# *WHITEFIELD PRIMARY SCHOOL*

# Safeguarding and Child Protection Policy and Procedures

**Approved by the Governing Body on 16th November 2016 at Governor Policy Group**

**Signed (Chair of Governors)**

**Published on 17th November 2016 – school website**

**Date of Next Review: Governor policy group meeting Autumn Term 2017**

***This document is available via the school website or from the school office on request. A shorter overview of it can be found at Appendix 1***

**A. Named Staff/Personnel with Specific Responsibility for Child Protection**

| Academic Year | Designated Senior Leader & 'Back-Up' or Deputy DSL | Nominated Governor |
|---|---|---|
| 2016/17 | Sarah Foster, Headteacher (DSL)<br>Janice Adams, Assistant HT & Inclusion Leader (DDSL)<br>Sarah Willers, Assistant HT (DDSL)<br>Vicky King, Assistant HT (DDSL) | Simon Blake, Chair of Governors |

**B. Training for Designated Staff in School**

(DSLs should refresh their training every 2 years)

| Name of Staff Member / Governor | Date when last attended CP Training | Provided by Whom (e.g. LCC, Governor Services) |
|---|---|---|
| Sarah Foster | March 2015 | LCC |
| Janice Adams | March 2015 | LCC |
| Sarah Willers | October 2016 | Phil Threlfall |
| Vicky King | October 2016 | Phil Threlfall |

**C. Whole School Child Protection Training**

(All staff should receive induction and an update every year)

| Who attended (e.g. all teaching and welfare/ support staff, Governors, volunteers) | Date | Training Delivered by |
|---|---|---|
| Teaching staff | September/October 2016 | CP L3 training<br>Hayessafeguarding online<br>See certificate folder |
| New staff to school | September/October 2016 | |
| Welfare | Novemebr 2016 | |
| Governors | March 2016 | |
| Teaching assistants/admin/ premises | October 2016 | |

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# Part One: Introduction and Overview

At Whitefield Primary School safeguarding permeates *all* aspects of school life and is everyone's responsibility; the school forms part of a wider safeguarding system. In order to fulfil our responsibilities we adopt a child-centred approach. This means that:

- Safeguarding systems and procedures are oriented around the wishes, feelings and best interests of children;
- We seek to give children a 'voice', listen to what they say, take them seriously and work collaboratively in order to meet their needs.

Our school aims to provide a positive, stimulating, caring and safe environment which promotes the social, physical, emotional and moral development of each child. We work hard to maintain a safeguarding ethos and culture whereby children feel safe and <u>are</u> safe whilst at school and on their way to and from school.

This policy applies to <u>everyone</u> in our school and it should be read and understood alongside the following policies:

- Managing Allegations Against Staff and Volunteers
- Anti-Bullying
- Education of Children Looked After by a Local Authority
- IT Use and Online Safety
- Safer Recruitment and Selection
- Intimate Care
- Promoting Positive Behaviour
- Whistle-blowing
- Administering of medicines
- Staff & volunteers code of conduct

## Definitions

**Child(ren)**means everyone under the age of 18. National, statutory guidance 'Working Together to Safeguard Children' (2015)defines **safeguarding and promoting welfare** as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

Therefore, 'safeguarding' includes but is about much more than 'child protection'. However, all staff are aware of our responsibility to act in order to **protect** children from various potential sources and types of harm:

- Physical, sexual, emotional abuse and neglect;
- Bullying, including online bullying and prejudice-based bullying;
- Racist, disability and homophobic or transphobic abuse;
- Gender-based violence/violence against women and girls;
- Radicalisation and/or extremist behaviour;
- Child sexual exploitation and trafficking;
- The impact of new technologies on sexual behaviour, for example sexting;
- Substance misuse;
- Domestic abuse
- So-called 'honour-based violence' including female genital mutilation, forced marriage, breast ironing / flattening;
- Fabricated or induced illness (formerly known as 'Munchausen's');
- Poor parenting, particularly in relation to babies and young children.

## Our Commitment to best Safeguarding Practice

At our school we do more than just what is required. Research and experience tell us that outstanding safeguarding is underpinned by some key characteristics and these are reflected in our approach:

### Ethos, Culture and Robust Governance (see Ofsted 160047, August 2016)

- We have governors who are visible, proactive and well enough informed to ask the right questions in order to hold senior leaders to account;
- Senior staff and governors ensure that safeguarding is a priority across all aspects of our work;
- We have high expectations of everyone in respect of courteous and responsible behaviour as this enables everyone to feel secure and protected;
- We set great store by good attendance at school and monitor absence carefully. We also follow-up where necessary and liaise with the local authority to ensure that children are safe and that they are attending regularly.

### Empowering Children and Building Resilience

- We recognise that high self- esteem, confidence, peer support and clear lines of communication with trusted adults helps all children, and especially those at risk of or suffering abuse;
- We work hard to ensure that children feel safe and are safe in school. This is a place where they can approach any adult at any time if they are worried or in difficulty, where they are encouraged to talk and are listened to;
- We consult with children so that their wishes and feelings are known and taken into account;
- We include in the curriculum activities and opportunities for PSHE which equip children with the skills they need to stay safe - including online, how to communicate any worries, fears or concerns and how to take responsibility for their own and others' safety. We sometimes use external speakers / organisations to help us do this;

### Partnerships

- We do everything possible to establish effective working relationships with

parents and colleagues from other agencies;

- We are clear about our safeguarding role and those of other agencies;
- We make sure that everyone is clear about safeguarding and child protection arrangements and procedures so that pupils and families, as well as adults in school, know who they can talk to and what to do if they are worried;
- A comprehensive pastoral system helps us to identify vulnerability, risk and need and enables us to provide - and / or work with - other agencies to provide early help and support;
- We manage sensitive information appropriately and work as openly and honestly as possible with parents, in children's best interests.

## Systems, Policies and Procedures

- We have clear policies and procedures that are compliant, embedded , reviewed and updated regularly;
- Clear lines of accountability, communication and robust record-keeping systems enable us to build 'pictures' and, where necessary, share appropriate information with those who need it.

## A Safe Environment

- We implement robust recruitment procedures in respect of all staff, volunteers and visitors to our school, in-line with relevant legislation and guidance and, where necessary, beyond it;
- We take online safety seriously and do all that is reasonable to limit children's exposure to risk by putting safety mechanisms in place, monitoring usage and educating children and staff about safe and acceptable use;
- Everyone is clear about expected codes of conduct and what to do in the event that they are worried about an adult or child's behaviour;
- Everyone, including pupils and parents, is clear about and understands their responsibilities in respect of site security;
- We promote safety by undertaking, reviewing and updating various risk assessments, and consult and liaise with parents and pupils as part of these processes;
- We consider broader, health and safety issues and day-to-day

arrangements are clear and understood by everyone;

### Well Trained Staff

- A high priority is given to safeguarding training and we ensure that everyone is up-to-date, in-line with statutory guidance and LSCB recommendations. It is also integral to induction for anyone joining the school, including volunteers.

## Framework Underpinning this Policy

This policy and procedures have been written and will be implemented in-line with the safeguarding and child protection procedures established by the staff and governors at Whitefield Primary School, Lancashire Safeguarding Children Board and www.lancashiresafeguarding.org.uk. It is also written in accordance with legislation established by the Children Acts 1989 and 2004, the Education Act 2002 and other core legislation and guidance [the following list is not exhaustive]:

- Working Together to Safeguard Children (2015)[1];
- Keeping Children Safe in Education (2016)[2];
- Teacher Standards (2012);
- What to do if you're worried a child is being abused (2015)[3];
- Information Sharing advice for practitioners (2015)[4];
- Disqualification under the Childcare Act 2006 (2015)[5];
- Counter Terrorism and Security Act 2015 (inc. the 'Prevent Duty')[6];
- Serious Crime Act (2015);
- Ofsted 160047, August 2016;
- Education (Independent School Standards) Regulations (2014).

## Safeguarding Roles and Responsibilities

School staff have no investigative role where child protection is concerned; this is a matter for police and children's social care. However, schools do have a responsibility to provide a safe environment in which children can learn and all staff,

[1] Working together to safeguard children (2015) Young Peoples' Guide
[2] Keeping Children Safe In Education 2016
[3] What to do if you are worried a child is being abused- Advice for practitioners.
[4] Information Sharing Advice 2015
[5] Disqualification guidance 2015
[6] Revised Prevent duty guidance: for England and Wales

including volunteers, have a responsibility to act to safeguard and promote children's welfare. Some people have specific and / or additional safeguarding responsibilities:

## Governors[7]

Governors take seriously their responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children. The Governing Body monitors compliance with statutory requirements and identifies areas for improvement. At least annually the Designated Safeguarding Lead will prepare a safeguarding report to be tabled at a full Governing Body meeting. Discussions will be recorded and any agreed and / or remedial action(s) documented and followed-through, formally and without delay.

**The Chair of Governors is**:

Simon Blake

**The Nominated / Link Safeguarding Governor is**:

Simon Blake

- The Hedteacher will ensure that the policies and procedures adopted by the Governing Body, particularly concerning referrals of cases of suspected abuse and neglect, are fully implemented and followed by all staff;
- Act as a strategic conduit between the DSLs, the Governing Body and on safeguarding matters;
- Be the case manager and liaise with the LA designated officer (LADO) in the event of allegations of abuse being made against a member of staff or volunteer;
- Ensure that senior leader is appointed as the DSL in school and that there is always cover for this role;
- Ensure that the DSLs access appropriate training which is regularly updated in-line with statutory and LSCB guidance;
- Ensure that sufficient resources and time are allocated to enable staff to discharge their responsibilities;
- Refer cases to the DBS where a person is dismissed or leaves our employment

[7] A more detailed breakdown of safeguarding governance can be found at Appendix 4

due to risk/harm to a child - this is a legal requirement[8];

- Lead in such a way as to create an environment where all staff and volunteers feel empowered to raise concerns about poor or unsafe practice and will address any concerns sensitively, effectively and in a timely manner.

## The Role of Designated Safeguarding Lead(s) (DSL(s))

Ultimate, lead responsibility for safeguarding and child protection, as set out below, is the responsibility of the named DSL; this is never delegated although we have a Deputy DSL in place who works with and may provide cover for the named DSL in their absence. During term time one of these two senior members of staff will always be available (in school hours) for staff in the school to discuss any safeguarding concerns. The DSL and Deputy DSL undertake training and refresher training in-line with statutory requirements and LSCB recommendations.

**The Designated Safeguarding Lead (DSL) in School is**:

Sarah Foster, Headteacher

**The Back-up / Deputy DSL are**:

Janice Adams, Assistant Headteacher & Inclusion Manager

Sarah Willers, Assistant Headteacher

Vicky King, Assistant Headteacher

**The Designated Senior Lead's role is described in Keeping Children Safe in Education 2016, Part two and Annex B.**

Briefly, **our DSL(s):**

- Refer cases of suspected abuse to children's social care as required[9];
- Support staff who make referrals to children's social care;
- Refer cases to the Channel programme where there is a radicalisation concern and / or support staff who make referrals to the Channel programme;
- Refer cases where a crime may have been committed to the Police, as required;
- Liaise with the headteacher to inform them of safeguarding and child

[8] See paragraph 120, page 34 KCSiE 2016

[9] Anyone can make a referral

protection issues, especially ongoing enquiries under section 47 of the Children Act 1989 and any policeinvestigations;

- Liaise with, advise and support staff on matters of safety and safeguarding in school, including whether to make a referral by liaising with relevant agencies;
- As required, liaise with the "case manager" - as per Part four of the statutory guidance / KCSiE 2016) and the designated officer(s) at the local authority (LADO) regarding concerns or allegations about a staff member;
- Ensure appropriate representation at and contributions to multi-agency safeguarding meetings by our school, including the provision of written reports in line with LSCB guidance / templates;
- Ensure compliance with best practice and statutory guidance in respect of safeguarding record-keeping per se and, in particular, the seeking and passing-on of relevant information when children join and leave our school (This includes written acknowledgement of receipt from receiving schools / professionals).

The DSL's role will be explained to staff as part of all in-school safeguarding training, including induction.

