importantly, family support.

Preventing radicalisation

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

Extremism (As defined in the Government's Counter Extremism Strategy) is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet). However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a referral to the Channel programme.

The Prevent duty

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

The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76 which are specifically concerned with schools (and also covers childcare). The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies.

Annex 15

Role and Responsibility Of Designated Safeguarding Lead (DSL) & Deputy DSL

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Summary of role:

- *To take lead responsibility for all safeguarding and child protection matters arising at the School and to support all other staff in dealing with any child protection concerns that arise*
- *To be given the time, funding, training, resources, status and authority within the School to carry out the duties of the post including committing resources, and where appropriate, supporting and directing other staff to safeguard and promote the welfare of children*
- *Promoting and safeguarding the welfare of children and young persons for who you are responsible and with whom you come into contact*
- *To be available for staff to discuss any safeguarding concerns.*

LINE MANAGEMENT DUTIES AND RESPONSIBILITIES:

The Designated Safeguarding Lead will have line management responsibility for the Deputy Designated Safeguarding Lead

Main Duties and Responsibilities

MANAGING REFERRALS

To take lead responsibility for:

- Referring all cases of suspected abuse of any pupil at the School to children's social care
- Supporting staff who make referrals to local authority children's social care
- Referring to the Local Authority Designated Officer (LADO) team all child protection concerns which involve a member of staff
- As required, liaise with the case manager and the designated officer at the local authority for child protection concerns (all cases which concern a staff member)
- Taking part in strategy discussions and inter-agency meetings and/or to supporting other staff to do so and to contribute to the assessment of children
- Referring cases to the Channel programme (and supporting staff who make referrals) where there is a radicalisation concern
- Making referrals to the Disclosure and Barring Service where a member of staff is dismissed or resigns in circumstances where there has been actual harm, or risk of harm, to a child

- Making referrals to the police where a crime may have been committed which involves a child

Deputy DSL – to liaise with the Head in respect of police investigations or investigations under section 47 Children Act 1989 which involve the School.

To act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with the relevant agencies

RAISING AWARENESS

- Ensure the School's child protection policy, and the implementation of it, is reviewed at least annually and is up to date and liaise with the Governors about this
- Ensure the child protection policy is available publicly
- Ensure that parents are aware that referrals about suspected abuse or neglect may be made to children's social care and the School's role in this
- Maintain links with Portsmouth Local Safeguarding Children Board to ensure staff are aware of training opportunities and the local policies on safeguarding; and
- Where children leave the School ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file. The DSL is responsible for ensuring that reasonable steps are taken to effect secure transit and for obtaining confirmation of receipt from the new school or college.

PREVENTING RADICALISATION

In accordance with the Prevent Duty Guidance for England and Wales and Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015) the DSL has the following responsibilities:

- Acting as the first point of contact for parents, pupils, teaching and support staff and external agencies in all matters relating to the Prevent Duty
- Co-ordinating Prevent Duty procedures in the School
- Undergoing appropriate training on the Prevent Duty such as the Home Office 'Workshop to Raise Awareness of Prevent' (WRAP) training
- Undergoing appropriate training on the Channel programme
- Assessing the training needs of all School staff in relation to the Prevent Duty and implementing and maintaining an ongoing training programme for staff including induction training for all newly appointed staff and volunteers
- Maintaining an ongoing training programme on the Prevent Duty for all staff including induction training for all new employees and keeping records of staff training
- Monitoring the keeping, confidentiality and storage of records in relation to the Prevent Duty
- Liaising with the local Prevent co-ordinators, the police and local authorities and existing multi-agency forums in all necessary or appropriate circumstance relating to the Prevent Duty

TRAINING

The DSL & Deputy DSL should receive appropriate child protection training every two years (and refresh their knowledge and skills through network meetings, email updates and documents on an ongoing basis) in order to:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- Ensure each member of staff has access to and understands the School's child protection policy and procedures, especially new and part time staff
- Be alert to the specific needs of children in need, those with special educational needs and young carers
- Be able to keep detailed, accurate, secure written records of concerns and referrals
- Understand and support the school with regard to the Prevent Duty and provide advice and support to staff on protecting children from the risk of radicalisation
- Obtain access to resources and attend any relevant or refresher training courses
- Encourage a culture of listening to children and taking account of their wishes and feelings, amongst all staff, in any measures the School may put in place to protect them

You may also be required to undertake such other comparable duties as the Headteacher or Governors require of you from time to time.

Annex 16

Social Media advice for teachers from the Professionals Online Safety Helpline

31 August 2018

In this blog, Kat Tremlett – Professionals Online Safety Helpline Practitioner, looks at some of the key questions posed by teachers about how to manage the growing role of social media.

How can social media help me as a teacher?

