



DURLSTON
PREP & SENIOR SCHOOL

**6.4 CHILD PROTECTION (SAFEGUARDING) AND STAFF BEHAVIOUR
POLICY**

including the Early Years Foundation Stage

1.1 Key Contact Details

School Name	Durlston Court School Main switchboard: 01425 610010
Headmaster	Mr. Richard May Tel: 01425 610010
Designated Safeguarding Lead	Mr. Richard May, Head Master Tel: 01425 610010
Deputy Designated Safeguarding Lead	Mrs. Julia Gill, Deputy Head Tel: 01425 610010
Deputy Designated Safeguarding Lead	Mr. Darren Collard, Head of Senior School Tel: 01425 610010
Deputy Designated Safeguarding Lead	Mrs. Gilly Smith, Head of Pre-Prep Tel: 01425 610010

Designated Governor for Safeguarding & Child Protection	Mr. Paul Etheridge Tel: 01425 610010 (c/o Durlston Court School)
Local Authority Designated Officer	Mr. Mark Blackwell Tel: 01962 876364 childprotection@hants.gov.uk
Lymington Police Station	Southampton Road, Lymington, SO41 9GH Tel: 0845 045 4545
Hampshire Prevent Team	Prevent.engagement@hampshire.pnn.police.uk
DfE Prevent helpline & mailbox	020 7340 7264 counter-extremism@education.gsi.gov.uk
Independent Schools Inspectorate	020 7600 0100 www.isi.net
Date Prepared – 1/9/18 Date reviewed – 10/9/18 Date approved – 23/11/18 Date prepared and published – 14 October 2019 Date approved – November 2019 Date prepared for review – September 2020 Date approved by Governors and published – November 2020 Date reviewed and prepared – 1 st Sep 2021 Date reviewed and prepared – 1 st Sep 2022	

1.2 Policy statement

Safeguarding determines the actions that we take to keep children safe and protect them from harm in all aspects of their school life, ensuring that children receive safe and effective care and undertaking that role so as to enable those children to enter adulthood successfully. We recognise that it is our duty to consider the best interests of the child at all times, and take action to ensure

children have the best outcomes, and that our approach is child-centred at all times. Our culture is one of safety, equality and protection.

Durlston Court, as a school, is committed to safeguarding and promoting the welfare of all our pupils. The actions that we take to prevent harm; to promote wellbeing; to create safe environments; to educate on rights, respect and responsibilities; to respond to specific issues and vulnerabilities all form part of the safeguarding responsibilities of the school.

1.3 Policy aims

- To afford protection for all pupils
 - To provide all staff with the necessary information to enable them to meet their safeguarding and child protection responsibilities
 - To promote a culture which enables staff to provide a safe environment in which children can learn and makes the school a safer place to learn and live
- To ensure consistent good practice across the school

1.4 Policy principles

- The School's responsibility to safeguard and promote the welfare of children is of paramount importance
- Children who are safe and feel safe are better equipped to learn
- Durlston Court is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and Governors to share this commitment
- If a member of staff has any concerns about a child (but there is no risk of immediate harm), the DSL must be informed and they will decide what action to take. All staff should be prepared to identify children who may benefit from early help. If early help is appropriate, the DSL will liaise with other agencies as appropriate.
- Policies will be reviewed at least annually unless an incident or new legislation or guidance suggests the need for an interim review
- If, at any point, a child is suffering or at risk of suffering serious harm, a referral will be made to Children's Social Care immediately, and if a crime may have been committed, the police will be informed at the outset. Anybody can make a referral. If the child's situation does not appear to be improving, any staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some stage
- All staff members will maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the best interests of the child
- If staff have any concerns about a child's welfare, they should act on them immediately. This would usually mean following the school's child protection policy and speaking to the DSL.

- Options will then include:
 - o Managing any support for the child internally via the school's or college's own pastoral support processes;
 - o An early help assessment;
 - o A referral for statutory services
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- We acknowledge that working in partnership with other agencies protects children and reduces risk and so we will engage in partnership working throughout the child protection process to safeguard children. We recognise that everyone who comes into contact with children has a role to play in identifying concerns, sharing information and taking prompt action.
- Children with special educational needs and disabilities can face additional safeguarding challenges, such as communication barriers and staff missing indicators of possible abuse. Staff must recognize this increased vulnerability when dealing with children with special educational needs.
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm at home, in the community or in school. Pupils and staff involved in child protection issues will receive appropriate support

The procedures in this policy apply to all staff, volunteers and Governors and are consistent with those of Hampshire Safeguarding Children Partnership (HSCP) and have regard to guidance issued by the Department for Education and the following publications

1.5 DEFINITIONS

Within this document:

Safeguarding – and promoting the welfare of children is defined as: protecting children from maltreatment; preventing impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

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

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

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

Child in need – is defined under the Children Act, 1989, as 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. LA are required to provide services for CiN for the purposes of S/G and promoting their welfare.

Children suffering or likely to suffer harm – Las with help of other organisations, have a duty to make enquiries under Section 47 if they have reasonable cause to suspect that a child is suffering or is likely to suffer significant harm. Action to S/G and promote the child's welfare must be undertaken if there are concerns about maltreatment, FGM or HBV and extra familial threats e.g. radicalisation or sexual exploitation.

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

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

The DfE guidance to which schools must have regard is:

- [Keeping Children Safe in Education](#) (September 2022) (KCSIE)
- KCSIE incorporates the additional statutory guidance, [Disqualification under the Childcare Act 2006](#) (September 2018)
- KCSIE also refers to the non-statutory advice for practitioners: [What to do if you're worried a child is being abused](#) (March 2015)
- [Working Together to Safeguard Children](#) (September 2018) (WT)
- WT refers to the non-statutory but important advice: [Information sharing](#) (2018)
- [Prevent Duty Guidance: for England and Wales](#) (July 2015) (Prevent). Prevent is supplemented by non-statutory advice and a briefing note:
- [The Prevent duty: Departmental advice for schools and childminders](#) (June 2015)
- [The use of social media for on-line radicalisation](#) (July 2015)
- [Sexual Violence and Sexual Harassment between children in schools and colleges](#) (Sep 2021)

PLEASE NOTE: ANYONE CAN MAKE A REFERRAL

Concerns regarding the welfare of any child should be acted on immediately. If the DSL or any of the Deputy DSLs are not available – members of the SLT or an approach to Children's Social Care should be considered. Any action taken should be shared with DSL or Deputy as soon as possible.

This policy has been authorised by the Governors, is addressed to all members of staff and volunteers, is available to parents on request and is published on the School website. This policy can be made available in large print or other accessible format if required. It applies wherever staff or volunteers are working with pupils even where this is away from the School, for example at an activity centre or on an educational visit. It also applies to the Early Years Foundation Stage (EYFS) provision.

Every pupil should feel safe and protected from any form of abuse which, in this policy, covers any kind of neglect, non-accidental physical injury, sexual exploitation or emotional ill treatment. We will endeavour to safeguard children and young people by:

- always acting in their best interests
- valuing them, listening to and respecting them
- involving them in decisions which affect them
- never tolerating bullying, homophobic behaviour, racism, sexism or any other forms of discrimination, including through use of technology

CONTACTS

Hampshire Children's Services

Tel: 0300 555 1384

Email: childrens.services@hants.gov.uk

Address: Children's Services Dept. Hampshire CC, Elizabeth II Court East, The Castle, Winchester, SO23 8UG

Hampshire Children's Services - Out of hours (between 5pm and 9.00am)

Tel: 0300 555 1373

Hampshire LADO (for allegations against a person in a position of trust):

Tel: 01962 876364 (Mark Blackwell).

Email: child.protection@hants.gov.uk

Office of the Children's Commissioner for England

Tel: 020 7783 8330

Address: Sanctuary Buildings, 20 Great Smith Street, London, SW1P 3BT.

Website: www.childrenscommissioner.gov.uk

Hampshire Police

Tel: 101 (call 999 in an emergency).

Hampshire Prevent team For concerns about pupils at risk of radicalisation/extremism:

Email: prevent.engagement@hampshire.pnn.police.uk

DfE dedicated telephone helpline and mailbox: (non-emergency advice for staff and governors)

Tel: 020 7340 7264

Email: counter-extremism@education.gsi.gov.uk

Anti-terrorism hotline

Tel: 0800 789 321

NSPCC Whistleblowing helpline (for concerns that Durlston Court is not discharging its child protection duties effectively):

Tel: 0800 028 0285 - line is available from 8:00 AM to 8:00 PM, Monday to Friday

Email: help@nspcc.org.uk

Address: Weston House, 42 Curtain Road, London, EC2A 3NH

Teaching Regulation Agency

Tel: 0207 5935393

Email: misconduct.teacher@education.gov.uk

Address: 53-55 Butts Road, Earlsdon Park, Coventry, CV1 3BH

1.6 The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The School will take all reasonable measures to:

- ensure that we practise Safer Recruitment in checking the suitability of staff and volunteers (including staff employed by another organisation) to work with children and young people in accordance with the guidance given in *Keeping Children Safe in Education 2022* and the Education (Independent School Standards) (England) Regulations 2015 as amended
- ensure that we carry out all necessary checks on the suitability of people who serve on the School's governing body in accordance with the above regulations and guidance given in *Keeping Children Safe in Education 2022*
- ensure that where the School ceases to use the services of any person (whether employed, contracted, a volunteer or student) because that person was considered unsuitable to work with children, a prompt and detailed report is made to the Disclosure and Barring Service (DBS) within one month
- ensure that where staff from another organisation are working with our pupils on another site, we have received assurances that appropriate child protection checks and procedures apply to those staff
- follow the local inter-agency procedures of the Hampshire Safeguarding Children Partnership
- protect each pupil from any form of abuse, whether from an adult or another pupil
- be alert to signs of abuse both in the School and from outside
- deal appropriately with every suspicion or complaint of abuse
- design and operate procedures which promote this policy

- design and operate procedures which, so far as possible, ensure that teachers and others who are innocent are not prejudiced by false allegations
- support children who have been abused in accordance with his / her agreed child protection plan
- support any statutory assessments made by social workers
- ensure that referral the situation does not improve, take steps to follow local escalation procedures
- be alert to the medical needs of children with medical conditions
- operate robust and sensible health and safety procedures
- take all practicable steps to ensure that School premises are as secure as circumstances permit
- operate clear and supportive policies on drugs, alcohol and substance misuse
- consider and develop procedures to deal with any other safeguarding issues which may be specific to individual children in our School or in our local area
- have regard to guidance issued by the Secretary of State for Education (**DfE**) in accordance with section 157 of the Education Act 2002, Working Together to Safeguard Children (Inter-agency working) 2015, Disqualification under the Childcare Act 2006 (by association), 'Prevent' Counter-Terrorism and Security Act 2015 and associated regulations.
- ensure staff attend 'Prevent' training in respect of radicalisation and extremist behaviour and by assessing the risk of our pupils being drawn into terrorism.
- ensure staff are made aware of e-safety and are kept updated on related issues.
- ensure that pupils are familiar with safeguarding through assemblies and pastoral processes.
- Identify children who may be vulnerable to FGM and know what to do when they are identified.
- Be prepared to share information when appropriate as it helps identify and tackle abuse and neglect.

2. Child Protection Procedures

These procedures should be read in conjunction with 'Keeping Children Safe in Education, Part One: Information for all School and College Staff' 2022, and Annex B for those working directly with children..

2.1 What is Child Protection?

Child protection is one very important aspect of safeguarding. It refers to the activity which is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

2.2 What is significant harm?

The Children Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention by statutory agencies in family life in the best interests of children. There

are no absolute criteria on which to rely when judging what constitutes significant harm. Sometimes it might be a single traumatic event but more often it is a compilation of significant events which damage the child's physical and psychological development. Decisions about significant harm are complex and in each case require discussion with the statutory agencies: Children's Social Care and Police.

2.3 Purpose of these procedures

These procedures explain what action should be taken if there are concerns that a child is or might be suffering harm. A 'child' is a person under 18 years.

2.4 EARLY HELP

"Early help" means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

Sometimes it can be difficult to know when a problem can be dealt with by the school or whether other agencies should be brought in. The school's first port of call is the Hampshire Threshold Tool. This helps the school identify issues at an early stage and make sure that families receive the right support at the right time which will hopefully stop problems from escalating. This tool helps us set goals with the family, track progress and decide when a common assessment, or referral to Children's Services, is needed.

If the school and family agree that help from other agencies is the best way forward, it is best to start with the Common Assessment process. The Threshold tool can be found in the Child Protection file.