# Part Two: A Safer School[10]

## Safer Recruitment and Selection

In line with Keeping Children Safe in Education (2016), we do everything possible to prevent people who pose a risk of harm from working with children in our school. We do this by:

- Having robust procedures for new appointments within school: key staff and governors receive safer recruitment training, DSB checks are carried out prior to work commencing, all staff receive an induction programme over the first year
- Ensuring that our site is as secure as possible - so that we know that children are where they should be and that adults are safe and are not where they shouldn't be;
- Checking the identity of visitors to school and implementing robust sign-in and supervision arrangements – including for supply and agency staff;
- Adhering to our legal responsibilities to check staff and volunteers and, where we feel it is necessary, going above and beyond what is required[11];
- Training those involved in the recruitment and selection of staff to work in our school to do so safely;
- Maintaining a record of checks conducted on our Single Central Record and ensuring that this is up-to-date and fit for purpose – in line with Keeping Children Safe in Education 2016, para.112;
- Assessing risk and putting appropriate and proportionate plans and supervision in place;
- Adopting a robust approach to commissioning, the use of contractors, third-party and agency or supply supply staff and organisations who wish to use our facilities, and maintaining records centrally to this effect.

[10] NSPCC Safer Organisations Report

[11] This includes complying with EYFS and DBA / Child Care Act 2006 requirements, alongside the duty to check in-line with s.128 of the Education and Skills Act 2008 - barring individuals from taking part in the management of an independent school http://www.legislation.gov.uk/uksi/2014/3283/contents/made

## Training and Induction

All new staff and volunteers are inducted and safeguarding / child protection is integral to this process. All staff and volunteers will be provided with key policies and procedures, including:

- Part One and Appendix A of Keeping Children Safe in Education 2016;
- This safeguarding and child protection policy and procedure(s);
- The staff code of conduct.

All staff take the Safeguarding & Child Protection L3 HayesSafeguarding training on line annually.

All new staff are provided with a mentor to whom they can go to with questions regarding safeguarding and child protection.

Therefore, anyone who comes to work with our children will be clear about arrangements in school, especially what to do if they are worried about a child. This happens at the beginning of each school year and / or as part of induction. Everyone is asked to sign to confirm that they have received, read, understood and will work to these policies and procedures and a record is retained centrally to this effect.

We adopt a whole-school approach to safeguarding training to ensure that everyone is clear about roles, responsibilities and processes in school and beyond. Training is accessed in-line with statutory guidance and LSCB recommendations and regular updates are also provided via face to face staff meetings, HayesSafeguarding online modules annually, LCC training, DSL briefings half termly; governors termly briefings. Some staff access more advanced safeguarding training commensurate with their role in school and in-line with statutory guidance and LSCB recommendations e.g. Designated Safeguarding Leads and those involved in the recruitment and selection of staff.

## Conduct and Safer Working Practice[12]

Everyone at our school is clear about expected codes of conduct and we set the highest possible standards in this respect, both in and outside school. All staff and volunteers must uphold public trust in our school and, where applicable, the teaching profession.

The principles which underpin our approach are drawn from the Safer Recruitment Consortium's (October 2015) national 'Guidance for Safer Working Practice for those working with Young People in Education Settings'.

- The welfare of the child is paramount;
- Staff should understand their responsibilities to safeguard and promote the welfare of pupils;
- Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- Staff should work, and be seen to work, in an open and transparent way;
- Staff should acknowledge that deliberately invented/malicious allegations are extremely rare and that all concerns should be reported and recorded;
- Staff should discuss and/or take advice promptly from their line manager if they have acted in a way which may give rise to concern;
- Staff should apply the same professional standards regardless of culture, disability, gender, language, racial origin, religious belief and sexual orientation;
- Staff should not consume or be under the influence of alcohol or any substance, including prescribed medication, which may affect their ability to care for children;
- Staff should be aware that breaches of the law and other professional guidelines could result in disciplinary action being taken against them, criminal action and/or other proceedings including barring by the Disclosure & Barring Service (DBS) from working in regulated activity, or for acts of serious misconduct prohibition from teaching (Staff must inform the Head Teacher if

[12] Safer Working Practice Oct 2015

their circumstances or status changes in any of the above respects);

- Staff and managers should continually monitor and review practice to ensure this guidance is followed;
- Staff should be aware of and understand their establishment's child protection policy, arrangements for managing allegations against staff, staff behaviour policy, whistle blowing procedure and their Local Safeguarding Children Board (LSCB) procedures.

These are reflected in the Whitefield Staff Code of Conduct which is provided to all staff and volunteers during induction and again at the beginning of each school year. Everyone must read and work to this,

## The Management of Allegations against Staff

Keeping Children Safe in Education (Part four) defines an allegation as follows:
"... all cases in which it is alleged that a teacher or member of staff (including volunteers) in a school or college that provides education for children under 18 years of age has:

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

It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer in a school is dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation. As an employer, the school has a duty of care to its employees and it will ensure that effective support is provided for anyone facing an allegation. Suspension is <u>not</u> an automatic response to an allegation and the school will respond proportionately in order to manage risk <u>and</u> provide appropriate support.

## Reporting and Responding to Allegations

The flowchart over the page provides a step-by-step guide to the management process and this clarifies important issues such as consultation, information sharing, confidentiality, support, feedback, recording and notifications.

Anyone, including parents or carers, who is concerned about the conduct of a member of school staff or volunteer should **report the matter to the Head Teacher.** Where there are concerns about the Headteacher this should be **reported to the Chair of Governors**.

This person, to whom the allegation has been reported, becomes the **'case manager'** and must ensure compliance with the Management of Allegations Policy, KCSIE (2016, Part four)and the LSCB Procedures:
https://schoolsportal.lancsngfl.ac.uk/corporate/web/viewdoc.asp?id=119878
LADO: Tim Booth 01772 536694
Tim.booth@lancashire.gov.uk

In the first instance, and before doing anything else, the case manager can and should seek advice from Tim Booth (LCC LADO). Where the threshold for notification is met or where uncertainty remains the case manager should consult the **local authority's Designated Officer**:
Tim Booth 01772 536694
Tim.booth@lancashire.gov.uk

These discussions and any agreed and further actions will be recorded by the case manager. Any in-school processes will be held in abeyance pending the outcome of any external enquiries by police and / or children's social care.

## Whistleblowing

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and that such concerns will be taken seriously by the senior leadership team. Appropriate whistle-blowing procedures, which are reflected in staff training and the Code of Conduct, are in place and any such concerns can and should be raised with:

i) The Headteacher in the first instance; or

ii) the deputy DSL in the absence of the Headteacher.

Where a staff member feels unable to raise an issue with either or both of the above, for whatever reason, or feels that their genuine concerns are not being addressed, other [whistle-blowing] channels are open to them:

- General guidance can be found at- Advice on whistleblowing
- The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.

# Procedure for Managing Allegations Against Staff

**IT IS ALLEGED THAT**

A teacher, member of staff or volunteer in school has:

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

- Person receiving information or observing incident records basic facts

**NFA / School Action**

- Update and proceed with any in-school action
- Ensure appropriate support for all
- Case Manager records, including formal outcome on HR file
- Consider any learning & share wi staff and parents as appropriate

**OR**

**Threshold IS met**

- Case Manager completes LADO notification & ensures any onward consultation / referral(s) to Children's Social Care and Police
- uss with HR

CONFIDENTIALITY REMINDER

CONFIDENTIALITY REMINDER

**cher who**

**(or the Chair of Governors if allegation is against headteacher)**

- Case Manager begins timeline / record & ensures any immediate risk managed
- Without speaking to anyone else at this stage or investigating the matter, Case Manager contacts Working with Schools and discusses the matter with a HR Advisor and / or the local authority Designated Officer (LADO) to establish whether LADO notification and / or children's social care / police referral is required **[LADO: Tim Booth ]**
- Case Manager gathers any additional information as advised by LADO

**Back to school for internal action**

**Strategy Meeting**

**Police enquiries**

**Section 47**

Manage confidentiality and any media issues.

Malicious

False

Unsubstantiated

Substantiated

- Case manager clarifies next steps e.g. strategy meeting / discussion and what, if any, information that can be shared with staff member and parents
- Discuss and seek advice from Working with Schools re next steps in school
- Support and single point of contact provided for staff member
- Support for child(ren) / parents

## Preventing Radicalisation and Extremism[13]

HM Government adopts the following definitions:

- **Radicalisation** is defined as **-** "the process by which people come to support terrorism and extremism and, in some cases, to then participate in terrorist activity".
- **Extremism** is defined as **-** "vocal or active opposition to fundamental British values including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs". The government also includes in its definition calls for the death of members of the armed forces.
- **Prevent** is the name given to the Government's strategy to respond to the challenge of extremism; it is part of its broader counter terrorism strategy which is known as **Contest**. We recognise that Prevent is an integral part of safeguarding in school, that it is not separate and does not stand alone. For example, we will be mindful of its potential significance in respect of:
- Recruitment and selection;
- The use of external providers and speakers;
- Online safety;
- The curriculum and our duty to promote and support children's spiritual, moral, social and cultural development and British values[14].

The Counter Terrorism and Security Act 2015 places a duty on a number of organisations, including schools, to prevent all radicalisation and extremism. The purpose is to protect children from harm and to ensure that they are taught in a way that is consistent with the law and British values. In order to comply with the Prevent Duty we adopt a tiered approach:

**(i) Generally** - by ensuring that all staff in school are trained and that they understand the risks affecting children and young people[15];

**(ii) Specifically** - having clear processes in place for monitoring behaviour, including online, so that we are able to identify individuals who may be at risk;

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[13] See also Children Missing Education Statutory CME guidance for LAs Sept. 2016
See also Revised Prevent duty guidance: for England and Wales
See also useful contacts at page 49

[14] SMSC guidance educateagainsthate.com

[15] Home Office e-learning Prevent training

**(iii) Procedurally** - having clear procedures in place which enable us to protect and support those identified as being at risk.

At Whitefield Primary School we:

- Have developed a Prevent action plan to reduce this risk, which has been signed-off by governors;
- Conduct relevant checks in order to prohibit extremist speakers and events in school;
- Put strategies in place to manage access to extremist material i.e. by ensuring appropriate and proportionate online filtering and monitoring occurs in school[16];
- Work in partnership with parents, the local community and other agencies to fulfill our duties[17];

There is no obvious profile of a person likely to become involved in extremism or a single indicator of when a person might move to adopt violence in support of extremist ideas.

The process of radicalisation is different for every individual and can take place over an extended period or within a very short time frame. As with any other concern, the risk of harm is raised when young people are vulnerable and is often noticed when children change their behaviour, clothing or attitudes. Younger children may repeat the language and comments of adults and staff should be alert to this (alongside the fact that older siblings and adults may also show signs). Early indicators which everyone should be aware of include:

- showing sympathy for extremist causes;
- glorifying violence, especially to other faiths or cultures;
- making remarks or comments about being at extremist events or rallies outside school;
- evidence of possessing illegal or extremist literature;
- advocating messages similar to illegal organisations or other extremist groups;

[16] www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation

[17] Radicalisation and Extremism guide for parents

- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent);
- secretive behaviour;
- online searches or sharing extremist messages or social profiles;
- intolerance of difference, including faith, culture, gender, race or sexuality;
- graffiti, art work or writing that displays extremist themes;
- attempts to impose extremist views or practices on others;
- verbalising anti-Western or anti-British views;
- advocating violence towards others;

Staff will use their judgement in identifying children who might be at risk of radicalisation and respond proportionately; this may include making a referral to the Channel programme (with consent). Any concerns about radicalisation or extremism of any kind should be treated as a safeguarding issue, in-line with this policy i.e. in the first instance a discussion should take place with the DSL, who will make a decision about speaking to parents / carers, the need to seek external advice and, where necessary make ongoing referrals to Channel, children's social care and / or police in-line with locally agreed procedures and protocols.

If school makes a referral to Channel, the DSL may be asked to attend a Channel panel to discuss the individual referred to determine whether and what ongoing support is required.

**Our single point of contact (SPOC) for Prevent in school:**

Sarah Foster, Headteacher, DSL

**External, Prevent-related advice can be sought from:**

Panlancashirescb.proceduresonline.com (info)

Amy.grundy@lancashire.pnn.police.uk

Non-urgent concern@lancashire.pnn.police.uk

**Channel Referral Process**[18]**:**

See procedure flow chart at end of policy

Channel Guidance

Channel General Awareness

## Information Technology and Online Safety

Online safety is recognised as an essential part of our safeguarding work. Strategically, the Headteacher, with the support of governors, aims to embed online safety into the culture of the school.

See Whitefield e-safety policy.

Governors receive a termly report via the SSE committee from Ray Atkinson, Computing Governor.

The lead responsibility for online safety in our school has been designated to a member of the senior management team. This is Sarah Foster, Headteacher with support from Andy Jackson, Computer Subject Leader and VirtueTechnologies.