As a teacher, you can use social media to your advantage, both in terms of engaging with your pupils and showing off your own abilities as a teacher. There are two aspects in which social media can help teachers:

As an organisation

Many schools have social media profiles and use it as a way to shout about their achievements and promote all the great work that often goes unseen.

If your pupils have made a fantastic art project for example, sharing it on social media can be a great way to encourage them. Seeing other people reacting positively to their work can be hugely rewarding and build a real sense of pride among them.

It can also be a really useful tool to communicate with parents & carers who may be otherwise hard to reach and difficult to engage in face to face conversations.

Individually

For you, the likes of LinkedIn offer a great platform for teachers to network with other like-minded professionals, share ideas, such as brilliant lesson plans or look for advice on a subject from someone else who may have more expertise on the subject.

I want to share online the great work that my pupils are doing. How do I do this safely?

Context is everything here – if pupils produce a fantastic piece of work sharing it on social media can be a great way to showcase their work, but before you do so, you do need to consider factors like their age and whether you have appropriate consent.

If a child is under the age of 18 and you share a photo or video of them working on a project on social media without getting express consent from their parent beforehand, you could find yourself in a difficult situation. It may be slightly different for older pupils e.g. an A-Level art student who is keen to raise their profile, but you should still check with them first.

Key things to remember here are: If a person is under 18, as well as needing their consent, you will also need their parent's, and it needs to explicitly allow you to share their image publically. You

also need to specify in what context it's being shared and to what audience. For over 18s, you need that consent from the individual.

Ultimately it's about thinking about the subject and the audience you're sharing their images with. Think about how much information you need to share to get your message across without sharing too many personal details.

I'm a new teacher – what do I need to do to set up my social media to protect myself?

As you embark on a new career it's a good time to review your social media profiles and privacy settings. Think about what information you're happy to make public, and for a prospective employer, parent or pupil to see. Are you happy for them to see your holiday photos or pictures from your teenage years?

Also it's worth bearing in mind that it's not uncommon for prospective employers to research candidates' on social media so it's a good idea to make sure yours is a fair reflection of the person and the image you want to portray.

A lot of people use different platforms in different ways, for example maybe Twitter is better for work-related posts and Facebook for personal use. Think about how you want to use it and update your account settings to reflect it.

Our social media checklists offer advice and guidance on privacy settings for the main social media networking platforms.

Can I accept parents and pupils as a friend or follower on social media?

There's not a one-size-fits-all answer to this. Different education settings have different policies around this so it varies depending on where you work.

When it comes to parents, sometimes it can be difficult not to be friends with some people. In smaller schools in rural areas, there are often a lot of parents who are already friends with teachers before their child joins the school, whereas in a larger school in a city setting this may be less likely.

If it's in line with school policies, and you're happy for parents to see what you share online, it's down to your personal discretion.

As for being friends with pupils on social media, it's not generally something we would recommend. There needs to be a certain amount of professional distance between teachers and pupils and being friends with a young person could blur these boundaries.

It's worth considering what kind of issues it could cause if one of your pupils starts messaging you or tagging you in posts on social media. This could cause concern among other parents and teachers and make your life at school quite challenging.

If you're looking for a way to collaborate with pupils on a school project, there are other, more suitable virtual learning environments dedicated to education.

How do I make sure that students can't find me on social media?

This is very difficult. There are precautions you can take, such as making your profile more private so that people can't see what you post unless they're already friends with you. On Facebook and Instagram your profile picture and your cover photo are never private, so if you don't want people to be able to identify you from a quick online search, think about what personal information you share.

There is a real-name policy on Facebook but for other social media platforms you don't have to use your real name, so that you don't come up in searches. If you do use your real name it's a good idea to make sure that your profile picture is one you're happy for people to see. If you're comfortable that anyone searching for you will be able to see you in your bikini then great, but if not, best to save that one just for friends. Tools like SWGfL's online safety toolkit Boost enable users to set up reputation alerts for your name and your school's so that you can keep an eye on when you're mentioned online.

It's also important to consider that just because you don't have a profile, it doesn't mean you don't have a presence on social media. If your friends have accounts it's quite possible they've shared photos with you in that you're not aware of. Talk to your friends and family about posting photos with you in them and how this can impact your work. Sometimes they may not realise and all it takes is a quick conversation.

What can I do if I have a concern about the way another teacher is using social media?

This depends on the nature of your concern, which generally falls into two camps.

Professionalism

If you think that a fellow teacher is sharing too much content online that you feel reflects badly on the school or other teachers, try talking to them about it directly in the first instance. It may be that your school could benefit from some professional development training (**SWGfL can provide this as part of it work as a partner in the UK Safer Internet Centre**).

We have also produced a resource with London Grid for Learning on **Managing your school's reputation**.