Any child may benefit from early help. All staff should be prepared to identify children who may benefit from Early Help, and all schools should be alert to the potential need for early help for a child who:

- Is disabled and has specific additional needs
- Has SEN (whether or not they have an EHCP)
- Has a mental health need
- Is a young carer
- Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- Is frequently missing/goes missing from care or from home
- Is at risk of modern slavery, trafficking or exploitation
- Is at risk of being radicalised or exploited
- Has a family member in prison or is affected by parental offending
- Is in a family circumstance presenting challenges for the child, e.g. adult mental health issues, drug and alcohol misuse and domestic abuse
- Is misusing drugs or alcohol

- Has returned home to family from care
- Is at risk of “honour” based abuse such as FGM or Forced marriage
- Is a privately fostered child
- Is persistently absent from education, including persistent absences for part of the school day

2.5 Responsibilities and roles

- All adults in the school have an individual responsibility to safeguard and promote the welfare of children by taking appropriate action. This includes taking action where there are child protection concerns.
- Governing bodies are accountable for ensuring their school has an effective child protection policy which should be reviewed annually and available publicly, such as on the school website. Because Durlston has charitable status, Charity Commission guidance on safeguarding children should be followed/
- The statutory safeguarding guidance for schools: ‘Keeping Children Safe in Education 2022(KCSiE) states that all schools and colleges should have ‘a senior board level (or equivalent) lead to take leadership responsibility’ for safeguarding.
- All adults have access to a copy of the KCSiE 2022 Part 1 including Annex B (which must be read by all adults working directly with our children) booklet. Updates to the KCSiE documentation will be shared with all adults via school email, staff briefing and appropriate meetings, and staff will be quizzed on KCSiE at regular staff meetings.

The person who takes leadership responsibility for safeguarding on the governing body of this school is: Mr **Paul Etheridge** as Chair of the Risk Committee.

2.6 This school has a Designated Safeguarding Lead (DSL).

This is the person who takes lead responsibility for safeguarding. Any concerns about children should be discussed with / reported to the DSL who will decide what action to take including referring to Children’s Social Care or Police as appropriate. More information about the DSL role can be found in Annex C of Keeping Children Safe in Education 2022.

The Designated Safeguarding Lead in this school is: Mr **Richard May**

The school also has three Deputy Safeguarding Leads.

The Deputy Safeguarding Lead in Senior School is: Mr **Darren Collard**

The Deputy Safeguarding Lead in Middle School is: Mrs **Julia Gill**

The Deputy Safeguarding Lead for the EYFS and Pre-Prep is: **Mrs Gilly Smith**

2.7 Safeguarding Guides

The DfE guidance to which schools must have regard is:

- [Keeping Children Safe in Education](#) (September 2022) (KCSiE)
- KCSiE incorporates the additional statutory guidance, [Disqualification under the Childcare Act 2006](#) (September 2018)

- KCSIE also refers to the non-statutory advice for practitioners: [What to do if you're worried a child is being abused](#) (March 2015)
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- [The Prevent duty: Departmental advice for schools and childminders](#) (June 2015)
- [The use of social media for on-line radicalisation](#) (July 2015)

3. Designated Safeguarding Lead

3.1 The School has appointed a designated senior person with the necessary status and authority (**Designated Safeguarding Lead**) to be responsible for matters relating to child protection and welfare. This designated person at the School is the Head Mr Richard May. The DSL and Deputy DSLs will provide support to staff to carry out their safeguarding duties, and will liaise closely with other services such as children's social care. Parents are welcome to approach the Designated Safeguarding Lead if they have any concerns about the welfare of any child in the school, whether these concerns relate to their own child or any other. If preferred, parents may discuss concerns in private with the child's form teacher who will notify the Designated Safeguarding Lead in accordance with these procedures.

3.2 The main responsibilities of the Designated Safeguarding Lead are:

- to be the first point of contact for parents, pupils, teaching and non-teaching staff and external agencies in all matters of child protection
- to present a calm and efficient disposition in a crisis, to follow procedures accurately and make informed decisions;
- to listen objectively, actively and non-judgementally, to write clear, full and informative reports for external agencies, senior managers, governors and external agencies
- To be available in school hours for staff to discuss any S/G concerns
- To undergo training at least every two years
- to understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements, such as early help assessments
- to co-ordinate the child protection procedures in the School
- to maintain an on-going training programme for all School employees and governors.
- If early help is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. (Staff may be required to support other agencies and professionals in an early help assessment. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services if the child's situation is not improving or is, indeed, getting worse

- to keep and maintain records of staff and governor training on child protection and Safer Recruitment procedures
 - to oversee online safety within the school
 - to ensure staff and governors sign to indicate that they have read and understand this policy
 - to monitor the keeping, confidentiality and storage of records in relation to child protection
 - to liaise with the local authority designated officer (LADO) to keep parents informed of action to be taken under these procedures in relation to their child in accordance with Section 15, "Informing parents".
 - Ensure the school's child protection policy is reviewed annually.
 - Refer cases of suspected abuse to the local authority children's social care as required, and the police where appropriate, in a timely manner avoiding any delay that could place the child at more risk.
 - Support staff who make referrals to local authority children's social care
 - Refer cases to the Channel programme where there is a radicalisation concern as required
 - Support staff who make referrals to the Channel programme
 - Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required
 - Refer cases where a crime may have been committed to the police as required.
 - Record in writing all concerns, discussions, decisions made and reasons for these decisions.
 - Liaise with the three safeguarding partners (LA, CCG, Police) and work with other agencies in line with WTTSC. The three safeguarding partners should make arrangements to allow Durlston to be fully engaged, involved and included in safeguarding arrangements. Being named means that it is Durlston's statutory duty to co-operate with the published arrangements.
 - Assist the Governing Body in fulfilling their safeguarding responsibilities set out in legislation and statutory guidance
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- Attend appropriate training and demonstrate evidence of continuing professional development to carry out the role.
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- Ensure every member of staff knows who the DSL and the Deputy are, have an awareness of the DSL role and know how to contact them.
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- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns about a child to the DSL and concerns about an adult to the Headteacher.

- Ensure whole school training occurs regularly with at least annual updates so that staff and volunteers can fulfil their responsibilities knowledgeably.
- Ensure any members of staff joining the school outside of the agreed training schedule receive induction prior to commencement of their duties
- Keep records of child protection concerns securely and separately from the main pupil file and use these records to assess the likelihood of risk
- Ensure that safeguarding records are transferred accordingly (separate from pupil files) and in a timely fashion when a child transfers school
- Ensure that where a pupil transfers school and is on a child protection plan or is a child looked after, their information is passed to the new school immediately and that the child's social worker is informed. Consideration is given to a transition meeting prior to moving if the case is complex or on-going.
- Be aware of the training opportunities and briefings provided by HSCP to ensure staff are aware of the latest local guidance on safeguarding
- Develop, implement and review procedures in the school that enable the identification and reporting of all cases, or suspected cases, of abuse
 - Meet any other expectations set out for DSLs in KCSiE 2022
 - to monitor records of pupils in the School who are subject to a child protection plan to ensure that this is maintained and updated as notification is received to liaise with other professionals to ensure that children who are subject to child protection plans are monitored where appropriate, to take part in child protection conferences or reviews and
 - to inform Social Care in writing when a child who is subject to a child protection plan moves to another school and to inform the new school of the child protection plan as advised by social services.
 - to take overall responsibility for online safety in the school

3.3 The Designated Safeguarding Lead for the School site (including EYFS) is Mr Richard May - Headmaster, who may be contacted on 01425 610010. He will:

advise and act upon all suspicion, belief and evidence of abuse reported to him. If the Head is the subject of a complaint the staff member should consult with the Chair of Governors Mr Chandra Ashfield or in his absence, the Vice Chair of Governor, Mr Colin Lewis, without notifying the Head first and liaise with social services and other agencies on behalf of the School.

3.4 If the Designated Safeguarding Lead is unavailable his duties will be carried out by one of the Deputy Designated Safeguarding Leads who has received appropriate training. The Deputy Designated Safeguarding Leads Mrs Julia Gill, Mr Darren Collard and Mrs Gilly Smith, who may be contacted on 01425 610010.

The DSLs need to ensure that children are safeguarded from potentially harmful and inappropriate online material. Please see e-safety policy.

Training

- The Designated Safeguarding Lead and the Deputy Designated Safeguarding Leads have undertaken DSL Safeguarding Children training and will attend refresher training at least at two-yearly intervals.
- The whole staff body undertakes online training every year and receives updates at the first meeting of the year on new KCSIE developments and other issues.
- The KCSIE Part 1 and Annex B are given to staff to read at the start of each year. All teaching staff and school leaders need to read Annex B (KCSIE 2022). Support staff should read Part One and/or Annex A (KCSIE 2022).
- Staff are provided with safeguarding information on a regular basis through the weekly briefing notes that are sent to all staff.
- Staff are given updates if particular issues are deemed to be of significance. E.g. after Online safety breach in 2018, staff were given extra training on aspects of online safety.

4. Abuse

What is child abuse?

“Children may be vulnerable to neglect and abuse or exploitation from within their family and from individuals they come across in their day-to-day lives. These threats can take a variety of different forms, including: sexual, physical and emotional abuse; neglect; exploitation by criminal gangs and organised crime groups; trafficking; online abuse; sexual exploitation and the influences of extremism leading to radicalisation. Whatever the form of abuse or neglect, practitioners should put the needs of children first when determining what action to take.”

Working Together to Safeguard Children (2018).

4.1 It is generally accepted that there are four main forms of abuse.

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing the ill treatment of others. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can

take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

i. Physical abuse

Physical abuse is a form of abuse which 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. Physical abuse, as well as being a result of an act of commission (doing something), can also be caused through omission or the failure to act to protect.

ii Emotional abuse

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

iii Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education. **All** staff should be aware that children can abuse other children (often referred to as child on child abuse). This is covered in Section 7, but staff should be aware that it can involve sexual abuse.

iv Neglect

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

may involve a parent or carer failing to provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-takers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

This list is not exhaustive.

5. Signs of abuse

5.1 It is accepted that in all forms of abuse there are elements of emotional abuse, and that some children are subjected to more than one form of abuse at any one time. It should also be noted that children with special educational needs and disabilities can face additional safeguarding challenges (see section 20). These four definitions do not minimise other forms of maltreatment. In most cases multiple issues will overlap with one another.

In essence, 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. Abuse can take place wholly online or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Recognising child abuse – signs and symptoms

5.2 Recognising child abuse is not easy, and it is not your responsibility to decide whether or not child abuse has taken place or if a child is at significant risk. You do, however, have a clear individual responsibility to act if you have a concern about a child's welfare or safety or if a child talks about abuse. You also need to maintain an attitude of 'it could happen here' and always act in the best interests of the child.

The following information is not designed to turn you into an expert but it will help you to be more alert to the signs of possible abuse. The examples below are not meant to form an exhaustive list; and you may find it helpful to refer to Government advice 'What to do if you are worried about a child being abused' (2015)

All staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. If staff are unsure, they should speak to a DSL. All school staff should also be aware that abuse, neglect and safeguarding issues are rarely stand alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another. All staff should also be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and can occur between children outside of these environments. All staff should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation and serious youth violence. (See Section 18).

i. Physical abuse

Physical abuse is a form of abuse which 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. Most children will collect cuts and bruises in their daily lives. These are likely to be in places where there are bony parts of the body, like elbows, knees and shins. Some children, however, will have bruising which can almost only have been caused non-accidentally. An important indicator of physical abuse is where bruises or injuries are unexplained or the explanation does not fit the injury or there are differing explanations. A delay in seeking medical treatment for a child when it is obviously necessary is also a cause for concern. Bruising may be more or less noticeable on children with different skin tones or from different racial groups and specialist advice may need to be taken. Patterns of bruising that are suggestive of physical child abuse include:

- bruising in children who are not independently mobile
- bruises that are seen away from bony prominences
- bruises to the face, back, stomach, arms, buttocks, ears and hands
- multiple bruises in clusters
- multiple bruises of uniform shape
- bruises that carry the imprint of an implement used, hand marks or fingertips

Although bruising is the commonest injury in physical abuse, fatal non-accidental head injury and non-accidental fractures can occur without bruising. Any child who has unexplained signs of pain or illness should be seen promptly by a doctor.

Other physical signs of abuse may include:

- cigarette burns
- adult bite marks
- broken bones
- scalds

Changes in behaviour which can also indicate physical abuse:

- fear of parents being approached for an explanation
- aggressive behaviour or severe temper outbursts
- flinching when approached or touched
- reluctance to get changed, for example wearing long sleeves in hot weather
- running away from home

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

ii. Emotional abuse

This is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them

or making fun of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capacity as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying) causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse can be difficult to measure, and often children who appear well cared for may be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers. Children who live in households where there is domestic violence can often suffer emotional abuse. Emotional abuse can also take the form of children not being allowed to mix/play with other children.

The physical signs of emotional abuse may include:

- a failure to thrive or grow, particularly if the child puts on weight in other circumstances, e.g. in hospital or away from parents' care
- sudden speech disorders
- developmental delay, either in terms of physical or emotional progress.