All staff and volunteers are responsible for promoting and supporting safe behaviour in classrooms / around school and must adhere to Acceptable Use Policies and online safety policies and procedures. Central to this is the fostering of a 'No Blame' culture so that pupils feel able to report any bullying, abuse or inappropriate materials.

All staff should be familiar with the school's e-safety policy which includes guidance on[19]:

- Safe use of e-mail;
- Safe use of Internet including use of internet-based communication; services, such as instant messaging and social network;
- Safe use of school network, equipment and data;
- Safe use of digital images and digital technologies, such as mobile phones and digital cameras;
- Publication of pupil information/photographs and use of website;
- Online Bullying; and

[18] Channel Guidance Channel General Awareness

[19] For more detailed guidance please refer to Focus-Trust IT Use and Online Safety Policy 2016

- their role in providing online safety education for pupils;

We adopt a whole school approach to online safety and, in so doing, recognise the need to link **technology, people, processes and procedures.** We also understand that our approach must recognise and respond to the fact that children are not merely passive consumers; they are creators and distributors of their own content.
At Whitefield:

- We put in place appropriate systems and software for filtering, monitoring reporting and responding to inappropriate content / activity[20] - this enables us to identify any patterns or problems early and take appropriate action;
- Staff are trained in online safety and updates are provided at least annually;
- Children are taught about online safety and responsible use[21];
- We consult and work in partnership with parents and carers;
- We carry out online safety surveys with staff, parents and pupils to raise awareness, identify any issues, trends or patterns, and to ensure that preventative and protective strategies are tailored and more effective;
- We ask that parents sign and return our online safety/AUP form;
- We work hard to ensure that children, and parents, know how to minimise and manage online risks and that they know how to report any worries or concerns with adults / staff in school. This includes signposting them to appropriate sources of advice and support outside school[22]

## A Proportional Approach to Risk and Online Safety

The use of technology, including the internet, offers many opportunities for children, both socially and for their learning; however, it may also pose risks:

- **Content:** being exposed to illegal, inappropriate or harmful material
- **Contact:** being subjected to harmful online interaction with other users
- **Conduct**: personal online behaviour that increases the likelihood of, or causes, harm

[20] UK Safer Internet Centre: appropriate filtering and monitoring
[21] www.pshe-association.org.uk
[22] www.thinkuknow.co.uk www.saferinternet.org.uk www.internetmatters.org

## Mobile Phones[23]

See e-safety policy.

Children who have mobile phones for contacting family members at the end of the school day must bring their phones to the school office at 8.50 and pick them up again at 3.30.

Parents must not use their mobile phones whilst in the school building unless they are in the staffroom area.

Visitors must not use their mobile phones whilst in the school building or the playground when children are outside playing.

Staff must only use their mobile phones during their break times and in the staffroom.

All phones should be switched off when in school and/or in direct contact with children.

## Online or Cyberbullying

Everyone should minimise the potential for and be aware of the impact of so-called cyberbullying; this might include:

- Sending threatening or disturbing text messages;
- Homophobia, racism or sexism;
- Making silent, hoax or abusive calls;
- Creating and sharing embarrassing images or videos;
- 'Trolling', the sending of menacing or upsetting messages on social networks, chat rooms or online games;
- Excluding children from online games, activities or friendship groups;
- Setting up hate sites or groups about a particular child;
- Encouraging young people to self-harm;
- Voting for someone in an abusive poll;
- Hijacking or stealing online identities to embarrass a young person or cause trouble using their name;
- Sexting - which may be done to pressure a child into sending images or engaging in other unsafe and / or inappropriate activity;

[23] Ensure compliance with EYFS EYFS

We adopt a zero-tolerance approach to all forms of bullying behaviour in our school and expect pupils and parents to do the same. **Any** concerns about online bullying should be reported to the DSL without delay.
Procedures will be followed in line with our e-safety and anti-bullying policies.

## Sexting

Sexting is one IT-related issue that has risen to prominence in recent years. Part of the National Crime Agency, the Child Exploitation and Online Protection Centre has recently updated its guidance for schools and settings:
Sexting Guidance 2016
Sexting can be defined as:

- Images or videos generated by children under the age of 18, or
- of children under the age of 18 that are of a sexual nature or are indecent

There may be various reasons why a pupil has engaged in sexting; it may be a romantic/ sexual exploration scenario or due to grooming / coercion. What action is to be taken will depend on a number of factors and each case must be assessed on its merits by the DSL in school in the first instance. Regardless of what action is taken, incidents and the rationale for any action must always be recorded centrally. It may also be necessary to assist a young person and / or parents in reporting and / or removing the image from a website or elsewhere.

## Guidance on Searching Devices[24]

The Education Act 2011 gives schools and/or teachers the power to seize and search an electronic device if they think there is good reason to do so i.e. if there is reason to believe it contains indecent images or extreme pornography. However, staff should exercise caution and bear the following in mind before searching a device:

• The action must be in accordance with the school's child protection / safeguarding and related policies and procedures e.g. IT / Online safety, anti-bullying, behaviour
• Any search should only be conducted following authorisation by the Principal
• Any search must be conducted sensitively i.e. by a member of staff who is the same sex as the pupil wherever possible.

[24] searching screening and confiscation advice

It is important to establish the location of the image and it is highly likely to have been created and potentially shared through mobile devices i.e. it may be that the image is not on one single device: it may be on a website or on a multitude of devices; it may be on either a school-owned or personal device. In any event, pupils may well be distressed and staff should be mindful of this and offer any necessary support.

Responding to Sexting (generally and in different contexts)

At Whitefield Primary, staff should be mindful that pupils are likely to be distressed, especially if the image has been circulated widely and if they don't know who has shared it, seen it or where it has ended up. Consequently, they will need support during the disclosure and after the event.

**Key questions to consider at the outset are:**

- Is the pupil disclosing about themselves receiving an image, sending an image or sharing an image?
- What sort of image is it? Is it potentially illegal or is it inappropriate?
- Are the school child protection and safeguarding policies and practices being followed? For example, is a member of the child protection team on hand and is their advice and support available?
- How widely has the image been shared and is the device in their possession?
- Is it a school device or a personal device?
- Does the student need immediate support and or protection?
- Are there other students and or young people involved?
- Do they know where the image has ended up? This situation will need to be handled very sensitively.

Sexting and Further Action ( including Referrals to Police, COP and Children's Social Care)

These matters must always be reported to the DSL in school without delay, in-line with this policy and safeguarding procedures and the process for dealing with an issue or incident is as follows:

- Decide who is best placed to respond sensitively (if there is a choice);
- Ensure the immediate safety and wellbeing of pupil(s);
- Secure device (if appropriate);
- Discuss with DSL / Headteacher - who will make an appropriate record;
- Assess risk and / or seek appropriate external advice e.g. safeguarding / child protection / police / CEOP[25];
- DSL makes appropriate referral;
- Safeguards, risk management and support strategies implemented then updated and reviewed;
- Any systemic and/or strategic lessons acted upon.

As with all safeguarding matters, sensitive information will be managed effectively and shared on a 'need to know basis' only. Parents will be informed, and kept informed, at appropriate junctures and as soon as possible, unless to share with them might increase risk of harm or impede an investigation.

In some instances, protective action, including contacting a host sit or making a referral to children's social care and / or the police, will be required. Under most circumstances it will be the DSL who makes this decision and who takes action. For example, if there is an indecent image of a child on a website or a social networking site, this should be reported directly to the site hosting it, in-line with that site's reporting procedure. However, in the case of a sexting incident involving a child or young person where you feel that they may be at risk of abuse, the matter must be reported directly to CEOP in order that an assessment can be undertaken by police, the case expedited with the relevant provider and appropriate action taken to safeguard the child: www.ceop.police.uk/ceop-report

At Whitefield Primary:

- If illegal images are found or reported a report to police must be seriously

[25] A baseline sexting risk assessment tool is attached at **Appendix 5**

considered by the DSL and advice sought where any doubt or uncertainty remains;

- If an "experimental" i.e. a child sending a picture of themselves - incident is not referred to the police the reasons for this must be recorded by the DSL;
- Any conduct involving, or possibly involving, the knowledge or participation of adults will always be referred to the police;
- The best interests of the child(ren) must always be the paramount consideration!

## Dealing with Sexting and Related Issues - a quick guide

| Always | Never |
|---|---|
| **General** | |
| Record the incident, inform the DSL / Headteacher and act in accordance with school safeguarding and child protection policies and procedures | Search a mobile device - even in response to an allegation or disclosure - if this is likely to cause additional stress to the student/young person UNLESS there is clear evidence to suggest that there is an immediate problem |
| Inform the Headteacher / DSL about the alleged incident before searching a device | Print out any material for evidence or move any material from one storage device to another |
| **Image has been shared across a personal mobile device** | |
| Confiscate and secure the device(s) | View the image unless there is a clear reason to do so, send, share or save the image anywhere, allow pupils to do any of the above |
| **Image has been shared across a school network, a website or a social network:** | |
| Block the network to all users and isolate the image | Send or print the image, move the material from one place to another, view the image outside of the protocols in this policy i.e. without first informing the Headteacher / DSL. |

# Part Three: Understanding Child Abuse and Neglect

One crucial aspect of our safeguarding work in school involves protecting children from abuse and neglect. Working Together to Safeguard Children (2015) defines four, overarching categories of child abuse: **Physical abuse, Sexual abuse, Emotional abuse and Neglect**[26]**.**

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

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns. It is important to note that there are no absolute prescriptions and that abuse and neglect, far from being mutually exclusive, often overlap; consequently, it can be difficult to identify. Nonetheless, research identifies a number of potential indicators of which all adults in school should be mindful[27]

Serious case reviews also remind us of the prominence of the so-called *'toxic trio'* in many cases where children come to serious harm. Therefore, staff should always be observant and mindful of the existence and potential impact on children of

- **Domestic abuse,**
- **Substance / alcohol misuse; and**
- **The mental ill-health of a parent or carer.**

Combinations of any of the above issues warrant closer monitoring.

## Definitions of Child Abuse and Neglect

[26] See over, page 27
[27] See page 28 for a link to excellent resources form the NSPCC .

**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);
- 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;
- 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.

**Emotional abuse** is :

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

**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.

**Fabricated Illness**

- The carer does not physically harm the child but reports a clinical story which is fabricated. This is frequently 'supported' by false specimens e.g. use of menstrual or animal blood;

**Induced Illness**

- The carer inflicts harm on the child e.g. poisoning, suffocation, tearing etc

**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 misuse;
- 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.

**Source: Working Together to Safeguard Children 2015**

## Possible Indicators of Child Abuse and Neglect

| Neglect | Emotional Abuse | Physical Abuse | Sexual Abuse |
|---|---|---|---|
| Tired/listless | Failure to thrive | Unexplained injuries | Age inappropriate sexual behaviour/knowledge/ promiscuity |
| Unkempt | Attention seeking | Injuries on certain parts of the body | |
| Poor hygiene | Over ready to relate to others | Injuries in various stages of healing | Wary of adults/ running away from home |
| Untreated medical conditions | Low self esteem | Injuries that reflect an article used | |
| Medical appointments missed | Apathy | Flinching when approached | Eating disorders/depression/ self harm |
| Constantly hungry or stealing food | Depression/self harm<br>Drink/drug/solvent abuse | Reluctant to change | Unexplained gifts/ money |
| Over eats when food is available | Persistently being over protective | Crying/ instability | Stomach pains when walking or sitting |
| Poor growth | Constantly shouting at, threatening or demeaning a child | Afraid of home | Bedwetting |
| Poor/late attendance | Withholding love and affection | Behavioural extremes | Recurrent genital discharge / infections |
| Being regularly left alone or unsupervised | Regularly humiliating a child | Apathy/depression | Sexually transmitted diseases |
| Dressed inappropriately for the weather condition | | Wanting arms and legs covered even in very hot weather | |
| Having few friends and/or being withdrawn | | | |
| Ill equipped for school | | | |

**Further useful information can be found at:**

www.nspcc.org.uk/core-info

NSPCC

https://www.brook.org.uk/our-work/category/sexual-behaviours-traffic-light-tool

## Children who Abuse Other Children

At Whitefield Primary School we recognise that children are capable of abusing their peers. Any incidents of alleged or suspected abuse by children or young people will be taken seriously and reported to the DSL immediately. Staff must also be alert to the possibility that a child or young person who has harmed another may also be a victim and, as such, they may have significant unmet needs themselves. Peer abuse might take various forms; for example (and the following list is not exhaustive):

- Sexual bullying[28]
- Racial, homophobic, gender or culture-related bullying or abuse[29]
- Via the use of ICT e.g. sexting, 'revenge pornography' - staff should be particularly mindful of the potential for the misuse of information technology for bullying and abusive purposes;
- Grooming by peers as part of child sexual exploitation;
- Abuse linked to gang-related activity;

We know that peer abuse might manifest differently for boys and girls e.g. girls being touched inappropriately or coerced into sexual activity, boys being initiated into gangs etc. Such abuse may also be indicative of a previous or ongoing abusive experience for a perpetrator and / or victim and research indicates that children with SEN, additional or complex needs are particularly vulnerable.