If the issue continues you should report the issue to someone senior within the school.

And of course, if you just want to talk with people that know, get in touch with us on the **Professionals Online Safety Helpline**.

Safeguarding

If something doesn't feel quite right, it probably isn't, so trust your instinct. In situations like this it's far better to report something and be proven wrong than to ignore your concerns and find out you were right.

If you think a member of school staff is using social media inappropriately – e.g. to contact pupils – then you should raise this as a safeguarding concern. Each Local Authority has different policies around how schools should report allegations of abuse, so speak with your school's safeguarding lead about this.

Any allegation of abuse, no matter how it's made, should be investigated appropriately. Even if an allegation is made via social media the Local Authority has a duty of care to investigate this.

Where can I go if I have any concerns about social media throughout the year?

The Professionals Online Safety Helpline is available for all professionals working with young people in the UK with any online safety concerns.

We offer free, independent, expert advice about a variety of topics including: sexting, gaming, bullying, managing your professional reputation online, grooming and many more.

We have unique relationships with industry - including direct channels to escalate concerns to social media companies and many websites.

The helpline is available: Monday to Friday 10am - 4pm. All email enquiries will be responded to during our normal working hours.

Get in touch:

Call: 0344 381 4772*

Email: helpline@saferinternet.org.uk

*Calls cost the same as standard landline starting '01' or '02'. If your phone tariff offers inclusive calls to landlines, calls to 0345 numbers will also be included.

Annex 17


Useful Contacts

Key Personnel	Name (s)	Telephone No.
DSL	Anas Al-korj	02380 193 156
Deputy DSL And Early Help Support	Paiman Qadir	02380 193 156
Nominated Governor / Chair of Governors	Haroon Yousufi	07894 218600
Social Care Enquiries Multi Agency	MASH (Multi Agency Safeguarding Hub) Civic Centre Southampton	Telephone (office hours): 023 8083 3336 Out of hours: 023 8023 3344

Safeguarding Hub (Joint Action Team)	SO14 7LU	
Emergency Duty Team - for out of hours referrals	Children's Services Telephone: 023 8083 3336	Outside of office hours our Emergency Duty Team can be contacted on 023 8023 3344 or in an emergency 999
Police		101 or in emergencies 999
Local Authority Designated Officer (for allegations)	Southampton City Council, Civic Centre, Southampton SO14 7LY	Telephone: 077 8961 6092/023 8091 5535 LADO@southampton.gov.uk
Southampton Safeguarding Children Board	Civic Offices Guildhall Square Portsmouth Hants PO1 2EP	iscb@southampton.gov.uk Telephone Number: 02380 832995
HAMPSHIRE CONTACT INFORMATION	In case some pupils living in Hampshire	
Children's Services Hantsdirect - for all Children's Services Social Care Enquiries at any time, day or night (24 hours)	Children's Services Department Hampshire County Council Elizabeth II Court East, The Castle Winchester SO23 8UG	Tel: 0300 300 0117 or Email: childrens.services@hants.gov.uk Please note: Emails are dealt with during normal office hours Monday to Friday. Please note: in an emergency call 999.
Local Authority Designated Officer (LADO - for allegations)	The Safeguarding Unit Children's Services Department Clarendon House Monarch Way Winchester SO22 5PW	Tel: 01962 876364
Hampshire Safeguarding Children Board	Falcon House Monarch Way Winchester SO22 5PL	Independent Chair: Maggie Blyth Business Manager: Please Contact Sam Smith Tel: 01962 876230 samantha.smith@hants.gov.uk HSCB Partnership Support Team Tel: 01962 876355

		E-mail: hscb@hants.gov.uk Or Click here to view website
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Common Contact Information		
Child Death Overview Panel		
4LSCB Child Death Overview Panel (CDOP)	Child Death Overview Panel Hampshire Safeguarding Children Board Safeguarding Unit Falcon House Monarch Way Winchester Hampshire SO22 5PL	Tel: 01962 876356 Secure fax: 01962 834538 Secure Email: HCC.4LSCBCDOP@nhs.net Web: Click here to view website
Hampshire Police		
Hampshire Police	Hampshire Constabulary Police Headquarters West Hill Romsey Road Winchester Hampshire SO22 5DB	Tel: 101 Please note: in an emergency call 999
NSPCC Child Protection Helpline:		0808 800 5000
Child-Line:		0800 1111
Prevent Coordinator		http://www.hampshirepreventboard.org.uk/training/ Charlie Pericleous T: 023 92688357 M: 07766248733 Charlie.Pericleous@portsmouthcc.gov.uk

Approved and adopted by	Date	Signature
Sabir Amin – Director/Trustee/Chair	19/1/2019	
Nazrul Islam Chaudhery	19/1/2019	