Changes in behaviour which can also indicate emotional abuse include:

- neurotic behaviour, e.g. sulking, hair twisting, rocking being unable to play
- fear of making mistakes
- self-harm
- fear of parents being approached.

iii. Sexual abuse

This 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 (e.g. rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse. Sexual abuse is not solely perpetrated by adult males. Women, and other children, can also commit acts of sexual abuse. The sexual abuse of children by other children is also referred to as peer on peer abuse.

Adults who use children to meet their own sexual needs abuse both girls and boys of all ages, including infants and toddlers. It is important to remember that children can be abused by other children.

Usually, in cases of sexual abuse it is the child's behaviour which may cause you to become concerned, although physical signs can also be present. In all cases, children who talk about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously and appropriate action taken promptly.

The physical signs of sexual abuse may include:

- pain or itching in the genital/anal areas
- bruising or bleeding near genital/anal areas
- sexually transmitted disease
- vaginal discharge or infection
- stomach pains
- discomfort when walking or sitting down
- pregnancy.

Changes in behaviour which can also indicate sexual abuse include:

- sudden or unexplained changes in behaviour, e.g. becoming aggressive or withdrawn
- fear of being left with a specific person or group of people
- having nightmares
- running away from home
- sexual knowledge which is beyond their age or developmental level
- sexual drawings or language
- bedwetting
- eating problems such as overeating or anorexia
- self-harm or mutilation, sometimes leading to suicide attempts
- saying they have secrets they cannot tell anyone about
- substance or drug abuse
- suddenly having unexplained sources of money
- not being allowed to have friends (particularly in adolescence) acting in a sexually explicit way towards adults

Sexual exploitation is seen as a separate category of sexual abuse. **Signs of child sexual exploitation include the child or young person:**

- going missing for periods of time or regularly returning home late.
- skipping school or being disruptive in class.
- appearing with unexplained gifts or possessions that can't be accounted for.
- experiencing health problems that may indicate a sexually transmitted infection

iv. Neglect

This 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. This can occur during pregnancy through, for example, substance abuse. Once born, it can involve a parent or carer

failing to: provide adequate food, clothing and shelter, protect a child from physical and emotional harm or danger, ensure adequate supervision or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to a child's basic emotional needs.

Neglect can be a difficult form of abuse to recognise, yet have some of the most lasting and damaging effects on children.

The physical signs of neglect may include:

- constant hunger, sometimes stealing food from other children
- being constantly dirty or smelly
- loss of weight, or being constantly underweight
- inappropriate dress for the conditions.

Changes in behaviour which can also indicate neglect may include:

- complaining of being tired all the time
- not requesting medical assistance and/or failing to attend appointments
- having few friends
- mentioning being left alone or unsupervised

The above list is not meant to be definitive but as a guide to assist you. It is important to remember that many children and young people will exhibit some of these indicators at some time, and the presence of one or more should not be taken as proof that abuse is occurring.

There may well be other reasons for changes in behaviour, such as a death or the birth of a new baby in the family, relationship problems between parents/carers, undiagnosed medical conditions etc.

It is important that adults in school recognise that providing compensatory care might address the immediate and presenting issue but could cover up or inhibit the recognition of neglect in all aspects of a child's life. Compensatory care is defined as 'providing a child or young person, on a regular basis, help or assistance with basic needs with the aim of redressing deficits in parental care'. This might involve, for example, providing each day a substitute set of clothing because those from home are dirty, or showering a child whose personal hygiene or presentation is such that it is affecting his/her interaction with peers. It does not include isolated or irregular support such as giving lunch money or washing a child who has had an 'accident'. If any adult in school finds s/he is regularly attending to one or more aspects of a child's basic needs then this will prompt a discussion with the Designated Safeguarding Lead. The general rule is: the younger the child, the higher the risk in terms of their immediate health. However, serious neglect of older children and adolescents is often overlooked, on the assumption that they have the ability to care for themselves and have made a 'choice' to neglect themselves. Lack of engagement with services should be seen as a potential indicator of neglect.

School staff should be mindful of the above and discuss any concerns with the DSL who will take the appropriate action in accordance with the Hampshire & Isle of Wight Neglect Strategy 2016/2018 on the HSCP website.

v. Domestic abuse

Domestic Abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. The abuse can be, but is not limited to: psychological; physical; sexual; financial and emotional. Children can be victims of domestic abuse. They may see, hear or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of this can have a detrimental and long-term impact on their health, well-being, development and ability to learn.

Operation Encompass helps police and schools work together to provide emotional and practical help to children. Police will inform DSL if they are called to an incident of domestic abuse where a child is involved. Staff need to be aware of following signs as likely indicators of domestic abuse issues:

Signs of domestic abuse

It can be difficult to tell if domestic abuse is happening and those carrying out the abuse can act very different when other people are around. Children and young people might also feel frightened and confused, keeping the abuse to themselves.

Signs that a child has witnessed domestic abuse can include (from NSPCC guidance):

- aggression or bullying
- anti-social behaviour, like vandalism
- anxiety, depression or suicidal thoughts
- attention seeking
- bed-wetting, nightmares or insomnia
- constant or regular sickness, like colds, headaches and mouth ulcers
- drug or alcohol use
- eating disorders
- problems in school or trouble learning
- tantrums
- withdrawal.

Homelessness

This threatens a child's welfare. Referrals should be made to Local Housing Authority. Indicators:

- Household debt
- Rent arrears
- Domestic abuse
- Anti-social behaviour.

Children's social care should be contacted if a child is harmed or is at risk of harm.

6. Forms of abuse linked to culture, faith or belief

6.1 All staff at Durlston will promote mutual respect and tolerance of those with different faiths and beliefs. Some forms of abuse are linked to these and staff should strive to suspend professional

disbelief (i.e. that they 'could not happen here') and to report promptly any concerns to the DSL who will seek further advice from statutory agencies.

6.2 Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) is defined by the World Health Organisation as: 'all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons'. FGM is sometimes also known as female circumcision. Other local terms are: Tahoor, Absum, Halalays, Khitan, Ibi, Sunna, Gudnii, Bondo and Kutairi.

FGM is extremely painful and has serious consequences for physical and mental health. It can also result in death. FGM is considered child abuse in the UK with long lasting consequences and it is illegal to perform. It is also illegal to take a child abroad for FGM even if legal in that country. It has significant long-term physical and emotional consequence for the survivors and it has been estimated that 137,000 girls and women in the UK are affected by this practice, but this is likely to be an underestimation.

FGM is sometimes incorrectly believed to be an Islamic practice. This is not the case and the Islamic Sharia Council, and the Muslim College and the Muslim Council of Britain (MCB), have condemned the practice of FGM.

Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concern about FGM, there is a specific legal duty on teachers. If a teacher in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. (Section 5B of FGM Act 2003). Those failing to report such cases may face disciplinary sanctions. Teachers should not examine pupils.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss any such case with the school or college's DSL and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases or in cases where the woman is 18 or over. In those cases, local S/G procedures should be followed.

FGM is classified into four categories:

- Clitoridectomy: partial or total removal of the clitoris and, in very rare cases, only the prepuce
- Excision: partial or total removal of the clitoris and the labia minora, with or without excision of the labia majora
- Infibulation: narrowing of the vaginal opening through the creation of a covering seal. The seal is formed by cutting and repositioning the inner, or outer, labia, with or without removal of the clitoris
- Other: all other harmful procedures to the female genitalia for non-medical purposes, e.g. pricking, piercing, incising, scraping and cauterizing the genital area

The age at which girls undergo FGM varies enormously according to the community. The procedure may be carried out when the girl is new-born, during childhood or adolescence, just before marriage or during the first pregnancy. However, the majority of cases of FGM are thought to take place between the ages of 5 and 8 and therefore girls within that age bracket are at a higher risk.

Free Home Office on-line training in FGM awareness is available at:

www.fgmelearning.co.uk

Further information on FGM is available from the NHS:

FGM — Care and Prevention

If you are concerned that a child may be at risk of FGM:

- In an emergency contact the Police
- Or contact Children's Services on 0300 555 1384

Hampshire Safeguarding Children Partnership (HSCP) has developed information and guidance for professionals including the mandatory reporting duty, which came into effect on 31 October 2015. This duty requires regulated health and social care professionals and teachers in England and Wales to report known cases of FGM in under 18-year-olds to the police. This should still be discussed with the School's DSL and involve Children's Services, as appropriate.

6.3 Breast Ironing

Breast ironing is one of five UN defined 'forgotten crimes against women'. It is a practice whereby the breasts of girls typically aged 8-16 are pounded using tools such as spatulas, grinding stones, hot stones, and hammers to delay the appearance of puberty.

Breast ironing is often carried out by the girl's mother with the belief that she is:

- Protecting her daughter from sexual harassment and / or rape
- Preventing the risk of early pregnancy by "removing" signs of puberty
- Preventing her daughter from being forced into marriage, so she will have the opportunity to continue with her education

Breast ironing is a cultural custom originating in Cameroon, where up to 24% of girls are believed to have experienced it. It is also practiced in other nations such as: Guinea Bissau, Chad, Togo, Benin, Guinea.

However, there are indications that the tradition has now spread to Central and West African Diaspora living within the UK.

- Around 1,000 9—15 year old girls in the UK are currently thought to be at risk of breast ironing
- It is currently unknown how many girls are at risk from breast ironing in Hampshire
- According to a UN report, 58% of perpetrators are the victims' own mothers

Breast ironing is often a well-kept secret between the girl and her mother. This can make it difficult for professionals to identify. Care must be taken to navigate the deep-seated cultural belief and familial sensitivity of this practice. Many girls will not disclose that they are a victim of breast ironing for fear that their mother will get into trouble; or they believe it is being done for their own good.

Some signs that a girl is at risk from breast ironing include:

- Unusual behaviour after an absence from school or college including depression, anxiety, aggression, becoming withdrawn
- Reluctance in undergoing 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

Breast ironing is an extremely painful process for the victim. Contrary to the beliefs of its proponents, breast ironing does not decrease the likelihood of its victims experiencing sexual

violence or becoming sexually active. Many Cameroonian men have been unaware that the practice exists until recently, due to the growth in campaigns to tackle the issue.

The process of breast ironing combined with insufficient aftercare leaves young girls exposed to significant health risks, such as:

- Cysts and lesions
- Breast cancer
- An inability to produce breast milk
- Complete or partial eradication of single or both breasts

There is currently no known research on the effects on the psychological wellbeing of victims.

The practice of breast ironing is not explicitly covered under legislation. However, it is understood by the Government to be physical abuse.

If you are concerned that a child you know is at risk of breast ironing:

- In an emergency contact the Police
- Or contact Children's Services on 0300 555 1384

6.4 Honour Based Abuse

So called "honour-based" abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including FGM, forced marriage and practices such as breast ironing. HBA often used to refer to a collection of practices used predominantly to control the behaviour of women and girls within families or other social groups in order to protect supposed cultural and religious beliefs, values and social norms in the name of 'honour'.

- For example, HBA may be committed against people who:
- Become involved with a boyfriend or girlfriend from a different culture, religion or caste;
- Want to escape an arranged or forced marriage
- Have adopted Westernised dress or take part in activities, which may not be considered traditional within a particular culture

Women and girls are the most common victims of HBA. However, it can also affect men and boys. Crimes committed in the name of honour may include: assaults, disfigurement, versions of sati (burning), sexual assault and rape, forced marriage, dowry abuse, female genital mutilation, kidnap, false imprisonment, stalking. In the most extreme cases, people are killed because their actions are thought to be dishonourable. Honour based crime may not involve violence. It can also include:

- Psychological abuse
- Written or verbal threats
- Abusive phone calls, emails and messages

Victims may also be 'cast out' by their family and community with very little support. This is high risk those who have no access to any money or financial support. Culture teaches victims that they will not survive without their family and community and many victims believe this as they have no life experience (and in many cases are not allowed to gain life experience) to prove this notion false.

The people who commit HBA are usually family members or friends within the same community. It is important to be aware of this dynamic and additional risk factors when deciding what form of S/G action should be taken.

HBA is under-reported because those at risk can feel tied by family or community loyalty or are too distressed to speak out.

Due to the complexity of issues surrounding HBA, it is important for professionals to understand the psychology of the perpetrators. Perpetrators of HBA often use honour as an excuse and try to control a victim in any way possible under the guise of cultural standards. Whole communities make this system work by creating a sense of respect for those who are in control. Failing to control their wives or children may therefore actually confer a feeling of shame on the part of the perpetrator — so the feeling of shame may well be real for the perpetrator.

The perpetrator, to 'save face' threatens or commits acts of violence in order to control their wives/children in order to prove to the community that they are worthy of respect. Mothers can be guilty of the same behaviour against their children for the same reasons — they are culturally conditioned to believe they have failed as a mother if their child is disobedient. Many perpetrators have convinced themselves that they are only doing their duty as a good parent or member of the community.