Staff should be mindful of the added vulnerability of children and young people who have been the victims of violent crime, including the risk that they may respond to this by abusing younger or weaker children. The alleged perpetrator is likely to have considerable unmet needs, as well as posing a significant risk of harm to other children. Evidence suggests that such children may have suffered considerable disruption in their lives, may have witnessed or been subjected to physical or sexual abuse, may have problems in their educational development and may have committed other offences. They may, therefore, be suffering, or at risk of suffering, significant harm and be in need of protection. Consequently, any plan to reduce and / or manage risk posed by a child who is alleged to have abused another must

[28] http://www.bullying.co.uk/general-advice/what-is-sexual-bullying/
[29] http://www.antibullying.net/homophobicinfo3.htm www.disrespectnobody.co.uk

also address their needs and [multi-agency] responses should not be about criminalising children unnecessarily.

We recognise that is not enough 'just' to respond to incidents should they arise. Therefore, we will **minimise the possibility of peer abuse** by:

- Creating and maintaining an environment which is safe, caring, respectful and stimulating, and which seeks to promote the social, physical and moral development of our pupils;
- Ensuring that core safeguarding and child protection policies and procedures link to, are understood and implemented in conjunction with other, related policies and procedures e.g. e-safety policy and procedures, Anti-bullying policy, Behaviour policy;
- Actively discouraging and challenging all unacceptable behaviour, including all forms of bullying and abuse. We will also challenge the attitudes and behaviours which underpin it;
- Having in place clear strategies for promoting positive behaviour, including a system of rewards and sanctions that is clear to staff, pupils and parents / carers alike;
- Maximising opportunities within the curriculum, via PSHE, assemblies and focused weeks to deliver key keeping safe and associated behavioural, spiritual, moral, social and cultural messages - including the use of external resources and expertise e.g. ; the NSPCC's 'Pants / Underwear Rule' guidance and drawing upon the expertise of external speakers and groups[30];
- Striking appropriate balances between pupil's right to privacy and the need for proportionate supervision to keep them safe in and around school;
- Ensuring that all adults associated with our school understand their role and responsibilities as role models;
- Ensuring that staff and any volunteers are trained to look for and respond appropriately to any potential indicators of peer abuse[31];
- Seeking appropriate and timely advice where uncertainty exists and / or

[30] Underwear rule for parents underwear rule for children

[31] Brook Traffic Light Tool 0-5 years
Brook Traffic Light Tool 5-9 years
Brook Traffic Light Tool 9-13 years

concerns arise i.e. from Children's Social Care;

- Ensuring that children, and parents, know how to raise any worries or concerns with adults / staff in school and by signposting them to appropriate sources of advice and support outside school.

### Responding to Allegations of Peer Abuse

Everyone in school recognises the need for sensitivity and proportionality when dealing with these difficult issues. The following rules of thumb will apply to their management:

- The DSL will seek appropriate and timely advice wherever necessary and follow the LSCB procedures. The safety and best interests of victim(s) will be the paramount consideration at all times. The DSL will also consider the possibility and take account of any wider and / or ongoing risk(s) to others;
- The needs of the victim and the needs of the alleged perpetrator will be considered separately;
- In addition to safeguarding the identified victim, the school and other agencies should consider (i) whether the alleged perpetrator seems to pose a risk to any other children; and (ii) how best to manage that risk;
- Children and young people who abuse others are responsible for their abusive behaviour, and safeguarding action must include addressing their behaviour and its causes;
- The alleged perpetrator is likely to have considerable unmet needs as well as posing a significant risk of harm to other children;
- Where necessary, the school will participate fully in a co-ordinated approach by child welfare/ protection, youth offending, education and health agencies.

## Child Sexual Exploitation (CSE)

Any concerns relating to CSE will be reported to the DSL who will follow the procedures laid-out here and the LSCB procedures:

Lancs CSE Standard Operating Protocol

CSE is a form of sexual abuse whereby children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Child sexual exploitation does not always involve physical contact and can happen online.

## Consent?

Consent **cannot** be given by victims of sexual abuse, including CSE, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Children can be groomed by peers and / or exploited as part of gang-related activity.

## Vulnerability

CSE happens to children from all walks of life and research estimates that around a third of victims are boys. Looked after children might be especially vulnerable to CSE, as might those with learning disabilities. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

Children Who go Missing Protocol 2014

Statutory CME guidance for LAs Sept. 2016

## Prevention, Disruption and Ongoing Protection

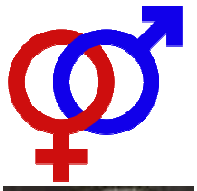
There are a number of things that we can do to prevent CSE and / or help other agencies to disrupt the activities of those engaging or intent on engaging in it:

- Via the curriculum and through engagement with parents and carers, we will raise awareness around healthy relationships and, where appropriate, CSE and grooming processes, including how this can happen online;
- Information sharing is vital in identifying and tackling all forms of abuse and *especially* child sexual exploitation. We will be vigilant, seek advice, monitor attendance, keep robust registers, share information and contribute

effectively to multi-agency processes designed to prevent, disrupt and / or prosecute perpetrators of CSE;

- We are also mindful of our contribution to processes designed to protect children who have been victims of CSE:
- (i) **Physically** - Making it as hard as possible for perpetrators to gain access to young people; face-to-face but also via phones, online etc
- (ii) **Relationally** - By ensuring that young people experience safe, stable relationships which counteract the abuse and, for Looked After Children, provide stability in terms of education and placements;
- (iii) **Psychologically** - Helping young people to find a source of [positive] identity outside of abusive relationships.

## Potential Indicators of Child Sexual Exploitation



### SEXUAL HEALTH & BEHAVIOUR

Sexually transmitted infections; pregnancy, terminations; inappropriate sexualised behaviour(s)

### ABSENT FROM SCHOOL OR REPEATEDLY RUNNING AWAY

Truancy or regularly going missing / running away

### FAMILIAL ABUSE AND / OR PROBLEMS AT HOME

Familial abuse or neglect; forced marriage or 'honour-based' violence; domestic abuse; substance / alcohol misuse; parental mental ill-health; homelessness / being in temporary accommodation; privately fostered / Looked After

### EMOTIONAL AND PHYSICAL CONDITION

Suicidal ideation, self harm; low self-esteem / confidence; confusion re sexual orientation; learning difficulties / disability; poor mental health; unexplained injuries or changes in appearance

### GANGS, OLDER AGE GROUPS, INVOLVED IN CRIMINALITY

Direct involvement with gang members; involvement in criminal activity; involvement with older individuals or lacks same-age friends, contact with victims of CSE

### USE OF TECHNOLOGY, SEXUAL BULLYING

Evidence of 'sexting', sexualised communication online; problematic use of internet / social networking; multiple phones

### ALCOHOL OR DRUG MISUSE

Problematic substance use

### RECEIPT OF UNEXPLAINED GIFTS OR MONEY

Unexplained finances / gifts including mobile phone credit, clothes, jewellery, money

### DISTRUST OF AUTHORITY FIGURES

Resistance to communicating with parents, teachers, social workers, foster carers, health professionals, Police etc al

[To access a series of short films about CSE]

## Honour-Based Violence (HBV) - including Forced Marriage, FGM

The Crown Prosecution Service defines 'honour-based violence' as: **"A collection of practices which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and / or honour."**

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, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing - see over.

The issue is especially important when it comes to safeguarding people from SE Asian, African, Middle Eastern, Eastern European, LGBT and Gypsy / Roma Traveller communities. **All forms of so-called HBV constitute abuse** - regardless of the motivation - and should be handled and escalated as such i.e. **any concerns should always be reported to the DSL without delay.**

When dealing with the possibility, suspicions or allegations of HBV it is also imperative that:

- we apply the **'one chance rule'** i.e. we may only have one chance to listen, gather crucial information and, potentially, save a life. For example:
- Under no circumstances should attempts be made to mediate or discuss HBV related concerns with parents, carers, siblings, community leaders, elders or anyone other than the DSL in the first instance. Liaison can then take place with children's social care, police and other agencies as required, information shared, any risk(s) assessed and management and support strategies put in place;
- All requests for leave of absence are discussed between the Headteacher and the school business manager. The school business manager follows up any children who leave Whitefield to attend another school to ensure they have arrived as expected. See attendance policy.

## Forced Marriage[32]

Forced marriage is a crime in England and Wales and schools can play an important role in safeguarding children from it. 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. It is important to remember that this happens to boys as well as girls and equally important not to assume that this does not happen to children of primary school age.

Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage.

Risk indicators might include:

- Requests for extended period of absence;
- Failure to return from another country;
- Absence or persistent absence;
- Deterioration in behaviour, attendance, performance, punctuality;
- Withdrawal with no appropriate EHE;
- Not allowed to participate in extra-curricular activities;
- Sudden announcement of engagement to 'stranger'

**Forced Marriage Unit (FMU) for advice or information.**

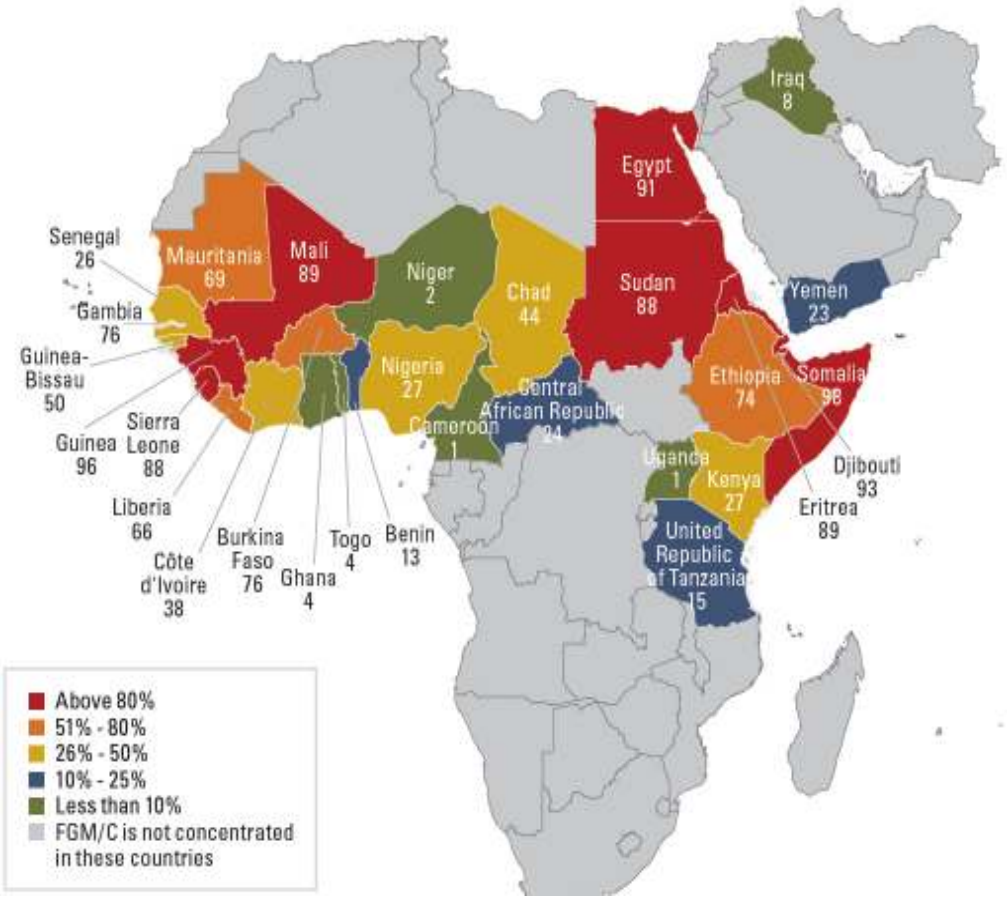
**FMU**: 020 7008 0151 or email: fmu@fco.gov.uk.