Signs and Symptoms

- Social relationships have narrowed
- Suspected perpetrator makes all the rules and the victim has no say in his/her own life
- Extreme restrictions on movement and contact with others
- Victim shows signs of fear
- Victim has been injured
- Victim is withdrawn
- Victim may excel in school work or employment as symbols of freedom

5 Best Practice Tips for working with victims of HBA:

- Listen to what the individual is saying about their needs.
- Don't use family members, community leaders, friends, etc. as interpreters.
- Speak to the person alone. They may be influenced by others to say something they don't mean
- Ensure completion of a thorough risk assessment and remember the 'one chance' rule. Many potential victims of forced marriage may only have one chance to speak to a professional before it is too late
- Mediation, reconciliation and family counselling as a response to forced marriage and honour based violence can be extremely dangerous

What to do/ Places to contact

Under UK law, HBA is a breach of the victim's human rights and a form of domestic abuse. If you are concerned that a child you know is at risk of HBA:

- Speak to DSL
- Activate local S/G procedures
- In an emergency contact the Police
- Or contact Children's Services on 0300 555 1384

6.5 Forced marriage

1. Definition

There is a clear difference between a forced marriage and an arranged marriage. In arranged marriages, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the young people. In a forced marriage, one or both spouses do not consent to the arrangement of the marriage and where violence, threats or any other form of coercion is used to cause a person to enter into marriage. Threats can be physical or emotional and psychological. Forced Marriage is an abuse of human rights and, where a child is involved, an abuse of the rights of the child.

Forcing a person into marriage is a crime in England and Wales. Schools can contact the Forced Marriage Unit if advice is needed (020 7008 0151)

Forced marriage involving anyone under the age of 18 constitutes a form of child abuse. A child who is forced into marriage is likely to suffer Significant Harm through physical, sexual or emotional abuse. Forced marriage can have a negative impact on a child's health and development, and can also result in sexual violence including rape. If a child is forced to marry, he or she may be taken abroad for an extended period of time which could amount to child abduction. In addition, a child in such a situation would be absent from school resulting in the loss of educational opportunities, and possibly also future employment opportunities. Even if the child is not taken abroad, they are likely to be taken out of school so as to ensure that they do not talk about their situation with their peers.

Some perpetrators use perceived cultural practices as a way to coerce a person into marriage.

2. Risks

One serious consequence of forced marriage is the increased likelihood of domestic violence and abuse and sexual abuse. Anyone forced into marriage faces an increased risk of rape and sexual abuse as they may not consent, or may not be the legal age to consent to a sexual relationship. This in turn may result in unwanted pregnancies or enforced abortions.

Female Genital Mutilation may also be a factor in cases of forced marriage. See also **Safeguarding Girls and Young Women at Risk of Abuse through Female Genital Mutilation or Breast Ironing Procedure.**

Circumstances can change quickly and increase the risk to the victim and any friends/family members supporting the victim - especially following a disclosure to the police. Perpetrators may respond by moving the victim or bringing forward a forced marriage.

Perpetrators will use controlling and coercive methods to control the victim.

Women, men and younger members of the family can all be involved in perpetrating the abuse. Offences that may be committed include common assault, grievous bodily harm, harassment, false imprisonment, kidnap, threats to kill and murder. There may be instances of child trafficking.

Perpetrators may take victims abroad for the purpose of forced marriage, under the pretext of a family holiday, a wedding or illness of a grandparent/family member.

The risks of emotional abuse through being stigmatised by family wider community are also present; these in turn may lead to serious consequences for the individual in terms of their mental health or self-harming behaviour.

Children are also deprived of the normal range of opportunities and experiences available to their peers when they are pressurised into marriage against their will.

3. Indicators

Warning signs that a child or young person may be at risk of forced marriage or may have been forced to marry may include:

- Extended absences from school/college, truancy, drop in performance, low motivation, excessive parental restriction and control of movements and history of siblings leaving education early to marry;
- A child talking about an upcoming family holiday that they are worried about, fears that they will be taken out of education and kept abroad;
- Pupils may present with a sudden decline in their performance, aspirations or motivation
- Evidence of self-harm, treatment for depression, attempted suicide, social isolation, eating disorders or substance abuse;
- Evidence of family disputes/conflict or domestic abuse;
- Unreasonable restrictions such as being kept at home by their parents ('house arrest') or being unable to complete their education;
- A child being in conflict with their parents;
- A child going missing/running away A child always being accompanied including to school and doctors' appointments;
- A child directly disclosing that they are worried s/he will be forced to marry;
- Often accompanied to school;
- Tiredness and fatigue (because complete work late at night);
- Contradictions in the child's account of events.

4. Legal Position

Anyone threatened with forced marriage or forced to marry against their will can apply for Forced Marriage Protection Order. Third parties, such as relatives, friends, voluntary workers and police officers, can also apply for a protection order with the leave of the court. Fifteen county courts deal with applications and make orders to prevent forced marriages. Local authorities can seek a protection order for Adults at Risk and children without leave of the court. Guidance published by the Ministry of Justice explains how local authorities can apply for protection orders and provides information for other agencies.

The Anti-social Behaviour, Crime and Policing Act 2014 made it a criminal offence, with effect from 16 June 2014, to force someone to marry. This includes:

- Taking someone overseas to force them to marry (whether or not the forced marriage takes place);
- Marrying someone who lacks the mental Capacity to consent to the marriage (whether they're pressured to or not).

Breaching a Forced Marriage Protection Order is also now a criminal offence. The civil remedy of obtaining a Forced Marriage Protection Order through the family courts, as set out above, continues to exist alongside the criminal offence, so victims can choose how they wish to be assisted.

Forcing someone to marry can result in a sentence of up to 7 years in prison.

Disobeying a Forced Marriage Protection Order can result in a sentence of up to 5 years in prison.

5. Protection and Action to be Taken

Where the concerns about the welfare and safety of the child or young person are such that a referral to Children's social care should be made. All referrals should be made in accordance with Working Together. These referrals will usually be made to children's social care or the police. The Forced Marriage Unit can also be contacted for advice and help in making the referral.

Practitioners should always consider the need for immediate protection, as disclosure of the forced marriage may be the direct consequence of the impending event. Children's social care will liaise with the police to ensure the safety of the victim and any other family members.

Any child considered to be at risk of a forced marriage will be considered a **Child in Need** and assessed accordingly. Where the child is considered to be at risk of **Significant Harm** and an **Initial Child Protection Conference** is convened, great care must be taken to manage information about the whereabouts of the young person. The social worker and manager must discuss the arrangements with the Conference Chair and consider whether the family should be present or not, or at the same time as the young person, as threats may be made. An interpreter fully independent of the family should be present at all times. For more information see **Working with Interpreters and Others with Special Communication Skills Procedure**.

6. Issues

Allegations of plans and arrangements to force a child to marry will inevitably be divisive for the family and possibly the wider community. Therefore attempts to discuss this with the family could potentially place a child at greater risk. The family should not be approached as the forced marriage may be brought forward.

Children may require support from workers of the same gender and if possible the same cultural background. Where interpreters and translators are used, care must be taken to ensure that they have no connections with the immediate community of the child.

A child arriving in this country for the purposes of a forced marriage or one who has recently married abroad may be extremely isolated and feel threatened and abused. The legal right to remain may be in question and the consequences of returning home may also be very serious.

Professionals should not:

- Underestimate the potential risk of harm;
- Speak to the child on the telephone (to ascertain if they are being held against their will) - the family may be present or it may be a different person speaking on the telephone;
- Approach or inform the child's family, friends or members of the community that the victim has sought help as this is likely to increase the risk to the victim significantly;
- Share information outside child protection information-sharing protocols without the express consent of the child;
- Attempt to be a mediator. This has in the past resulted in the victim being removed from the country and not traced /or murdered.

7. Allegations made by children about other children, including CHILD on CHILD abuse

All staff should be aware that children can abuse other children (often referred to as child on child abuse) and should be clear on the school's policy and procedures with regards to this element of safeguarding. When dealing with disclosures regarding peer-on-peer abuse, staff should not promise confidentiality, should listen and not be judgemental, don't ask leading questions, take thorough notes and refer on to DSL. Staff should not view or forward illegal images of a child. Durlston will follow DfE guidance on [Searching, Screening And Confiscation](#) and the [UKCCIS sexting advice](#). (Please see sexual behaviour traffic light tool in Annex 5).

Child on child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
 - Abuse within intimate personal relationships between peers
 - sexual violence, such as rape, assault by penetration and sexual assault;
 - sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
 - Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);
 - Causing someone to engage in sexual activity without consent such as forcing someone to strip, touch themselves sexually or to engage in sexual activity with a third party;

- Upskirting – which is a criminal offence – which typically involves taking a picture under a person’s clothing without their permission with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm;
- initiation/hazing type violence and rituals.

Context

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. All staff are advised to maintain an attitude of “it could happen here”.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment as well as their emotional well-being. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and offline (both physically and verbally) and are never acceptable. There does seem to be a gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but all child on child abuse is unacceptable and will be taken seriously and all victims will be offered appropriate support.

Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, adult students and school and college staff are supported and protected as appropriate.

It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.
- To be absolutely clear, there is zero tolerance approach to abuse as any indication that such behaviours as banter, growing up etc can lead to a culture of unacceptable behaviour and an unsafe environment for children.

What is Sexual violence and sexual harassment?

Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way and that it can happen both inside and outside school. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

Causing someone to engage in sexual activity without consent: A person (A) commits an offence if s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity and A does not reasonably believe that B consents e.g. forcing someone to strip

What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline, both inside and outside school. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- Upskirting
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - non-consensual sharing of sexual images and videos (taking and sharing nude photos of U18 is a criminal offence);
 - sharing of unwanted explicit content

- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media; and
- sexual exploitation; coercion and threats
- coercing others into sharing images of themselves or performing acts they're not comfortable with online.

Upskirting

The Voyeurism (Offences) Act aka the Upskirting Act, came into force on 12 April 2019. Upskirting is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and/or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender can be a victim.

Response to a report of sexual violence or sexual harassment

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. There should be no reference to any time lapse in reporting an alleged incident.

If staff have a concern about a child or a child makes a report to them, they should follow the referral process of the school. Refer to DSL for advice.

When there has been a report of sexual violence, the DSL should undertake a risk assessment; if sexual harassment, then it should be done on a case by case basis.

Harmful Sexual Behaviour (HSB)

Children's sexual behaviour exists on a wide continuum. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. HSB can occur online and/or face to face and can occur simultaneously between the two. When considering HSB, both ages and the stages of development of the children are critical factors. Sexual behaviour between children can be considered harmful if one of the children is much older particularly if there is more than 2 years' difference or if one of the children is pre-pubescent and one is not. However, a younger child can also abuse an older child, especially if the older child is disabled or has a smaller stature.

The school will undertake to minimise the risk of child on child abuse within the school through teaching (PSHE), tutor/pastoral support, ELSA involvement and whole school presentations and assemblies. The school responds to child on child abuse in a variety of ways depending on nature and severity. Additional support can be found in Annex B of KCSIE 2022

7.1 If one pupil causes harm to another, it is not always necessary for it to be dealt with through a referral to Children's Social Care: sexual experimentation within 'normal parameters', bullying and fighting, for example, are not generally seen as child protection issues. All incidents will, however, be taken seriously and abuse will never be tolerated or passed off as "banter", "having a laugh" or "part of growing up". The DfE Advice on Sexual Violence and Sexual Harassment Between Children in Schools and Colleges (2018) may also be considered. Parents/carers will be contacted and action taken as appropriate. All children involved, whether perpetrator or victim, are treated as being "at risk".

7.2 The school or colleges initial response to a report from a child is important. It is essential that all victims are reassured and that they are being taken seriously and that they will be supported and kept safe.

7.3 Schools need to consider the following options for managing a report of sexual violence or sexual harassment;

- Manage internally
- Early Help
- Safeguarding children – referral to children social care

See paragraphs 486-503 in KCSIE 2022 for more detail on these matters.

Report to police – Paras 504 – 526 (KCSIE 2022) are relevant.

7.4 The nature and severity of the allegation or concern will determine whether staff will implement the school's anti-bullying or other school procedures or whether a referral needs to be made to social workers or the Police. The Designated Safeguarding Lead should be consulted if there is any doubt about the right course of action. The local threshold guide should be used to help guide decisions, but a referral should be made when there is reasonable cause to suspect that a child is suffering or likely to suffer "significant harm".

7.5 School response

A school risk assessment will be put in place, preferably by way of a meeting, which includes parents/carers and other professionals when they are involved and will consider;

- The wishes of the victim in terms of how they want to proceed. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support they will be offered
- The nature of the alleged incident , including whether a crime may have been committed.
- The ages of the children involved
- The developmental stages of the children involved
- Any power imbalance between the children
- Is the incident a one off or a sustained pattern of abuse?
- An awareness that SV and SH can take place within intimate personal relationships between peers
- Are there ongoing risks to the victim, other children, school or college staff?