## Female Genital Mutilation (FGM)[33]

Female Genital Mutilation comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. (Like breast ironing / flattening - see over - FGM can come to be seen as a natural and beneficial practice carried out by a loving family, which places barriers in the

[32] Multi-agency guidelines on forced marriage; see pp.13-14 for the role of schools
[33] See FGM Fact Sheet and Multi agency statutory guidance ; see pp.38-41 for warning signs
Mandatory reporting of female genital mutilation procedural information

way of [potential] victims coming forward to raise concerns or talk openly. Equally, staff should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them). UNICEF indicates that 125 million women and girls in 29 countries in Africa and the Middle East have experienced FGM or Cutting. The map below gives an indication as to incidence and prevalence:




FGM has been documented in Iraq, Israel, Oman, UAE, Occupied Palestinian Territories, India, Indonesia, Malaysia, Pakistan. It can also happen anywhere in the UK.

Risk factors include:

- low level of integration into UK society;
- mother or a sister who has undergone FGM;
- mention of a 'party', 'celebration', 'becoming a woman';
- visiting female elders from the country of origin;

- being taken on an extended holiday to the country of origin;
- talk about a 'special' procedure to become a woman

**FGM & the Law - including mandatory reporting**

FGM has been illegal in the UK since 1985. Changes to the law in 2003 criminalised the carrying out of FGM on UK citizens overseas. More recently, the Serious Crime Act 2015 strengthened the law still further by introducing:

- the right to anonymity for victims;
- the offence of failing to protect a girl aged under 16 from the risk of FGM;
- the provision of preventative, Female Genital Mutilation Protection Orders (FGMPO); and
- a mandatory reporting duty (from July 2015) for teachers and regulated health and social care professionals to notify police when they discover that FGM appears to have been carried out on a girl under 18.

Any **suspicion** that a child might be at risk of FGM or has undergone FGM **must be discussed with the Designated Safeguarding Lead.**

**If a disclosure of FGM is made or it is discovered by a teacher THEY must report this to police, personally, and notify the DSL,** in line with Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015)

## Breast ironing / flattening[34]

Breast ironing is a form of physical abuse and should be responded to as such. Is practiced in all ten regions of Cameroon and has also been reported in Benin, Ivory Coast, Chad, Guinea-Bissau, Kenya, Togo, Zimbabwe and Guinea-Conakry. The United Nations (UN) estimates that it affects 3.8 million women around the world. Girls usually aged between 9 – 15 years and from practising communities are at greatest risk.

The custom uses large stones, a hammer or spatulas that have been heated over hot coals to compress the breast tissue of girls. (Those who derive from richer families may opt to use an elastic belt to press the breasts so as to prevent them from growing). The mutilation is designed to make teenage girls look less

[34] http://www.unwomenuk.org/breast-ironing-must-be-stopped/

"womanly" and to deter unwanted male attention, pregnancy and rape.

The practice is commonly performed by family members, often the mother, and girls are led to believe that it is in their best interests and so often remain silent about it. Research indicates that fathers may be unaware that the practice is being carried out.

Some indicators that a girl has undergone breast ironing are:

- Unusual behaviour after an absence from school or college including depression, anxiety, aggression, being withdrawn etc;
- Reluctance in undergoing normal medical examinations;
- Some girls may ask for help, but may not be explicit about the problem due to embarrassment or fear;
- Fear of changing for physical activities due to scars showing or bandages being visible.

# Part Four: Safeguarding & Child Protection Procedures

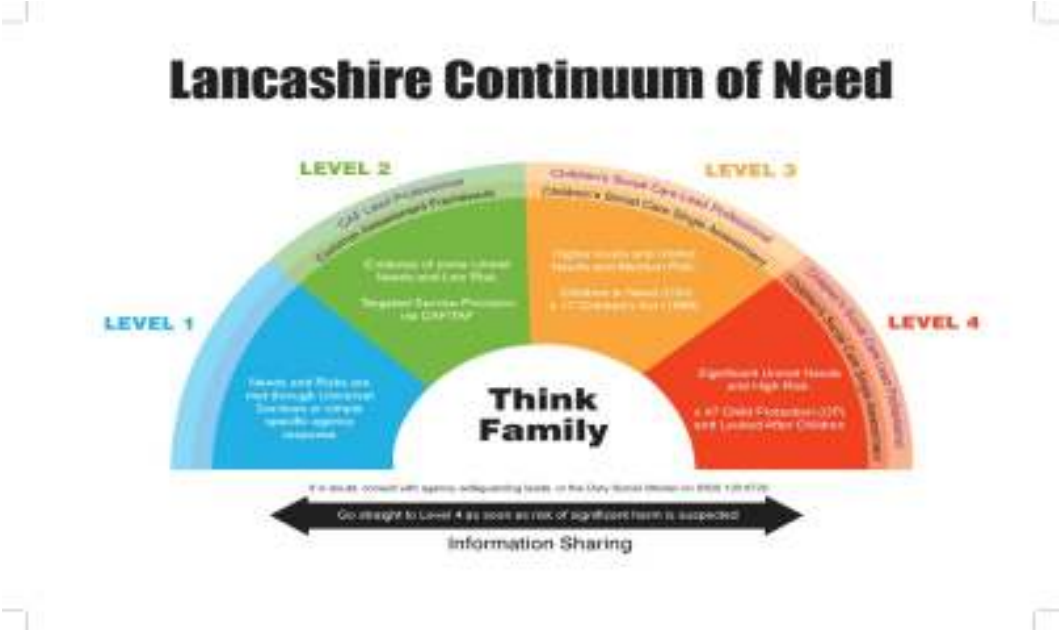
## What to do if You are Worried about a Child[35]

Anyone can make a referral to Children's Social Care if they are worried about a child's welfare. Everyone in school will adhere to the LSCB's Safeguarding Children Procedures.

## Early Help and Support

No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

School staff are well placed to identify concerns early, provide help for children, and prevent concerns from escalating. Our pastoral system enables us to identify children who may benefit from early help - this means providing support as soon as a problem emerges. We will work in partnership with parents and, where necessary, other agencies, in-line with locally agreed procedures and protocols:
Lancashire Continuum of Need




[35] What to do if you're worried 2015
See taking action flowchart on page 48 and contacts on page 49

Lancashire Thresholds Guidance 2016

At Whitefield Primary School, when a concern is raised about a child, discussion takes place between the person making the referral and the DSL (or Deputy DSL). Immediate action may be taken or a longer term plan put I place. Attendance and behaviour records are collated centrally on a half termly basis for all children who we have welfare concerns about.

A file is created and a chronology begins straight away.

The DSL and deputy DSL meet half termly to discuss children who are causing concerns in school and ensure actions are in place and moving forward.

The DSL and CP Governor meet on a termly basis to review the children who are accessing additional pastoral support in school or through external agencies.

Other staff (teachers, TAs) and parents will be included in all discussions about actions being taken. A CAF may be initiated. Early support may be requested via the children's centres or through the school nurse.

Staff may be required to support other agencies and professionals in an early help assessment and anyone who has a 'niggle' or concern about the need for early help for a child / family should liaise with the DSL in school.

## Things to Look Out For (see also parts three and five)

Alongside those potential indicators of abuse and neglect outlined in Part Three of this policy, Working together to Safeguard Children (2015) makes clear that professionals should be especially alert where children:

- are very young (although adolescents also feature disproportionately in serious case reviews, nationally);
- are late or where their attendance is ad hoc, especially when this is repeated and / or where patterns emerge;
- are disabled and / or have specific, complex or additional needs;
- have special educational needs;
- are young carers;
- are showing signs of engaging in anti-social or criminal behaviour and / or gang-related activity;
- live in an environment that is challenging because of issues such as

substance abuse, adult mental health problems or domestic abuse;;

- are showing signs of insecure or problematic attachments;;
- have returned home to their family from care; and/or
- are showing early signs of abuse and/or neglect.
- are at potentially increased risk because of cultural factors or language barriers.

We recognise that those adults who are new to school, who are there in an unpaid capacity or on a temporary basis, can sometimes pick-up on things and that some children may be especially likely to engage with them. Everyone has a responsibility to report concerns and everyone will be listened to and heard if they do so,

## Sharing Concerns in School

Everyone should exercise their judgement and remember that it is always safer to discuss the matter with the DSL in order to ensure that a child is safe or to stop a problem from escalating than it is to assume and / or hope that everything will be ok. You are not bothering anyone, wasting their time or being a nuisance, you are safeguarding children!

Any and all of the following **MUST ALWAYS** be reported to the DSL without delay: (this list is not exhaustive)

- Any suspicion that a child is injured, marked, or bruised in a way that is not readily attributable to the normal bumps and knocks associated with play / growing up; and / or,
- Where the child is able to articulate and the explanation is inconsistent or changes;
- Any behaviours which give rise to suspicions that a child may have suffered harm (e.g. significant changes in behaviour, worrying drawings or play);[36]
- Any concerns that a child may be receiving inadequate care, suffering or likely to suffer any form of abuse or neglect;
- Any significant changes in a child's presentation, including non-attendance

[36] **www.nspcc.org.uk/core-info**

- Any hint or disclosure of abuse or neglect by a child or from any other person - including disclosures of abuse or neglect perpetrated by adults outside of the family or by other children or young people;
- Any concerns regarding person(s) who may pose a risk to children (e.g. staff in school or person living in a household with children present) including inappropriate behaviour e.g. inappropriate sexual comments;
- Excessive one-to-one attention beyond the requirements of a staff member / professional or volunteer's usual role and responsibilities;
- Inappropriate behaviour online inc. accessing, downloading or sharing inappropriate images or material .

## If a Child Wants to Talk to you or Discloses Possible Abuse

The table below offers staff guidance on how to respond and listen to a child who is worried or who has something difficult to say. Children must be **listened to, taken seriously and heard**, no exceptions! All adults in school should be clear about how to respond appropriately to someone who needs to talk:

| Listening | Recording |
|---|---|
| 1. **Do not make** [**false] promises** to the child about confidentiality or keeping 'secrets'<br>2. You have **no investigative role**. Do not engage in 'interviewing' children or 'investigating' possible or suspected abuse.<br>3. **Listen!** Keep calm and **don't interrupt**. Remember to leave at least five seconds / space for children to think and respond<br>4. If you *have* to *clarify* information then **ask only open questions** wherever possible. useful prompts include: "go on ... what happened next ... I see ... tell me more about that ..."<br>5. Focus on, pick-out and record the **facts** i.e. who, what, when, where? Don't get embroiled in 'how' or 'why'?<br>6. **Don't judge or react! Avoid displays of shock and keep opinions to** | 1. It is not advisable to try and complete a full record of the dialogue whilst trying to listen actively and attentively. However, it is a good idea to **jot down any key phrases, dates, times** etc as soon as possible<br>2. **Records** should be succinct, legible, accurate, timed, signed and dated<br>3. Records should **differentiate clearly between fact, opinion, interpretation** etc. Ideally, stick to the facts as you understand them and leave it to the investigative agencies to test the hypotheses<br>4. If children or adults are being quoted then they must be **quoted verbatim**. In particular, avoid using other words or adult 'equivalents' for words that children use<br>5. It is important to **record any questions asked** i.e. to show that these were not 'leading' |

**yourself as these things** may act as barriers to a child who has something sensitive to tell you.

7. '**When was the last time this happened'** and 'has this ever happened before' (albeit that this is a closed question) are important things to ascertain.
8. **Reassure** the child and make clear to them what you need to do now.
6. The **emotional context** of the dialogue is important i.e. did the child become distressed at any point or, alternatively, did they speak matter-of-factly about quite distressing things
7. Any **repetition** is important to note i.e. things that the child repeats – these may be particularly significant. Similarly, g**estures** are important to describe accurately e.g. which hand / which cheek, open /

Write down your conversation as soon as possible, using the child's actual words. Keep your records factual and report the matter to the Designated Safeguarding Lead immediately.

## Recording Welfare and Child Protection Concerns

We recognise that accurate and up-to-date record keeping is essential for a number of reasons:

• It helps the school identify causes for concern at an early stage. Often it is only when a number of seemingly minor issues are taken as a whole that a safeguarding or child protection concern becomes clear

• It helps the school to monitor and manage its safeguarding practices

• It helps to evidence robust and effective safeguarding practice in inspections and audits.

• Accurate and specific records are important where there are child protection and safeguarding concerns e.g. a chronology of information gathered and action taken]

It is important that concern forms are fully completed in a timely way. The details are important. To help the Designated Safeguarding Lead respond appropriately, please follow the guidance below.

- Enter all the admin details, including date of birth (we are asked for this when we report a concern to Children's Services or the police)
- Include your full name (not initials)
- Make sure the concern is given in detail, preferably in the child's own words
- To help describe injuries on the body, use a body chart. Number each injury you have noticed on the body chart at its location and list them on the

concern form. Describe the size and shape of any marks. Do not try to explain what you think caused the marks. Do not take any photographs.

- Don't report what other people have told you - they must write their own concern form
- Only write about one child on each concern form (use a separate form for each child)
- Remember that concern forms are used in court cases and inquests as primary documents, so they must be complete and accurate.
- Make sure you use a Concern Form to record your concern. Do not use other any other form or piece of paper. Writing on the back of other forms can cause confusion and error.
- If you jotted your notes down on a piece of paper whilst talking to the student or immediately afterwards, attach that to the completed concern form.
- If there are no Concern Forms available, please:
  Ask a class teacher or senior member of staff to print additional forms from the 's' drive
- Do not use email to send your concern, complete a hard copy concern form instead. Emails get missed, go to the wrong person and cannot be signed.
- Completed concern forms must be given in person to the DSL or in her absence the DDSL. The form must be signed, dated (including the day) and time recorded.

## Confidentiality and Information Sharing[37]

The Data Protection Act 1998 places duties on organisations and individuals to process personal information fairly and lawfully; we will comply with it at all times. Where a member of staff is asked for sensitive information and any uncertainty remains about whether to share it they should:

- Ask for a means of verifying the identity of the person making the request;
- Explain that the information is sensitive and that you need to seek advice (from the DSL, Headteacherl or );
- Ensure that there is a timely and appropriate response from a member of

[37] Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers.

SLT.

Information about children's welfare may be shared with others outside the school to help keep children safe from harm. We always aim to discuss this with parents or carers before we do so, but this may not always be possible. If this is the case, the law allows us to share this information without asking first. The Data Protection Act is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Fears about sharing information **cannot** be allowed to stand in the way of the need to promote the welfare and protect the safety of children. The DSL will document any information-sharing decisions and action, including follow-up, on CPOMS.

## Referrals to Children's Social Care[38]

Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare and undertake assessments of the needs of individual children to determine which services to provide and what action to take. **Anyone can make a referral.**

There are two types of referral that can be made to children's social care.

## (i) Child in Need Referrals - section 17 Children Act 1989

- A child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or
- A child who is disabled[39].

Children in need may also be assessed in relation to their special educational needs, disabilities, as a carer, or because they have committed a crime. Where an assessment takes place, it will be carried out by a social worker. The process for assessment will also be used for children whose parents are in prison and for asylum seeking children. When assessing children in need and providing services, specialist assessments may be required and, where possible, should be coordinated so that the child and family experience a coherent process and a single plan of action. **Children in need should be discussed with the DSL in the first instance, they will then liaise with the Inclusion Manager.**

### Discussing Child in Need Referrals with Parents

Parental consent is required in order to make a referral under section 17. Consequently, discussions with parents are integral to these processes and will always take place as soon as possible; these will usually be co-ordinated by the DSL.

[38] CS Referrals Lancashire

[39] When undertaking an assessment of a disabled child, the local authority must also consider whether it is necessary to provide support under section 2 of the Chronically Sick and Disabled Persons Act (CSDPA) 1970. Where a local authority is satisfied that the identified services and assistance can be provided under section 2 of the CSDPA, and it is necessary in order to meet a disabled child's needs, it must arrange to provide that support.

## (ii) **Child Protection Referrals** - section 47 Children Act 1989

**If a child is in immediate danger or is at risk of significant harm an immediate referral must be made to children's social care and/or the police - whichever is appropriate**[40].

While referrals will usually be made by the DSL in school, **anyone can make a referral.** In the event that someone other than the DSL makes a referral, the DSL must be informed as soon as possible and a record made centrally, including follow-up and outcomes.

0300 123 6720 (8am-8pm)

0300 123 6722 (Emergency Duty Team / Out of Hours)

## Discussing Child Protection Concerns and Referrals with Parents

Wherever possible, the DSL in school will share concerns and discuss the intention to make a section 47 referral openly and honestly with parents before doing so. However, there are some circumstances under which a decision can and will be taken to share information prior to / without a discussion with parents:

- To avoid undue delay which might compromise a child's safety; and / or where to do so might increase the risk of harm and / or jeopardise or impede an investigation.

Examples include concerns about (and this list is not exhaustive):

- Fabricated or induced illness;
- Intra-familial sexual abuse;
- so-called honour-based violence;
- abusive images of children.

**<u>The welfare of the child will always be our paramount consideration.</u>**

[40] Wherever a referral is made to children's social care or police the referrer must ensure that arrangements for liaison between and /or referral-on to the other are clear and recorded External contact numbers are included at page 48. Alternatively, Reporting child abuse to your local council directs you to your local children's social care contact number.

## Children's Social Care Responses to Referrals

The local authority should make a decision **within one working day** of receiving a referral about what course of action they are taking; they should also let the referrer know the outcome. The DSL / person making the referral will always follow-up on a referral should that information not be forthcoming within the requisite timescale. If after a referral the child's situation does not appear to be improving the DSL (or the person that made the referral) will press for re- consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

Children.CYPSafeguarding@lancashire.gov.uk

# Worried About A Child?

**Concern, Disclosure or Suspicion**

Physical, Emotional, Sexual Abuse or Neglect, Fabricated or Induced Illness, Honour-based violence, **or** you just have a sense that something isn't quite right

**Do** make a note of your concerns and liaise with the Designated Safeguarding Lead (DSL) in school as soon as possible and always before the end of that school day

**Do not** do nothing, 'investigate', 'diagnose', prompt, probe or lead the child, try and sort it out yourself, breach confidentiality, worry about being 'wrong' and / or 'bothering' senior staff

**Note: ANYONE CAN MAKE A REFERRAL**

**DSL Considers**

- Current concern / incident / events & any relevant historical information
- Possible explanations & any contemporaneous events
- The need to seek further, external information / advice
  [Safeguarding team: 01772 531196]
- Action / options (inc. discussion with parents)
- Recording

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**The DSLs are:**

**Lead DSL**
**Sarah Foster**

**Deputy / back-up DSL**
**Janice Adams**
**Sarah Willers**
**Vicky King**

thresholds and Early Help guidance
- Possible Channel Referral
- Record
- DSL monitors and reviews. May consider need for Child in Need / Section 17 referral to CSC

- Inform parents (as and when appropriate & in line with any advice from CSC / Police)
- DSL records response from CSC (within 24 hrs) / seeks one where none is received / escalates where unhappy with response
- Anyone can make a referral! If this is someone other than the DSL in school then the DSL must be informed asap.

DSL records, feeds-back, monitors and updates on a *need to know* basis

## Useful Safeguarding & Contacts

| Role | Name and Contact Information |
|---|---|
| **LSCB website: Safeguarding Children Procedures** | www.lancashiresafeguarding.org.uk<br>or via the portal |
| **School Designated Safeguarding Lead (DSL)** | Sarah Foster, Headteacher |
| **School Back-up / Deputy DSL** | Janice Adams, Assistant Headteacher<br>Sarah Willers, Assistant Headteacher<br>Vicky King, Assistant Headteacher |
| **School Chair of Governors** | Simon Blake |
| **School Link [SG] Governor** | Simon Blake |
| **HR** | Vic Welch 07778769075 |
| **Safeguarding Team** | 01772 531196 |
| **Children's Social Care Referrals** | 0300 123 6720 |
| **Children's Social Care Out of Hours / Emergency Duty Team** | 0300 123 6720 |
| **Local Authority Designated Officer (LADO)** | Tim Booth 01772 536694<br>Tim.booth@lancashire.gov.uk |
| **Children Missing Education Contact (LA)** | 01772 517333<br>cme@lancashire.gov.uk |
| **Child Sexual Exploitation Team** | Operation Awaken 01253 477261<br>awaken@lancashire.pnn.police.uk |
| **Police Public / Family Protection Unit** | MARAC<br>Margaret Malone 01772 412618<br>Amy.grundy@lancashire.pnn.police.uk |
| **Prevent / Channel Contact / referrals** | Panlancashirescb.proceduresonline.com<br>0300 123 6720 |

| | |
|---|---|
| | Amy.grundy@lancashire.pnn.police.uk<br>Non-urgent concerns<br>concern@lancashire.pnn.police.uk |
| **Looked After Children / Virtual School Head (LA)** | Audrey Swann 01772 531853<br>Audrey.swann@lancashire.gov.uk<br>Virtualschool@lancashire.gov.uk<br>LCC, 58-60 Guild Hall Street, 2nd floor, Preston, PR1 3NU |
| **Young Carers Contact (LA)** | Barnardos 01772 641002<br>1 Dorothy Avenue, Leyland, Lancashire, PR25 2YA |
| **Private Fostering Contact (LA)** | www.lancashire.gov.uk<br>Lancashire Safeguarding Children's Board<br>lscb@cyp.lancscc.gov.uk<br>01772 530283 / 530329 |

## Recording Action Taken, Feedback and Follow-up

All concerns, discussions and decisions made and the reasons for those decisions will be recorded centrally by the DSL. Following the raising of a concern or a referral, the DSL will provide feedback to staff in school on a **need to know** basis.

Everyone must take responsibility for following-up concerns that have been raised with the DSL wherever:

- no feedback is forthcoming from them;
- you do not feel listened to or taken seriously;
- you are unhappy with the DSL's response, or apparent lack thereof;
- nothing tangible changes for the better and/ or the situation deteriorates.

## What if you report a child protection concern but do not receive any feedback, nothing changes or the situation deteriorates?

Under these circumstances you should revisit the matter with the DSL, the deputy DSL or the Principal. Wherever necessary you should press for reconsideration or review.

In the unlikely event that nothing changes and you are still worried you should follow the School Whistle-blowing Policy and procedure.

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and that such concerns will be taken seriously by the senior leadership team. Appropriate whistle-blowing procedures, which are reflected in staff training and the Code of Conduct, are in place and any such concerns can and should be raised with:
i) The school Headteacher in the first instance; or
ii) The School link safeguarding governor and safeguarding lead person.

Where a staff member feels unable to raise an issue with either or both of the above, for whatever reason, or feels that their genuine concerns are not being addressed, other [whistle-blowing] channels are open to them[41]

## Multi-Agency / Strategy Meetings, Child Protection Conferences and Core Groups

Multi-agency, strategy meetings child protection conferences and core groups will be attended by Sarah Foster, DSL or one of the DDSL – Janice Adams in the first instance, or Sarah Willers or Vicky King.
The DSL or DDSL who is working with a particular family will continue to do so (as much as this is possible) to ensure consistency of support throughout the process. Reports will be provided in advance of such meetings, in-line with and, where applicable, using templates provided by the LSCB.

Anyone representing the school must be clear about their role and responsibilities in order that they are able to make an appropriate, professional contribution. (This includes being clear about associated escalation and professional disagreement protocols). Records will be maintained securely by the DSL and the progress and effectiveness of any plans and / or interventions monitored.

[41] Advice on whistleblowing NSPCC whistleblowing helpline: **0800 028 0285**

CP Conferences Lancashire

Where new information comes to light the DSL will share this with the appropriate agencies and professionals and, where appropriate, request a review of the case.

# Part Five: Safeguarding Children in Specific Circumstances

The well-being of all children in our school is supported and our pastoral system ensures that we build relationships and monitor pupil wellbeing on a regular basis. We are also mindful that some children are at greater risk of harm.

## Safeguarding Children with Special Educational Needs and / or Disabilities[42]

We recognise that Children with special educational needs (SEN) and disabilities can be disproportionally impacted by issues such as bullying - without outwardly showing any signs. Research also indicates that they are especially vulnerable to all forms of abuse and neglect, including fabricated or induced illness, for various reasons e.g. dependency; communication difficulties, isolation etc. A number of serious case reviews have also highlighted the dangers inherent in focusing on adult rather than a child's needs and on a primary focus on support as 'opposed' to potential risk [of abuse].