- Contextual safeguarding (see section 17)

All staff should act in the best interests of the child.

The school's "ELSA" Emotional Support Teacher may be involved alongside the Form Tutor, and any appropriate member of staff and/or outside agencies in supporting the victim.

Depending on the circumstances, the Headmaster, Deputy Headmaster and possibly the Governing Body will consider the school's response to the perpetrator and the best way forward.

- there may be delays to a criminal process, but the school should not wait for the outcome before protecting the victim, alleged perpetrator and other children.

There are four likely scenarios for schools to consider when managing reports of sexual violence and/or sexual harassment.

1. Manage internally – one-off incidents may mean that no early help is needed. Internal processes e.g. ELSA could be used.
2. Early Help – no referral to statutory services, but may benefit from Early Help.
3. Referrals to Children's Social Care – when a child has been harmed, is at risk of harm, or is in immediate danger, a referral to local children's social care should be made. Parents/carers are usually informed at this time
4. Report to police – usually in parallel with report to social care. A report of rape, assault by penetration or sexual assault will lead to a referral to the police

Ongoing Response guidance for schools to help safeguard and support victims is available in KCSIE 2022, para.s 454 – 463, and guidance to support alleged perpetrators and children and young people who have displayed harmful sexual behaviour can be found in Para.s 464 - 465 of KCSIE 2022

7.6 A referral to Children's Social Care will be made if a child or young person displays sexually harmful behaviour. This involves one or more children engaging in sexual discussions or acts that are *inappropriate for their age or stage of development*. It is also considered harmful if it involves coercion or threats of violence or if one of the children is much older than the other.

7.7 The process for managing sexually harmful behaviour is as follows: In brief, a multi-agency meeting should be convened by Children's Social Care following a referral and an action plan agreed.

7.8 Staff should be aware of the potential uses of information technology for bullying and abusive behaviour between young people. If there is an online element staff will be mindful of the Searching, Screening and Confiscation: advice for schools (DfE 2018) guidance.

7.9 Youth produced sexual imaging involves images or videos which are indecent or of a sexual nature, generated by children under the age of 18 or of children under the age of 18, shared via a mobile phone, handheld device or website. (see E-safety policy)

Please note: Pupils are not permitted to bring their own devices to school unless they have been granted special permission by the Head e.g. for use in an IT lesson. The member of staff

concerned with teaching this lesson, will then be responsible for overseeing and monitoring the use of the device. It is possible a risk assessment may be used in such circumstances.

7.10 Any incident of youth produced sexual imagery within school will be investigated and the Deputy Head and DSL will be informed at the earliest opportunity. Any evidence of youth produced sexual imagery will be dealt with by the Deputy Head (DSL), Headmaster or Senior member of staff. Such an incident may result in a referral to Children's Social Care, parents and possibly the police if appropriate.

The school takes steps to limit the risk of youth produced sexual imagery in the following ways:

- The school does not allow pupil's personal mobile phones or devices on site without specific permission.
- Any pupil found with a personal mobile device, without permission will have it removed from them for collection by a parent.
- Talks will be given on Online Safety.
- The Computing and PSHE curriculums address issues relating to peer on peer abuse and the use of social media.
- Please also refer to the school's Social Media Policy and the Pupil's Use of ICT and Electronic Devices Policy.

7.11 – Unsubstantiated, unfounded, false or malicious reports; if this happens then the DSL should see whether the child and/or person who made the allegation is in need of help. A referral to LA social care may be necessary. If malicious, then it might be considered whether any disciplinary action is necessary.

7.12 Details on safeguarding and supporting the victim can be found in Para.s 530 – 531 in KCSIE 2022.

7.13 A number of Case Studies are in KCSIE 2022 – Para.s 532 – 541

7.14 Discipline and alleged perpetrators – Teachers can discipline pupils whose conduct falls below the standard expected of them. Disciplinary action can be taken while other investigations by police and LA children's social care are ongoing. This should be determined on a case by case basis and, if necessary, in consultation with police and social care. Taking disciplinary action and providing appropriate support are not mutually exclusive.

7.15 The school should engage with both the victim's and alleged perpetrator's parents when there has been a report of sexual violence. There should be caution about sharing the other child's details with the other family. The meetings are to discuss the safeguarding arrangements with the victim family and arrangements that might affect or impact perpetrator's education.

7.16 Consideration should also be given to supporting children who had witnessed sexual violence, and also to ensure that no bullying of victim or perpetrator or witnesses takes place if a “take sides” culture builds.

7.17 It is important that it is made clear that there is a zero tolerance approach to sexual violence and sexual harassment and that a strong preventative programme, including PSHE, RSE, talks, assemblies etc is put in place which will help create an environment in which all children at school are supportive and respectful of their peers when reports of sexual violence and harassment are made.

7.18 It is also important that we keep our policies, processes and curriculum under constant review to protect our children.

8. Pupils engaging in under-age sexual activity

8.1 Sexual activity where one of the partners is under the age of 16 is illegal, although prosecution of young people who are consenting partners of a similar age is not usual. Designated Safeguarding Leads will exercise professional judgement when deciding whether to refer or take advice from social workers, taking into account such things as any imbalance of power, wide difference in ages or developmental stages etc.

8.2 Where a child is under the age of 13 penetrative sex is classified as rape under the Sexual Offences Act 2003 so must be reported to social workers in every case.

8.3 The inter-agency safeguarding procedures, on the HSCB website, have more information about under-age sexual activity.

8.4 **Consensual or non-consensual sharing of nude and semi-nude images (Youth produced sexual imagery):** making, possessing and distributing sexual photos and videos of under-18's is illegal. The relevant legislation is contained in the Protection of Children Act 1978 (England and Wales) as amended in the Sexual Offences Act 2003 (England and Wales). Schools should have regard for guidance issues by The UK Council for Child Internet Safety (UKCCIS). When an incident involving youth produced sexual imagery comes to a school's attention the following steps should be taken:

- The incident should be referred to the DSL as soon as possible
- The DSL should hold an initial review meeting with appropriate school staff
- There should be subsequent interviews with the young people involved (if appropriate)
- Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm

- At any point in the process if there is concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately

Adults should **not** view youth produced sexual imagery unless there is a good and clear reason to do so. Wherever possible responses to incidents should be based on what the DSL has been told about the content of the imagery. The decision to view imagery should be based on the professional judgement of the DSL and should always comply with the school's child protection policy and procedures. Imagery should never be viewed if the act of viewing will cause significant distress or harm to the pupil. Further details on searching, deleting and confiscating devices can be found in the DfE Searching, Screening and Confiscation advice. This advice highlights that schools have the power to search pupils for devices, search data on devices and delete youth produced sexual imagery.

Viewing youth produced sexual imagery can be distressing for both young people and adults and appropriate emotional support may be required.

If any devices need to be seized and passed onto the police, then the device(s) should be confiscated and the police should be called. The device(s) should be turned off and placed under lock and key until the police are able to come and retrieve it.

9. Child Sexual Exploitation (CSE) /Criminal Exploitation CCE)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (e.g. increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual. Exploitation can be facilitated and/or take place online.

CCE can include children being forced to work in cannabis factories, county lines.

Some of the following can be indicators of CCE:

- unexplained gifts or possessions
- association with other children involved in exploitation
- suffer with changes in emotional well-being
- misuse drugs and alcohol
- go missing for periods of time or come home late on a regular basis

- regularly miss education or do not take part in education

Child Sexual Exploitation

9.1 This form of abuse involves exploitative situations, contexts and relationships where young people receive something (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money, mobile phones) as a result of their performing, and/or another or others performing on them, sexual acts. It can occur through the use of technology without the child's immediate recognition; e.g. being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain.

9.2 Recognition of child sexual exploitation is part of staff training. We note that any child or young person may be at risk of this form of abuse, regardless of family background or other circumstances, and can experience significant harm to physical and mental health.

9.3 Due to the grooming methods used by abusers, it is common for young people not to recognise they are being abused and may feel they are 'in a relationship' and acting voluntarily.

9.4 Any concerns about child sexual exploitation will be discussed with the Designated Safeguarding Lead who will take appropriate action which might include completing a risk assessment form. The form and more detailed local procedures are in the inter-agency safeguarding procedures on the HSCB

9.5 CCE indicators can also be indicators of CSE, plus

- Children who have older boyfriends or girlfriends
- STD sufferers or become pregnant

“County Lines” – is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK using dedicated mobile phone lines or other form of “deal line” – in summary, the exploitation of children through the internal trafficking of young people for the purpose of criminal exploitation.

9.6 Exploitation is an integral part of the county lines model with children and vulnerable adults exploited to move and store drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations, including schools, and are often recruited to move drugs and money between locations. Children can get trapped by such things as “drug debts” and threatened violence against their own families if they attempt to leave the C.L. network.

9.7 “County Lines” is becoming widely recognised and used to describe criminal exploitation of young people using the internal trafficking of young people for the purpose of criminal exploitation. Young people are groomed using the same techniques as above, with them completing a task on behalf of another individual or group of individuals which is of a criminal nature.

Children are “trafficked” as part of the exploitation. They have their transport arranged for them for the purpose of selling drugs, firearms or sex.

9.8 Potential victims can be identified:

- Young people will go missing for extended periods of time,
- missing education and

- moving away from their friendship groups.
- Have their own bank accounts
- Are found in accommodation they have no connection with

9.8 Any concerns about “County Lines” or the involvement/connection of any child to drug abuse, drug trafficking, sex abuse or the selling of firearms, will be discussed with the Designated Safeguarding Lead who will take appropriate action. A referral to the National Referral Mechanism should be considered. Further information may be found in the Home Office document “Criminal Exploitation of children and vulnerable adults: County Lines guidance 2017”.

10. Anti-radicalisation and extremism

- Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. Extremism is defined by HM Government 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; and/or calls for the death of members of our armed forces, whether in this country or overseas’. Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.
- Children are vulnerable to extremist ideology and radicalisation and we recognise that safeguarding against radicalisation and extremism is no different from safeguarding against any other vulnerability.
- Our curriculum promotes respect, tolerance and diversity. Children are encouraged to share their views and to understand that they are entitled to have their own different beliefs which should not be used to influence others.
- We recognise that children with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our pupils with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves.
- However, we understand that radicalisation can occur through many different methods (e.g. social media or the internet) and settings.
- It is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of being radicalised.
- Children are taught about how to stay safe when using the Internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the Internet.
- Staff should be alert to changes in children’s behaviour. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the DSL making a Prevent Review.

- Any concerns about pupils becoming radicalised or being drawn into extremism will be reported to the DSL who will not speak to parents/carers or other family members at this stage but will take prompt advice from the Police. No consent is required for a referral when there are reasonable grounds to believe that a child is at risk of significant harm. Concerns can be discussed with the local Safeguarding Team on 0300 555 1384. Advice is also available from the Action Counter Terrorism (ACT) Hotline 0800 78932, and from Channel or Children's Social Care.
- Hampshire has a Prevent Partnership Board.

Staff and governors at Durlston Court have completed online Prevent training.

Updated information is shared with staff as required.

The Prevent Duty

All schools are subject to a duty under section 26 of the Counter Terrorism and Security Act, 2015 to have "due regard" to the need to prevent people being drawn into terrorism – the Prevent Duty. This should be seen as part of schools' and colleges' wider safeguarding obligations.

Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. Our classrooms and teachers create safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas. The Prevent duty is not intended to limit discussion of these issues. We are, however, mindful of our existing duties to forbid political indoctrination and secure a balanced presentation of political issues.

We teach a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life. We work within the community (Busking, old people's homes, beach cleans etc) which helps promote community cohesion. We also promote fundamental British values as part of broader requirements relating to the quality of education and to promoting the spiritual, moral, social and cultural development of pupils.

Our Early Years Foundation Stage (EYFS) keeps children safe and promotes their welfare, being alert to any safeguarding and child protection issues in the child's life at home or elsewhere (paragraph 3.4 EYFS). The Durlston EYFS focuses on children's personal, social and emotional development: ensuring children learn right from wrong, mix and share with other children and value other's views, know about similarities and differences between themselves and others, and challenge negative attitudes and stereotypes.

Channel

Channel is a voluntary, confidential support programme which provides support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. The school can refer to a multi-agency Channel panel who will suggest or implement appropriate support. The school may send someone to the Channel panel to help with the assessment.

KCSIE 2022 provides a list of support material/agencies (pp 149 – KCSIE Annex B summary).

11. SERIOUS VIOLENCE

All staff should be aware of indicators which may signal that children are at risk from, or are involved with serious crime. E.g. increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs. Likelihood of involvement in serious violence may be increased by factors such as: being male, having been frequently absent or excluded from school; having experienced child maltreatment and been involved in offences such as theft or robbery.

All staff need to be aware of the associated risks and understand the measures in place to manage these. There is advice available in Home Office publications: Serious Violence Strategy: Preventing youth violence and gang involvement and Criminal exploitation of children and vulnerable adults: county lines

12. MENTAL HEALTH

Staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff may use their day to day observations to identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is important for staff to realise that the early experiences of children can impact on mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken; following child protection policy and speaking to a DSL.

Resources to help deal with Mental Health concerns have been produced by DfE and PHE.

At school, the first step for staff who may have concerns is to refer to the ELSA or FEIPS practitioner (Framework of **Enhanced Individual Pastoral Support**). The ELSA or FEIPS may, after discussion with DSLs, suggest referrals to CAMHS or to GP as a way of offering escalated support.

Domestic Abuse

Witnessing incidents of domestic abuse can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

13. Children Missing from Education (CME)

- 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.
- All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school's unauthorised absence and children missing from education procedures.

Attendance at the school is tracked via the registration module on 3SYS and is monitored by the Head on a monthly basis. The Attendance Policy is available to all parents and states the procedures that are followed regarding absence. If absence becomes a cause for concern the school will endeavour to resolve the matter with parents or guardians themselves. If that process fails then Social Services will be contacted.

Where possible, parents should provide at least TWO up-to-date emergency contact numbers for the school MIS. (PASS and 3SYS)

14. Duty of employees, governors and volunteers

i Every employee and governor of the School as well as every volunteer who assists the School is under a general legal duty:

- to protect children from abuse
- to be aware of the School's child protection procedures and to follow them
- to know how to access and implement the procedures, independently if necessary
- to keep a sufficient record of any significant complaint, conversation or event and
- to report any matters of concern to the Designated Safeguarding Lead.

Staff responsibilities

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting put children in danger. Staff have a key role to play in identifying concerns early and in providing help for children, and prevent

concerns from escalating. Teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teachers' Standards 2012). To achieve this they will:

- All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited or neglected and/or they may not recognise the experiences as harmful. This should not prevent staff from having a professional curiosity and speaking to the DSL.
- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to, and can learn. It is important that staff determine how best to build trusted relationships with children and young people that facilitate communication.
- Ensure children know that there are adults in the school who they can approach if they are worried or have concerns.
- Plan opportunities within the curriculum for children to develop the skills they need to recognise, assess and manage risk appropriately and keep themselves safe.
- Attend training in order to be aware of and alert to the signs of abuse.
- Maintain an attitude of "it could happen here" with regards to safeguarding.
- Record their concerns if they are worried that a child is being abused and report these to the DSL as soon as practical that day. If the DSL is not contactable immediately a DDSL should be informed i.e. should follow the referral process set out in KCSIE 2022, paras 51-67 or follow flowchart on P.22 of KCSIE 2022.
- Staff should be aware of what to do if a child tells them that he/she is being abused
- Be prepared to refer directly to social care, and the police if appropriate, if there is a risk of significant harm and the DSL or DDSL is not available. To do this, staff need to be aware of the process for making referrals to children's social care and for statutory assessments under the 1989 Children's Act (especially Sections 17 and 47) that may follow a referral, along with the role they might be expected to play in such a referral.
- Follow the allegations procedures (Section 14 – Procedures) if the disclosure is an allegation against a member of staff.
- Follow the procedures set out by the HSCP and take account of guidance issued by the DfE.
- Support pupils in line with their child protection plan.
- Treat information with confidentiality but never promising to "keep a secret".
- Notify the DSL or DDSL of any child on a child protection plan or child in need plan who has unexplained absence.
- Have an understanding of Early Help, their role in it, and be prepared to identify and support children who may benefit from early help.
- Liaise with other agencies that support pupils and provide early help.
- Ensure they know who the DSL and DDSL are and know how to contact them.
- Have an awareness of the Child Protection Policy, the Behaviour Policy, the Staff Behaviour Policy (or Code of Conduct), procedures relating to the safeguarding response for children who go missing from education and the role of the DSL.
- They should not assume that a colleague or another professional will take action and share information that might be critical in keeping children safe.
- They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision.
- If in doubt about sharing, staff should talk to DSL but fears of sharing must not stand in the way of the need to promote the welfare and protect the safety of, the children.

Senior Leadership Team responsibilities:

- Contribute to inter-agency working in line with Working Together to Safeguard Children 2018 guidance
- Provide a co-ordinated offer of early help when additional needs of children are identified
- Ensure staff are alert to the various factors that can increase the need for early help
- Working with Children's Social Care, support their assessment and planning processes including the school's attendance at conference and core group meetings.
- Carry out tasks delegated by the governing body such as training of staff, safer recruitment and maintaining a single central register.
- Provide support and advice on all matters pertaining to safeguarding and child protection to all staff regardless of their position within the school.
- Treat any information shared by staff or pupils with respect and follow agreed policies and procedures.
- Ensure that allegations or concerns against staff are dealt with in accordance with guidance from Department for Education (DfE) and the Hampshire Safeguarding Children Partnership (HSCP) procedures

Governing body responsibilities

- Governing bodies and proprietors should ensure that all governors receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be regularly updated.
- Governing bodies have a strategic leadership responsibility for S/G arrangements, and must have regard to KCSIE 2022 ensuring policies, procedures and training are effective and comply with the law. Governors need to facilitate a whole school approach to S/G. This means ensuring S/G and child protection are at the forefront and underpin all relevant aspects of process and policy development.
- Governing Bodies need to be aware of their obligations under the Human Rights Act (1998), the Equality Act (2010) and local multi-agency safeguarding arrangements.
 - Human Rights Act (1998) – Under the HRA it is unlawful for schools to act in a way that is incompatible with the Convention (ECHR). Specific Convention points for schools are:
 - § Article 3 – the right to freedom from inhuman and degrading treatment
 - § Article 8 – the right to respect for private and family life
 - § Art. 14 - all rights and freedoms set out in the Act must be applied and protected without discrimination
 - § Protocol 1, Art 2 – protects right to education
 - Equality Act (2010) –schools must not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender

reassignment, pregnancy and maternity or sexual orientation (protected characteristics). Governing bodies should consider how they are supporting pupils with regard to particular protected characteristics. Provisions under the Act allow schools to take positive action where it can be shown that it is proportionate to deal with particular disadvantages affecting pupils with a protected characteristic

§ The school needs to follow the Public Sector Equality Duty. This means that we must have due regard to the need to eliminate unlawful discrimination, harassment and victimisation, to advance equality of opportunity and foster good relations between those who share a relevant protected characteristic and those who do not. Whenever significant decisions are being made or policies developed, specific consideration must be given to the equality implications of these.

- It should be ensured that a child's wishes and feelings are taken into account when determining what action to take and what services to provide. Children should know that their concerns will be treated seriously and that they can safely express their views and give feedback.

In addition:

- Ensure the school has effective safeguarding policies and procedures including a Child Protection Policy, a Staff Behaviour Policy or Code of Conduct, a Behaviour Policy (that includes measures to prevent bullying) and a response to children who go missing from education.
- To review Safeguarding Policy annually (see 2.5)
- That child protection files are maintained according to KCSIE regulations
- Ensure HSCP is informed in line with local requirements about the discharge of duties via the annual safeguarding audit
- Recruitment, selection and induction follows safer recruitment practice including all appropriate checks.
- Allegations against staff are dealt with by the headteacher. Allegations against the headteacher are dealt with by the Chair of Governors
- A member of the Senior Leadership Team is appointed as Designated Safeguarding Lead (DSL) and has this recorded in their job description
- Staff have been trained appropriately and this is updated in line with guidance. This refers to safeguarding and child protection training (including online safety) at induction, and regular updated safeguarding training, including online safety and the requirement to ensure children are taught about safeguarding including online safety. The online safety training and weekly updates to all staff ensures that S/G training is integrated into the school calendar and is embedded into daily life of school.
- Teachers' Standards should be at forefront of Governors' thoughts when considering training that staff undergo, that is to say – ensure that teachers are able to manage behaviour effectively to ensure a safe environment at school.
- Any safeguarding deficiencies or weaknesses are remedied without delay
- Governors should ensure that children are taught about safeguarding, including online safety. This can be done through Relationships Education (for all primary pupils) and Relationships and Sex Education (secondary pupils).
- A nominated governor for safeguarding is identified
- Ensuring that more than one emergency contact number is held.

- If premises are rented out they should ensure that there are arrangements to keep children safe, e.g. ensuring the body hiring the premises has appropriate S/G and Child Protection policies in place
- Where appropriate, to ensure that parents who wish to home educate have a meeting with LA and other professionals before a final decision is made.

Employees should follow the chart for staff worried about pupils that is set out in Appendix 1. The School will ensure that staff undertake appropriate child protection training at least every three years, and temporary and voluntary staff will be made aware of the school's child protection procedures and the requirement to follow them. Induction training for all staff and volunteers newly appointed will be provided. Governor training on child protection issues will be arranged, as appropriate.

ii Whistleblowing:

The School wishes to foster a culture of openness and safety which values staff and endorses reflective practice, and the school's Whistleblowing Procedure reflects this. Should any member of staff have any concerns about the behaviour of another member of staff towards a pupil, or potential failures in the School's Safeguarding regime, he or she should report it at once to the Head/DSL (or to the Chair of Governors where the concern relates to the Head/DSL or a Governor) and in accordance with the School's Whistleblowing Policy. (We understand that this behaviour may not be child abuse, however the adult may not be following the code of conduct or could be pushing boundaries beyond normal limits).

Any concern will be thoroughly investigated under the school's whistle-blowing procedures. Such reporting will be without prejudice to the member of staff's position in the school. Where there is an allegation of criminal activity, the LADO or DO will always be informed, and advice taken, before the school undertakes any investigation of its own. Wherever possible, and subject to the rights of the pupil, the member of staff will be informed of the outcome of the investigation. No one who reports a genuine concern in good faith needs to fear retribution. Training and support will be provided to staff where necessary. Under the Public Interest Disclosure Act, 1998, the member of staff may be entitled to raise a concern directly with an external body where the circumstances justify it.

We recognise that if a member of staff, volunteer or student raises concerns about a wrong doing to Durlston Court School or to another organisation they are protected under the Public Interest Disclosure Act 1998. The Act applies where a worker has a reasonable belief that their disclosure tends to show one or more of the following offences or breaches:

- A criminal offence,
- The breach of legal obligation,
- A miscarriage of justice,
- A danger to the environment, or
- Deliberate covering up of information tending to show any of the above.

At Durlston Court School we support measures that protect whistle-blowers from any form of victimisation. We have a procedure to ensure concerns are dealt with effectively and efficiently and will do all that we can to preserve the confidentiality of the person/s who has raised a concern.

If a member of staff, volunteer or student has a concern the procedure below should be followed:

- Raise concern with the Headmaster (This is dependent upon the seriousness and sensitivity of the concern and who is suspected of the wrongdoing).
- Alternatively raise concerns with the local authority.
- Concerns can be verbal or written.
- Write your concerns down clearly and include the background, history, names, dates and places and reason for the disclosure. When raising a concern the whistle - blower needs to demonstrate that they have an honest and reasonable suspicion that malpractice has occurred, is occurring or is likely to occur.
- The Headmaster/local authority will respond to the concern, by carrying out an initial enquiring to decide if an investigation should take place.
- If the concern falls within the offences/breaches as listed previously these will be referred for consideration under those procedures.
- Concerns may be resolved by agreed actions without the need for investigation.
- If urgent action is required this will be taken before any investigation is carried out.
- Durlston Court School will explain to the whistle-blower how the concerns will be dealt with within 10 working days of the concern.

All concerns will be treated with confidence and every effort will be made not to reveal a staff members, volunteers or students identity. However while making all reasonable efforts to maintain the confidentiality of the concern, at a certain stage in the investigation it will be necessary to make the origins of the concern known to the person or persons the allegations is against.

All concerns raised within the remit of the above procedure will be assessed to determine if the confidentiality extends to withholding the name of the complainant. There shall be a substantial reason for doing so, such as a real risk of personal harm.

The complainant should be aware however, that their identity may be revealed by inference.

Durlston Court School accept that deciding to report a concern can be very difficult and uncomfortable. If a member of staff, volunteer or student makes an allegation in good faith, but it is not confirmed by the investigation, no action will be taken against him/her. If, however, a member of staff, volunteer or student makes an allegation frivolously, maliciously or for personal gain, disciplinary actions may be taken against them.

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 know that such concerns will be taken seriously by the SLT.