Additional barriers can exist whenrecognising abuse and neglect in this group of children. For example, assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability, without further exploration, or a reluctance to even consider the possibility of abuse. These children can also suffer abuse in ways other than via overt physical or sexual assaults which means that staff need to be mindful of a wide-range of issues when working with these young people. For example, privacy, dignity and respect, food, mobility / restraint, intimate care, finances, medication, the use of aids and adaptations. In order to safeguard children with more complex needs, staff in Whitefield Primary School will work especially hard to develop the skills they need to give them a 'voice'. In practice, three essential questions always need to be asked:

I. **What is expected of this child? - developmentally, behaviourally etc;**
II. **Do I / we understand how any condition, disability, impairment or other**

[42] https://www.gov.uk/.../**safeguarding-disabled-children**-practice-guidance

**factor e.g. culture impacts?**

III. ***How well can I / we understand and communicate with this child?***[43]

National guidance makes it clear that for some children it is not yet possible to prescribe techniques for communicating about possible abusive experiences in ways which are reliable and evidentially safe. Spontaneous disclosures are rare from disabled children, especially those who use alternative or augmentative communication systems and abuse is more likely to be identified via physical signs, behavioural responses and /or emotional presentation / changes. Therefore, it is imperative that staff are sensitive to what might be very subtle indicators, especially where children have multiple disabilities, and that regular consultation occurs between the SENCO and DSL in school wherever any issues arise.

**The SENCO and Inclusion Manager is:**

Janice Adams

## Children Missing Education[44]

Statutory CME guidance for LAs Sept. 2016

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as is possible, the identity of children of compulsory school age who are missing education in their area. We work with parents to ensure children attend regularly and will set up attendance plans to help improve matters when this is too low. Attendance plans may involve the local authority, or attendance at court.

We need to know where children are in order to keep them safe and this is one reason why at Whitefield Primary School we monitor attendance carefully. A child going missing from education is a potential indicator of abuse or neglect, particularly on repeat occasions. In order to help identify the risk of abuse and

[43] Triangle Image Vocabulary

neglect - including sexual exploitation and honour-based violence - and to help prevent the risks of children going missing in future, staff will follow the school's procedures for unauthorised absences and for dealing with children who are missing education. We also work closely with the local authority and other schools so that they can follow-up where a child might be in danger of not receiving an education and / or be at risk of abuse or neglect.

For example:
Children have to stay on the register of our school until we have been notified that they are now attending another school. The new school must contact us to request the child's Unique Reference Number so that a transfer of records can take place. It is not sufficient for parents to tell us where the child has moved to. If we are not able to confirm that the child is now attending a new school, we will pass the information to the local authority's 'Children Missing Education' team who will make further enquiries.

**The Local Authority link for Children Missing Education is**:
cme@lancashire.gov.uk
01257 517333

## Private Fostering

Most children spend some time staying with friends and relatives. However, in some situations the arrangements can become more permanent. If a child aged under 16 years (or 18 years if disabled) goes to live with a person who is not a close relative to them (e.g. a great aunt or a friend) for more than 28 days or more, this is known as private fostering and the local authority must be notified.

Once notified, a social worker from the local authority will to arrange to visit the child's parents, the private foster carers and the child themselves. They will keep in touch with those people at regular intervals in order to ensure that everything is going well. They will offer support and guidance to both the foster cares and parents, particularly in respect of making plans for the child's future and helping the child to keep in touch with their culture and background. The social worker will also

offer advice on any welfare benefits that the private foster carers may be entitled to.

If a private fostering arrangement is brought to the attention of someone in school the DSL must be informed. The DSL then has a duty to notify the local authority of the arrangement:
Private Fostering Lancashire

## Young Carers

A young carer is a child (under 18) who helps look after a relative who has a condition, such as a disability, illness, mental health condition, or a drug or alcohol problem. Most young carers look after one of their parents or care for a brother or sister. Some examples of the tasks young people undertake are:

- Household chores – including washing, cooking and cleaning on behalf of the whole family;
- Personal/nursing care – such as giving medication, changing dressings, assisting with mobility;
- Intimate care – washing, dressing and assisting with toilet requirements;
- Emotional support – monitoring and meeting the emotional needs of the person;
- Childcare – helping to care for younger siblings, including escorting to school, in addition to other caring tasks
- Other – household administration such as paying bills, accompanying the cared-for person to hospital, or acting as a translator for non-speaking sensory impaired, or those whose first language is not English.

The Children and Families Act and Care Act 2014, which came into force in April 2015, significantly strengthened the rights of young carers in that all young carers under the age of 18 have a right to an assessment regardless of who they care for, what type of care they provide, or how often they provide it. In addition, a young carer has the right to an assessment based on the appearance of need – which means that young carers will no longer have to request an assessment or be undertaking a 'regular and substantial' amount of care. An assessment can also be requested. The changes in the Care Act reinforce these new rights by requiring that local authorities:

- Must take a whole family approach to assessing and supporting adults so that young carer's needs are identified when undertaking an adult or adult carer's needs assessment;
- Should ensure that adult's and children's social care services work together to ensure assessments are effective.

All of this means when a child is identified as a young carer, the needs of everyone in the family are to be considered. This should trigger action from both children's and adults services – assessing why a child is caring, what needs to change and what would help the family to prevent children from taking on this responsibility in the first place.

Caring responsibilities can impact significantly on children and young people, both in and outside school and that we have a central role to play in giving these children a voice and helping them to reach their potential through the provision of emotional and practical support. Potential difficulties which staff should be particularly mindful of include:

- Attendance / lateness;
- Completing homework;
- Lack of time to play, relax and socialise;
- Isolation from friends, peers and wider family;
- Inability to participate in extra-curricular activities and the broader life of the school;
- Conflict between the needs of the person they are helping and their own needs leading to feelings of guilt and resentment;
- Feeling that there is nobody there for them, that professionals do not listen to them and are working only with the adult;
- Lack of recognition, praise or respect for their contribution;
- Feeling that they are different from other children and are unable to be part of the group;
- Problems with transitions and change;

**Links & Resources for Young Carers**

Lancashire Young Carers

The Children's Society facilitates support groups for young carers in many areas:
http://www.childrenssociety.org.uk/in-your-area
http://www.carersuk.org/help-and-advice/practical-support/getting-care-andsupport/young-carers-and-carers-of-children-under-18

## Safeguarding Looked After Children (LAC)[45]

The most common reason for children becoming looked after is as a result of abuse and/or neglect. At Whitefield Primary School we ensure that our staff have the skills, knowledge and understanding necessary to keep looked after children safe. To this end:

### The **Designated Safeguarding Lead** is responsible for:

- ensuring that school is in possession of core information e.g. the legal status of individual children, and that staff have the information they need to meet the needs of that child e.g. in respect of contact arrangements and restrictions, to whom key information should be addressed and where it should be sent, the name of the child's social worker, the name of the virtual school head in the authority which looks after the child;
- working in partnership with children, parents, carers and other agencies to deliver integrated services for looked after children e.g. attending and contributing to statutory reviews.
- Providing appropriate information to the Headteacher and governors;
- managing sensitive / confidential information in-line with children's best interests, wishes and feelings.

### The **Designated Teacher** is responsible for:

- promoting the educational achievement of children who are looked after;
- ensuring that records and plans in respect of looked after children are generated, maintained, updated and effective, in line with national requirements and local protocols e.g. PEPs;
- working in partnership with children, parents, carers and other agencies to deliver integrated services for looked after children e.g. attending and contributing to statutory reviews;

[45] See Policy for the education of children looked after by the local authority

- providing appropriate information to the DSL, Headteacher and governors;
- managing sensitive / confidential information in-line with children's best interests, wishes and feelings.

**Governors** are responsible for:

- Oversight of all of the above including, where necessary, holding the Principal and senior leaders to account;
- Ensuring that the DSL and Designated Teacher are in place, well trained and clear about their roles and responsibilities in respect of looked after children;
- Ensuring that looked after children enjoy equality of opportunity in school;
- Ensuring that the educational attainment of looked after children is monitored and that pupil premium monies are being used effectively.

**The Designated [LAC] teacher is**:

Janice Adams

**The Virtual School Head is:**

Audrey Swan

# Appendix 1: Safeguarding & Child Protection: A Quick Guide

## WHITEFIELD PRIMARY SCHOOL

## Introduction

This brief guide provides an overview of safeguarding and child protection arrangements in school; we hope you find it useful. **The school's [full] Safeguarding and Child Protection Policy and Procedures can be found on our website or, alternatively, a copy can be requested from the school office.**

## What does Safeguarding mean?

Safeguarding and promoting the welfare of children is a really important part of our school's work and we have certain legal duties that we must fulfil; it is the responsibility of the Headteacher and our governors to make sure that we have the right things in place. When we are inspected, Ofsted checks to make sure that this is the case and that we are meeting our safeguarding responsibilities.

When we talk about safeguarding we mean helping children to keep safe, including online. This means protecting them from child abuse and neglect but safeguarding is about much more than that. Schools are particularly important because staff see children every day. This means that they are in a good position to pick-up on problems and concerns and that schools can provide or get some early help which might stop things from getting worse.

## What WE do at Whitefield Primary School to safeguard children

Some examples of the ways that we safeguard children in school include:

- Teaching them to understand the risks around them and what to do when

they feel unsafe. We do this as part of the curriculum but also use assemblies and speakers / organisations from outside school e.g. the NSPCC;

- Listening carefully to what children tell us and regularly ask them what they think;
- Consulting and working in partnership with parents, carers and, where necessary, external agencies and professionals;
- Recruiting and checking staff and volunteers who work in our school safely, in-line with national guidance and best practice;
- Keeping our site as secure as possible, so that we know where children are and who comes into school;
- Promoting good attendance and positive behaviour. This helps us to prevent and protect children from different types of bullying, among other things;
- Helping children to understand and keep safe from risks and dangers which they may encounter online or via the use of phones and other technologies;
- Promoting healthy eating;
- Promoting children's spiritual, moral, social and cultural wellbeing and development, including British Values, so that they understand and are protected from all forms of radicalisation and extremism;
- Dealing properly with sensitive and confidential information. This includes keeping records safely and securely, seeking appropriate consent and sharing information only with people who need to know;
- Ensuring that contractors and other people who come into school or use our facilities are checked and trained in safeguarding and child protection;
- Making sure that <u>all</u> governors, staff and volunteers know how to conduct themselves and that they are well trained and up-to-date on safeguarding issues so that they all know what to look for and exactly what to do if they are worried;
- Having staff trained to lead on particular issues in school so that they are in a position to advise and support other staff, parents and pupils e.g. Janice Adams, Inclusion Manager; Gill Bearton, Learning Mentor
- Having senior staff who act as Designated Safeguarding Leads (DSLs) in school. They receive more in-depth training and take the lead on safeguarding and child protection. The DSLs work closely with other

professionals as part of their safeguarding role.

## Things that YOU can do to help us safeguard children

We ask all parents and carers to do all that they can to help us to keep children safe. Some especially important things that you can do include:

- Delivering, reinforcing and supporting keeping safe messages such as the importance of good time-keeping, regular school attendance and high standards of behaviour;
- Respecting school policies on things like parking on and around the site;
- Sticking to Acceptable Use Policies on the use of mobile phones, cameras / videos / images, including online and at school events etc;
- Modelling responsible use of social media and helping to reinforce key messages to your children about keeping safe when using technology and the internet;
- Treating one another, all staff and pupils with dignity and respect at all times;
- Sharing good ideas and / or practice as well as bringing any issues, problems or concerns to our attention as soon as possible and in good faith. This includes concerns about an adult's conduct or about the behaviour of or concerns about a child's welfare.

## Confidentiality and Information Sharing

Information about children's welfare may be shared with others outside the school to help keep them safe from harm. We always aim to discuss this with parents or carers before we do so but this may not always be possible. The law does allow us to share information without asking first under circumstances where we are acting to protect children from harm.