Where a staff member feels unable to raise an issue with their employer or feels that their concerns are not being addressed, they can use other whistleblowing channels – NSPCC helpline – 0800 028 0285 or email help@nspcc.org.uk

Local Authority Designated Office (LADO)

Telephone: 01962 876234

NSPCC

0800 028 0285 or help@nspcc.org.uk

- iii Helping children to keep themselves safe: Pupils are taught to understand and manage risk through the School's curriculum and all aspects of school life. Pupils are reminded regularly about e-safety and our bullying policy. Pupils are encouraged to speak to a member of staff in confidence about any concerns.
- iv Medicines: The School has a policy for administering medicines. The School must ensure that there is a first aid box accessible at all times with appropriate content for children. The School must keep a written record of accidents or injuries and must inform parents on the same day or as soon as possible of any treatment given.
- v Off-site arrangements: When our pupils attend off site activities, we will use our reasonable endeavours to check that appropriate child protection and health and safety arrangements are in place.
- vi Complaints: The School's complaints procedure will be followed where a pupil or parent raises a concern about poor practice that initially does not reach the threshold for child protection action. For EYFS, the School will investigate any written complaints relating to our fulfilment of EYFS requirements in the Early Years Foundation Stage (Welfare Requirements) Regulations as amended and notify complainants of the outcome within 28 days of receipt of the complaint.

15. Staff Behaviour

All staff working at Durlston play an important part in keeping the young people in the school safe. In addition, it is important that we take steps to keep ourselves safe.

Our actions can sometimes be perceived in a way that was not intended. The school wants to promote safe working practice for everyone on the school site, whatever your role.

In order to keep safe from possible allegations, staff should follow this advice.

- a. **ALWAYS** set a good example by conducting yourself appropriately.
- b. **ALWAYS** maintain appropriate standards of conversation with and between pupils.
- c. **NEVER** instigate verbal or physical contact with pupils unless it is appropriate to your role. This applies both on and off the grounds.
- d. **NEVER** respond to physical contact from pupils unless it is appropriate to your role. If this occurs, or you have any other concerns about pupil behaviour, then report it immediately to the Designated Safeguarding Lead.
- e. **NEVER** give **personal** information to any pupil – for example your address, telephone or mobile phone number or email address.
- f. **NEVER** accept or respond to a pupil attempting to give you **personal** information – for example their mobile phone number or email address.

- g. **NEVER** accept physical or verbal abuse from a pupil. Do not respond yourself, but report it immediately to the Designated Safeguarding Lead.
- h. **NEVER** put yourself at risk working individually with pupils. Whenever possible, ensure another adult knows where you are and be visible and/or audible e.g. open door, window.
- i. **ALWAYS** report any inappropriate behaviour from a pupil to the Designated Safeguarding Lead.
- j. **ALWAYS** be aware that contact made outside of the Durlston Court grounds with a pupil may be considered inappropriate and could lead to your interaction being misinterpreted.
- k. **ALWAYS** use **school** equipment for **schoolwork**, **personal** equipment for **personal use** e.g. iPads, cameras etc.

The School has a Staff Code of Conduct

STAFF BEHAVIOUR AND CODE OF CONDUCT

Please see full Staff Code of Conduct.

Staff need to ensure that their behaviour does not inadvertently lay them open to allegations of abuse. They need to treat all pupils with respect and try, as far as possible, not to be alone with a child or young person. Where this is not possible, for example, in an instrumental music lesson, or sports coaching lesson, it is good practice to ensure that others are within earshot. Where possible, a gap or barrier should be maintained between teacher and child at all times. Any physical contact should be the minimum required for care, instruction or restraint. Staff should avoid taking one pupil on his/her own in a car.

Staff should not engage in any form of relationship with a pupil in the school.

Communication with Pupils including the use of social media

Staff should not give their personal mobile phone numbers or email addresses to pupils, nor should they communicate with them by text message or personal email. If they need to speak to a pupil by telephone, they should use one of the school's telephones and email using the school system. The group leader on all trips and visits involving an overnight stay should take a school mobile phone with him/her and may ask the pupils for their mobile numbers before allowing them out in small, unsupervised groups. The school mobile should be used for any contact with pupils that may be necessary. The group leader will delete any record of pupils' mobile phone numbers at the end of the trip or visit and should ensure that pupils delete any staff numbers that they may have acquired during the trip. Staff should be aware that it is not appropriate to use social media to communicate with pupils. Staff are reminded that it is a criminal offence for a person aged 18 or over to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if the relationship is consensual.

Physical contact with pupils

There are occasions when it is entirely appropriate and proper for staff to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their professional role. Staff should, therefore, use their professional judgement at all times. Staff should not have unnecessary

physical contact with pupils and should be alert to the fact that minor forms of friendly physical contact can be misconstrued by pupils or onlookers.

A member of staff can never take the place of a parent in providing physical comfort and should be cautious of any demonstration of affection.

Physical contact should never be secretive, or of the gratification of the adult, or represent a misuse of authority. If a member of staff believes that an action could be misinterpreted, the incident and circumstances should be recorded as soon as possible, the DSL informed and, if appropriate, a copy placed on the pupil's file.

Physical Restraint

Any physical restraint is only permissible when a child is in imminent danger of inflicting an injury on himself/herself or on another, and then only as a last resort when all efforts to diffuse the situation have failed. Another member of staff should, if possible, be present to act as a witness. All incidents of the use of physical restraint should be recorded in writing and reported immediately to the DSL/Head who will decide what to do next. Where this relates to the school's KG/EYFS setting, parents will be informed of any physical restraint used on their child the same day or as soon as reasonably practicable.

Physical education and other activities requiring physical contact

Where exercises or procedures need to be demonstrated, extreme caution should be used if the demonstration involves contact with pupils and, wherever possible, contact should be avoided. It is acknowledged that some staff, for example, those who teach PE and games, or who offer music tuition, will, on occasions, have to initiate physical contact with pupils in order to support a pupil so they can perform a task safely, to demonstrate the use of a particular piece of equipment/instrument or assist them with an exercise. This should be done with the pupil's agreement.

Contact under these circumstances should be for the minimum time necessary to complete the activity and take place in an open environment. Staff should remain sensitive to any discomfort expressed verbally or non-verbally by the child.

Electronic communication with pupils

Please see the e-Safety Policy and the Social Media Policy in the Staff Handbook for staff's obligations in relation to electronic communications with pupils.

Transporting pupils

It is inadvisable for a teacher to give a lift in a car to a pupil alone. Wherever possible and practicable it is advisable that transport is undertaken other than in private vehicles. Where journeys are unaccompanied, the journey should be made known to a senior member of staff.

Confidentiality

Staff members should never give absolute guarantees of confidentiality to pupils or adults wishing to tell them about something serious. They should guarantee only that they will pass on information to the minimum number of people who must be told in order to ensure that the proper action is taken to sort out the problem and that they will not tell anyone who does not have a clear need to

know. They will also take whatever steps they can to protect the informing pupil or adult from any retaliation or unnecessary stress that might be feared after a disclosure has been made.

Staff working around or with young people must be aware of the risk of abuse by adults or other young people.

At Durlston Court, we believe that all pupils have the right to be safeguarded from harm and exploitation regardless of:

- Race, religion, preferred language or ethnicity
- Age, gender, sexuality or disability

If you have concerns about a young person's safety:

- Allegations or complaints about staff should be reported to the Head teacher/DSL
- In the absence of the Head teacher, inform the Deputy Head or failing that, a member of the SLT.
- Write careful notes about what you have heard, witnessed or have been told. For reference purposes these are written on the 'Reporting Forms', which can be found at Appendix 2.

If you suspect abuse, a young person tries to confide in you, or a complaint is made to you about any adult or about yourself, it is your duty to report the concern.

All staff must be aware that inappropriate behaviour towards pupils is unacceptable. Staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between staff and a pupil under 18 may be a criminal offence, even if that pupil is over the age of consent.

16. procedures

Initial complaint: A member of staff suspecting or hearing a complaint of abuse:

- must listen carefully to the child and keep an open mind. Staff should not take a decision as to whether or not the abuse has taken place
- must not ask leading questions, that is, a question which suggests its own answer
- must reassure the child but not give a guarantee of absolute confidentiality. The member of staff should explain that they need to pass the information to the Designated Safeguarding Lead who will ensure that the correct action is taken and
- must keep a sufficient written record of the conversation. The record should include the date, time and place of the conversation and the essence of what was said and done by whom and in whose presence. The record should be signed by the person making it and should use names, not initials. The record must be kept securely and handed to the Designated Safeguarding Lead as soon as possible.

Preserving evidence: All evidence, (for example, scribbled notes, mobile phones containing text messages, clothing, and computers), must be safeguarded and preserved.

Reporting: All suspicion or complaints of abuse must be reported to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead, or if the complaint involves the Head, to the Chair of Governors. Details of procedures for reporting allegations against members of staff are given in paragraph 0 below and in the flow chart to be found in Appendix 1-ii.

Members of staff must, as soon as reasonably practicable complete the Reporting Form.

Action by the Head: The action to be taken will take into account:

- the local inter-agency procedures of the Hampshire Safeguarding Children Board
- the nature and seriousness of the suspicion or complaint. A complaint involving a serious criminal offence will always be referred to Children's Social Care or the police
- the wishes of the pupil who has complained, provided that the pupil is of sufficient understanding and maturity and properly informed. However, there may be times when the situation is so serious that decisions may need to be taken, after all appropriate consultation, that override a pupil's wishes
- the wishes of the complainant's parents, provided they have no interest which is in conflict with the pupil's best interests and that they are properly informed. Again, it may be necessary, after all appropriate consultation, to override parental wishes in some circumstances. If the Designated Safeguarding Lead is concerned that disclosing information to parents would put a child at risk, he or she will take further advice from the relevant professionals before making a decision to disclose duties of confidentiality, so far as applicable.

All referrals made to the Designated Safeguarding Lead will be reported to the LADO on a no names basis without identifying the family. The LADO is the only person with the authority to decide on further action. However, as soon as sufficient concern exists that a child may be at risk of significant harm, a referral will be made without delay (and in any event within 24 hours). If the initial referral is made by telephone, the Designated Safeguarding Lead will confirm the referral in writing to social services within 24 hours. If no response or acknowledgment is received within three working days, the Designated Safeguarding Lead will contact social services again.

External agencies: Whether or not the School decides to refer a particular complaint to social services or the police, the parents and pupil will be informed in writing of their right to make their own complaint or referral to social services or the police and will be provided with contact names, addresses and telephone numbers, as appropriate.

Allegations against adults who work with children: The School has procedures for dealing with allegations against staff (and volunteers who work with children) that aim to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from false or unfounded allegations.

Working Together to Safeguard Children (2021) states that organisations should have clear policies in line with those from the LSCB for dealing with allegations against people who work with children. Those policies should make a clear distinction between allegations that meet the harms threshold, and those that do not.

There are two categories of allegation/concern – allegations that may meet the harm threshold or allegations that do not meet the harms threshold (low level concerns).

Allegations that may meet the harms threshold

These procedures follow the guidance in *Keeping Children Safe in Education 2022* and should be used where the member of staff or volunteer has:

- i. behaved in a way that has harmed a child, or may have harmed a child;
- ii. possibly committed a criminal offence against or related to a child; or
- iii. behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children.
- iv. behaved or may have behaved in a way that indicates that they may not be suitable to work with children. (This may have happened outside school).

The last bullet point includes behaviour that may have occurred outside school – transferable risk.

Allegation should be reported to the Case manager (Headmaster), or when Headmaster is subject of an allegation – then the Chair of Governors.

When issues meet the threshold Allegations as defined by KCSiE, two aspects should be considered:

Looking after the welfare of the children

Investigating and supporting the person subject to the allegation (the case manager – usually DSL) should agree a course of action with the LADO.

When dealing with allegations, they should be dealt with quickly and by using common sense and provide effective protection for the child and person subject to the allegation. Before contacting the LADO basic enquiries should be undertaken to establish the facts and to determine whether there is any foundation to the allegation.

The decision to inform individual of allegation should be made on a case by case basis with guidance as required from LADO.

If initial discussion leads to no further action the case manager and DSL should:

- record the decision and justification
- agree on information in writing to individual concerned.

Where further enquiries are required to enable a decision about how to proceed, LADO and Case Manager should discuss; if case is straightforward, a senior member of school staff should undertake investigation. If this will not work, an independent investigator will be needed. There should be ongoing reviews on the progress of the case, the first to be conducted, where possible, no later than four weeks after the initial assessment. LADO's role is to ensure an appropriate

investigation is undertaken by police, children's social care, the school or college, or a combination of these.

Where an allegation or complaint is made against any other member of staff or a volunteer, the matter should be reported immediately to the DSL/Head. Dealing with staff from a supply agency is dealt with in Section 4 of KCSIE 2022 (373 - 376) – a summary in italics is below:

Whilst schools and colleges are not the employer of supply teachers we will ensure allegations are dealt with properly. We will not cease to use a supply teacher without liaising with the LADO to determine a suitable outcome. This may involve suspending the supply teacher or redeploying them whilst an investigation is carried out. Supply teachers are under the supervision, direction and control of the governing body when working in school. They can be advised to contact Trade Unions or use a colleague for support.