## Useful Contacts in School

| | |
|---|---|
| **School website** | www.whtiefield-pri.lancs.sch.uk |
| **School Office** | 01772 744449 Mrs Roberts, Mrs Anforth |
| **School email** | admin@whitefield-pri.lancs.sch.uk |
| **Headteacher** | Sarah Foster |
| **Chair of Governors** | Simon Blake |
| **Designated Safeguarding Lead (DSL)** | Sarah Foster |
| **Deputy DSL** | Janice Adams<br>Sarah Willers<br>Vicky King |
| **Inclusion Manager Special Educational Needs Coordinator (SENCO)** | Janice Adams |
| **Designated LAC Teacher** | Janice Adams/Laura Ashcroft |

## Some Useful Safeguarding Links and Resources

You will find links to some useful resources on our website of course but we thought the following safeguarding links were worth mentioning here too:

**National Guidance on What to do If You're Worried About a Child**

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

**Statutory Guidance on Keeping Children Safe in Education**

**https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/526153/Keeping_children_safe_in_education_guidance_from_5_September_2016.pdf**

**NSPCC Keeping Children Safe Guidance**

**https://www.nspcc.org.uk/preventing-abuse/safeguarding/**

**Underwear Rule - guide for Parents**

https://www.nspcc.org.uk/globalassets/documents/advice-and-info/the-underwear-rule---guide-for-parents-new-brand.pdf

**Keeping Children Safe from Sexual Exploitation**

http://paceuk.info/about-cse/keep-them-safe/

**Online Safety**

**https://www.ceop.police.uk/safety-centre/Parents/**

**nspcc share aware**

**https://www.thinkuknow.co.uk/parents/**

https://www.thinkuknow.co.uk/Teachers/Nude-Selfies/

https://www.internetmatters.org/advice/social-networking/?gclid=CKTp4ZaP-80CFVXNGwod0AEBmw

http://www.parentsprotect.co.uk/files/learning_disabilities_autism_internet_safety_parent_guide.pdf

http://www.familylives.org.uk/advice/your-family/online-safety/parent-s-guide-to-facebook/

**Drugs and Alcohol**

http://www.nhsdg.scot.nhs.uk/files/Parents_guide_to_alcohol_and_drugs.pdf

**Radicalisation and Extremism**

http://parentinfo.org/article/preventing-violent-extremism-what-parents-can-do

**Child Mental Health Advice, Including self harm**

http://www.rcpsych.ac.uk/healthadvice/parentsandyouthinfo/parentscarers/self-harm.aspx

## Appendix 2: Glossary of Safeguarding Terms

| | |
|---|---|
| **Safeguarding & Promoting Welfare** | Working Together to Safeguard Children (2015) defines safeguarding and promoting welfare as:<br>• protecting children from maltreatment;<br>• preventing impairment of children's health or development;<br>• ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and<br>• taking action to enable all children to have the best outcomes |
| **Child Protection** | See above. One important aspect of safeguarding and promoting children's welfare is to protect them from abuse and neglect. Working Together to Safeguard Children (2015) defines four, overarching categories of child abuse: Physical, Sexual, Emotional Abuse and Neglect. |
| **DBS** | Disclosure & Barring Service – previously the Criminal Record Bureau (CRB), it amalgamated with the Independent Safeguarding Authority (ISA) in 2010 |
| **DBS barred list check** | A check of the list of people barred from working in regulated activity with children in England. There is also a separate list of people barred from working with adults<br>Schools are required by law to check that a new recruit is not barred before the person commences in post |
| **Barred** | Anyone barred by the DBS from working with children (or vulnerable adults) breaks the law if they seek that type of work. Some people are barred automatically on conviction of specific serious offences; others are barred after being dismissed from their role for a child protection incident. People barred from working with children are not barred from volunteering with children as long as they are not in regulated activity |
| **Regulated activity** | Work that barred people must not do. Includes teaching, training, coaching, being employed in a school or children's home, child-minding, etc but does not apply to supervised volunteers |
| **DBS certificate** | A document that lists any relevant criminal convictions, cautions or bind-overs a person has accrued. Used by employers to determine suitability for certain employment<br>Schools must by law undertake an enhanced DBS certificate for any new staff (and some other adults) unless there is an exemption |
| **NCTL** | National College of Teaching & Leadership – an amalgamation of the National College of School Leadership (NCSL) and General Teaching Council (GTC). Leads on Teacher Standards and professional development of teachers / school leaders |
| **NCTL Prohibited list** | The list of teachers prohibited as a result of misconduct. There is also an interim prohibition list for teachers accused of serious criminal offences. Since 02/09/2013 schools are required by law to check that any newly appointed teacher with QTS is not prohibited |
| | Teachers can be prohibited from teaching (ie have their QTS |

| | |
|---|---|
| **Prohibition** | removed) as a result of serious misconduct, failure to meet the standards required of a teacher or for bringing the profession into disrepute |
| **QTS** | Qualified Teacher Status |
| **List 99** | No longer exists. It was previously the list of people barred from working in schools but has been replaced. |
| **Private Fostering** | Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer, for 28 days or more. Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity) |
| **Public / Family Protection Unit** | The Police's specialist safeguarding team(s) who deal primarily with allegations of intra-familial and professional abuse |
| **Multi-Agency Public Protection Arrangements (MAPPA)** | The Criminal Justice Act 2003 ("CJA 2003") provides for the establishment of Multi-Agency Public Protection Arrangements ("MAPPA") in each of the 42 criminal justice areas in England and Wales. These are designed to protect the public, including previous victims of crime, from serious harm by sexual and violent offenders. They require local criminal justice agencies and other bodies dealing with offenders to work together. |
| **Multi Agency Risk Assessment Conference (MARAC)** | A MARAC, or multi-agency risk assessment conference, is a meeting where information is shared on the highest risk domestic abuse cases between representatives of local police, probation, health, child protection, housing practitioners, Independent Domestic Violence Advisors (IDVAs) and other specialists from the statutory and voluntary sectors. After sharing all relevant information about a victim, representatives discuss options for increasing safety for the victim and turn these options into a co-ordinated action plan. The primary focus of the MARAC is to safeguard the adult victim. The welfare and safety of children, if applicable, will be discussed and addressed via safeguarding children procedures and processes e.g. child protection plans. |

## Appendix 3 : Welfare Concern Form

Please complete this form if you have any concerns about a child

| | | | |
|---|---|---|---|
| Pupil Name | | | |
| Day/Date/Time | | DoB | |
| Member(s) of staff noting concern | | | |

| |
|---|
| Concern (Please describe as fully as possible and include any potential risk factors eg are you worried about the child's health of development, home conditions, the possibility of abuse or neglect, concerned about parents or parenting.) Please include who, what, where, when and if there have been any previous concerns<br><br>Signature: Date: |

| Actions Taken | | | |
|---|---|---|---|
| Date | Person taking action | Action | Signature |
| | | | |

Would you like feedback about this concern? ☐ Yes ☐ No Date Given.....

*Please pass this form to the Designated Safeguarding Lead when completed* ***on the same school day***.

## Appendix 4: Safeguarding Governance - an overview

Alongside Keeping Children Safe in Education 2016, all governors and senior leaders should read and familiarise themselves with Ofsted 160047: '*Inspecting safeguarding in early years, education and skills settings*' (23 August 2016). Annex 1 is particularly relevant: '*Safeguarding requirements for leaders and managers*'. [46]

Briefly, in-line with Keeping Children Safe in Education 2016, **the governing body must ensure that:**

- There is a clear accountability for the commissioning and / or provision of services designed to safeguard and promote the welfare of children;
- There is a governor who takes leadership responsibility for the school's safeguarding arrangements ( e.g. nominated or link governor);
- There is a safeguarding and child protection policy in place which is provided to and read by all staff. Appendix 'Safeguarding and Child Protection a Quick Guide' is provided for temporary staff and volunteers. The policy is publically available on the school website;
- The school's policies and procedures are consistent with national / statutory guidance and locally agreed inter-agency procedures put in place by the LSCB. Governors check that these are updated and reviewed at least annually;
- The safeguarding and child protection policy reflects the different gender issues that can be prevalent when dealing with peer on peer abuse;
- All staff and volunteers recognise that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges and that the child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children;
- All staff undertake appropriate child protection training which is regularly updated in-line with statutory guidance and LSCB recommendations (KCSiE 2016 Part two);
- All staff receive, read and are assisted to implement at least Part I and

[46] Ofsted Inspection of Safeguarding Aug 2016.

Annex A of Keeping Children Safe in Education (2016) and the Code of Conduct. A record should be retained centrally to this effect;

- A senior member of the school's leadership team is designated to take lead responsibility for child protection (Designated Safeguarding Lead /DSL). This is explicit in the DSL's job description (Annex B Keeping Children Safe in Education 2016);
- There is always cover for the role i.e. a back-up or deputy DSL is in place who is trained to the same level (although ultimate responsibili6ty is never delegated);
- Someone who is DSL trained is always available for staff to talk to about any concerns during school hours;
- The DSL has the appropriate authority and the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so;
- An appropriately trained, designated teacher is appointed to promote the educational achievement of children who are looked after and to ensure staff have the skills, knowledge and understanding necessary to keep looked after children safe;
- The designated teacher works with the virtual school head to discuss how Pupil Premium funding can be best used to support the progress of looked after children in the school and meet the needs identified in the child's personal education plan;
- The school's behaviour policy (code of conduct) is provided to all staff – including temporary staff and volunteers, on induction;
- The school has written recruitment and selection policies and procedures in place and that it follows safer recruitment practice in-line with legislation and Part 3 of Keeping Children Safe in Education 2016[47];
- A Single Central Record is maintained which is up-to-date, complaint and fit for purpose (Keeping Children Safe in Education 2016, Part 3, and Ofsted

[47] This includes taking proportionate decisions on whether to ask for any checks beyond what is required, ensuring that volunteers are appropriately supervised and that contractors and external providers are fit for [safeguarding] purpose.

160047, Annexes 2 and 3).

- Where checks are not conducted on volunteers there is a clear rationale for not having done so;
- The school has procedures for dealing with allegations of abuse against staff and volunteers which comply with statutory guidance and local inter-agency procedures;
- A governor is nominated to be responsible for liaising with the LA and/or partner agencies in the event of allegations of abuse being made against the head teacher;
- There are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned;
- Governors consider how children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum;
- Appropriate filters and monitoring systems are in place to ensure online safety in school, in-line with Annex C of Keeping Children Safe in Education 2016[48]
- There are procedures in place to manage allegations against other children;
- Where services or activities are provided on the school premises by another body, the body concerned has appropriate safeguarding and child protection policies and procedures in place, its staff are trained to and checked at the appropriate level(s);
- At least annually, there is review of policies and procedures/safeguarding arrangements and this is presented to and formally discussed by the whole Governing Body;
- Where there is a safeguarding concern, ensure the child's wishes and feelings are taken into account when determining what action to take and

[48] Whilst it is essential that governing bodies and proprietors ensure that appropriate filters and monitoring systems are in place; they should be careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

what services to provide. Systems should be in place for children to express their views and give feedback. (Ultimately any systems and processes should operate with the best interests of the child at their heart);

- Without delay, any deficiencies or weaknesses are remedied.

# Appendix 5: Sexting Risk Assessment Tool

| Indicator of risk or harm | Factors to be considered | Concern Yes/No | Comments |
|---|---|---|---|
| **The age of the child** | Sexual activity at a young age is a very strong indicator that there are risks to the welfare of children, whether boy or girl, and possibly others. This is particularly relevant if one of the parties is pre-pubertal. Children under 13 cannot lawfully give consent to sexual activity and there is a presumption that they will be referred to children's social care. | | |
| **The level of maturity and understanding of the child** | Is the child/young person competent to consent to the sexual activity?<br>Is there a relationship of trust? A legal definition is provided at s27 Sexual Offences Act 2003. | | |
| **The child's living circumstances or background** | Has a child in need [s17] or referral of child protection concern [s47] ever been made on any party?<br>Do cultural or religious beliefs have an impact on their circumstances and/or sharing information? | | |
| **Coercion or bribery** | Has the child been encouraged to exchange sex for favours or other inducements such as supply of alcohol or substances? Is there evidence of persuasion, emotional blackmail, threats or use of pornography? | | |
| **Familial Child Sex Offences** | At this stage of the assessment is any family member considered to be "a risk to children" or have convictions for sexual offences?<br>Does the sexual partner fall within any of the following categories beyond the normal family relationships?<br>Step-parent, foster parent, step sibling who live in the same household or have been regularly involved in caring for the child; or care workers such as nannies or au pairs if they live with or regularly care for the child. | | |

| | | | |
|---|---|---|---|
| **Behaviour of the child** | Is the child withdrawn or anxious?<br>Is there a pattern of 'casual' sexual relationships with different partners?<br>Are there more than two other persons involved in the sexual activity? | | |

| Indicator of risk or harm | Factors to be considered | Concern Yes/No | Comments |
|---|---|---|---|
| **The misuse of substances or alcohol as a disinhibitor** | The child or young person may be unaware or reluctant to acknowledge that alcohol or substances may be offered to facilitate sexual activity with them.<br>The young person's own behaviour in misusing substances or alcohol may place the young person at increased risk of harm, as they may be unable to give informed consent. | | |
| **Secrecy** | Has the sexual partner attempted to secure secrecy beyond what might be considered usual in a normal teenage relationship? Advice may need to be sought from a sexual health expert. | | |
| **Power imbalance** | Is the relationship reasonably equal and consensual? Power imbalances can occur in many different forms including threats and aggression.<br>Is there an age differential greater than 3 years? | | |
| **Disability impeding choice** | Disabled children and young people are more likely to be abused than non-disabled children. However, disabled children and young people have a right to a private life, which should be respected. The Sexual Offences Act provides an offence of sexual activity against persons with a mental disorder impending choice. | | |