When appropriate, we will inform the supply agency of the process for managing allegations but also take account of the agency's policies and their duty to refer to the DBS as personnel suppliers. We can, when appropriate, invite the agency's HR manager, or equivalent, to meetings and make an effort to keep them up to date with information about our policies.

Where appropriate, the Head will consult with the Deputy Designated Safeguarding Lead or, in more serious cases, the police, and all allegations will be discussed with the LADO before further action is taken. The accused person will be informed of the allegation as soon as possible after the LADO has been consulted. Appropriate support will be provided and a representative will be appointed to keep the accused person informed of the progress of the case as appropriate.

Allegations against the Head/DSL or Chair of Governors: Where an allegation or complaint is made against the Head, the Chair of Governors should be informed, or in his absence the Vice Chair, without first notifying the Head. Similarly, if an allegation is made against the Chair of Governors, the allegation should be reported to the Head. Again, any such allegations will be discussed with the LADO before further action is taken. If there is a conflict of interest whereby a member of staff has concerns about another member of staff connected with the Head or member of SMT, then they should refer directly to Chair of Governors or in his/her absence, the Vice-Chair.

Suspension: Suspension will not be an automatic response to an allegation. The LADO will be consulted as to the appropriate action to take and full consideration will be given to all the options, subject to the need to ensure:

- the safety and welfare of the pupils or pupil concerned and
- the need for a full and fair investigation.

It should only be considered when there is cause to suspect a child is at risk of harm or, if the case is so serious that it might result in dismissal. Para 381 of KCSIE 2022 suggests alternatives to suspension. If suspension is the route followed then the rationale and justification must be noted. The views of police and social care must be taken into account when considering suspension. If suspended, a member of staff must be given a point of contact within the staff.

Duty of care:

Employers have a duty of care to their employees and must bear in mind the well-being and welfare of the child as well. Paragraphs 386 and 388 give guidance on how to approach this issue.

Guidance on confidentiality and information sharing can be found in para.s 389 – 397 of KCSIE 2022.

Allegation Outcome

Outcomes are:

- Substantiated – sufficient evidence to prove the allegation. If this results in dismissal or resignation, the employer has a legal duty to make a referral to DBS and case manager must consider whether to refer the matter to TRA
- Malicious – sufficient evidence to disprove the allegation and there has been a deliberate act to deceive or cause harm
- False – sufficient evidence to disprove the allegation
- Unsubstantiated – insufficient evidence to either prove or disprove the allegation
- Unfounded – no evidence or proper basis which supports the allegations being made

If allegation is determined to be unsubstantiated, unfounded, false or malicious, the LADO and case manager should determine whether the person making the allegation is in need of help; a referral to Children's Services may be appropriate.

If a settlement/compromise agreement is reached (should not where there are allegations that indicate the person poses a risk of harm to children) , this should not prevent the employer:

- Fulfilling their legal duty to refer cases to DBS
- Providing a reference
- Considering making a referral to TRA

Details on Managing the situation and exit arrangements can be found in para.s 408-413 of KCSIE 2022.

Record keeping

Details of allegations that are found to have been false or malicious should be removed from personnel records. For all other allegations, it is important that the following information is kept on file:

- A summary of allegation
- How this was followed up and resolved
- A note of action taken and decisions reached
- Copy to person concerned
- A declaration on whether information will be referred to in a future reference

Records regarding sexual abuse should be kept for term of inquiry into Child Sexual Abuse. All other records – pension age of person concerned or 10 years from date of allegation, whichever is longer.

If case is false, unfounded, unsubstantiated or malicious should not be included in references.

Non recent allegations

An adult making an allegation that they were abused as a child should be referred to the police. Non-recent allegations made by a child should be referred to the LADO.

Concerns that do not meet the harm threshold

What is a low level concern?

It does not meet the threshold outlined for allegations that may meet the harm threshold. It is, despite being dubbed a low level concern, still of significance. It is any concern that an adult may have acted in a way that, for instance, is inconsistent with the staff code of conduct and does not meet allegations threshold, e.g. having favourites, using inappropriate sexualised, intimidating or offensive language, humiliating children.

(See staff code of conduct for expected behaviour – deviation from this can be seen as a low level concern).

All low level concerns should be recorded. These records should be reviewed to see whether patterns of behaviour are emerging. These can be dealt with via disciplinary policy or a referral to LADO if considered necessary. Such information should be kept until the individual leaves the school's employment.

The core message regarding low level concerns is that the purpose of highlighting, reporting and recording this behaviour is to promote a safer culture at school.

All concerns, including low level concerns, should be dealt with promptly. Inappropriate behaviour should be addressed at the earliest stage to prevent escalation or future harm.

Schools need to make sure that staff are clear about what appropriate behaviour is and are confident in distinguishing expected and appropriate behaviour from inappropriate, problematic or concerning behaviour in themselves and others; address unprofessional behaviour and support the individual to correct it at an early stage.

If it becomes clear that low level concerns are present, then we, as a school, will need to review our systems and school culture to ensure that the low level concerns do not persist.

Please see reporting low level concerns file for more information. If there is any doubt about whether LLC meets the harm threshold, then the LADO should be consulted.

We should aim to encourage an environment where staff should feel confident to self-refer.

The Head should be informed of all low level concerns as a matter of course and the Head should be the ultimate decision maker in respect of all low level concerns. Any LLC which are shared about supply staff and contractors should be notified to their employers.

All LLC should be recorded in writing. The name of the individual sharing concerns should also be noted, but a desire to remain anonymous can be respected as far as possible. Records should be reviewed so that potential patterns of concerning, inappropriate or problematic behaviour is noted. Where a pattern of behaviour emerges the school should use its disciplinary procedures when appropriate, or if it has met the harm threshold, it should be referred to LADO. There should also be consideration of whether there are wider cultural issues within the school that enabled the behaviour to occur and to see whether training needs to be implemented or policies reviewed to minimise risk of reoccurrence.

Information should be retained until employer leaves the school's employ.

LLC should not be recorded in references unless they relate to issues which would normally be included in a reference, e.g. misconduct.

Early Years Foundation Stage (EYFS):

a. The School will inform Ofsted and ISI, of any allegations of serious harm or abuse by any person living, working or looking after children on the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises and of the action taken in respect of those allegations. The School will inform Ofsted and ISI of these allegations as soon as reasonably practicable but in any event within 14 days of the allegations being made and action being taken in respect of the allegations. The practitioner with responsibility for safeguarding in the Early Years setting is the Designated Safeguarding Lead.

b. At least one person who has a current first aid certificate must be on the premises and available at all times when children are present and must accompany children on outings.

c. All personal cameras and mobile phones are never used in the presence of children. Cameras and mobile technology must not be used in pupil changing areas under any circumstances. Images taken in the EYFS on school equipment, are stored in school and never shared without first obtaining parental/carer permission.

d. The School must notify Ofsted of any serious accident, illness or injury to or death of any child whilst in their care and of the action taken. Notification must be made as soon as reasonably practicable but in any event within 14 days of the incident. The School must also notify local child protection agencies of any serious accident or injury to or the death of any child whilst in their care and must act on any advice.

e. EYFS staff attend regular staff supervision please refer to EYFS Staff Supervision Policy.

Staff Guidance: Detailed guidance is given to staff in the Staff Code of Conduct to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil. The School's policy on physical restraint is included in the behaviour policy.

Allegations against pupils: A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation and the School's policy on behaviour, discipline and sanctions will apply. The School will take advice from Children's Social Care on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the pupil or pupils accused of abuse. If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the School will ensure that, subject to the advice of Social Care, parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult.

Suspected harm from outside the School: A member of staff who suspects that a pupil is suffering harm from outside the School should seek information from the child with tact and sympathy using "open" and not leading questions. A sufficient record should be made of the conversation which should be passed to the DSL who will refer to Children's Social Care immediately.

Informing parents: Parents will normally be kept informed as appropriate of any action to be taken under these procedures. However, there may be circumstances when the Designated Safeguarding Lead will need to consult the LADO, the police and / or the Head before discussing details with parents.

17 Secure school premises

- i. School premises: The School will take all practicable steps to ensure that School premises are as secure as circumstances permit.
- ii. Visitors book: The School keeps a visitors book at Reception. All visitors must sign in on arrival and sign out on departure and are escorted whilst on School premises by a member of staff or appropriately vetted volunteer. All visitors will be given a name badge with the title 'Visitor' which must be clearly displayed and worn at all times whilst on the School premises.
- iii. We do not need to see DBS or barred list checks for visitors such as relatives and parents attending a Sports Day, though common sense should be used about the need to supervise and escort. If there are visitors in a professional capacity, ID should be checked and we need to be assured that the visitor has had the appropriate DBS check.
- iv. Volunteers – Schools should obtain an enhanced DBS check for all volunteers who are new to working in regulated activity with children. Under no circumstances should a volunteer on whom no checks have been obtained be left unsupervised or allowed to work in a regulated activity. Risk Assessments can be used to decide what checks are required otherwise.
- v. We give a Child Protection Summary to all visitors on arrival.

18 Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. **Contextual Safeguarding** (the assessments of children should consider whether wider environmental are present in a child's life that are a threat to their safety and/or welfare) will also be considered to allow the school to provide as much information as part of any referral process. (See Section 5.2).

More information may be found at:

<https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding>

19 Safer Recruitment practices

Durlston Court follows the Government's recommendations for the safer recruitment and employment of staff who work with children. All members of the teaching and non-teaching staff at

the school including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches are subject to the statutory child protection checks before starting work. All governors, volunteer helpers, contractors working regularly during termtime, such as contract catering staff, and adult members of the families of members of staff who live on site are also vetted. Our policies are reviewed by governors annually. We refer to DfE guidance Keeping Children Safe in Education (2022).

Staff Recruitment

At Durlston Court we endeavour to recruit staff with suitable qualifications and personal attributes for the vacancies available.

The following system is followed when recruiting staff in order to safeguard children in their care.

- a. An advertisement is placed in the Times Educational Supplement or local press giving a brief description of the post available and deadline dates. Applicants are invited to apply for a job description and application form. The job application form will state clearly that full DBS (including DBS Children's Barred List) will be carried out and references undertaken before the applicant takes up employment at the school. The advert should include the school's commitment to S/G and promoting the welfare of children and make clear that S/G checks will be undertaken
- b. The person specification details qualifications, experience and any other requirements needed to perform the role in relation to working with children and young people. It describes the competences and qualities that the successful candidate should be able to demonstrate.
- c. The job description clearly states the main duties and responsibilities of the post and the individual's responsibility for promoting and safeguarding the welfare of children and young person's s/he is responsible for, or comes into contact with. It should also make clear whether the post is exempt from the Rehabilitation of Offenders Act, 1974 and amendments to Exception Order – 1975, 2013 and 2020.

The job application form requires the following:

- a. applicants to provide their full identifying details including current and former names, date of birth, current address and National Insurance number;
- b. a statement of any academic and/or vocational qualifications the applicant has obtained that are relevant to the position for which s/he is applying with details of the awarding body and date of award;
- c. a full history in chronological order since leaving secondary education, including periods of any post-secondary education or training, and part-time and voluntary work as well as full-time employment, with start and end dates, explanations for periods not in employment, education or training and reasons for leaving employment;
- d. a declaration of any family or close relationship to existing employees or employers (including governors);

- e. details of referees including one referee who is the applicant's current or most recent employer. If an applicant has worked with children in the past a reference from that employer should be included. References will not be accepted from relatives or from people writing solely in the capacity of friends (further guidance can be found in para.s 203-205 of KCSIE 2021);
- f. a statement of the personal qualities and experience that the applicant believes are relevant to his or her suitability for the post advertised and how s/he meets the person specification;
- g. a statement concerning whether the person is medically, physically and mentally fit to carry out the duties of the position for which s/he is applying.
- h. a statement concerning whether the person has any convictions, cautions or bind-overs
- i. The job application form will include a copy of the school's Child Protection statement; policy on Equal Opportunities; the policy for the Recruitment of Ex-offenders and policy for the Secure Storage, Handling, Use, Retention and Disposal of Criminal Records Bureau Disclosures and Disclosure Information.
- j. A statement that it is an offence to apply for the role if the applicant is barred from engaging in regulated activity relevant to children
- i. When shortlisted, candidates should be asked to complete a self-declaration of their criminal record or information that would make them unsuitable to work with children. Self-declaration is subject to Ministry of Justice Guidance on the disclosure of criminal records. Applicants should be asked to sign a declaration confirming the information they have provided is true. If there is an electronic signature, then a hard copy should be signed at interview.
- k. Shortlisting should be carried out by at least two people, ideally those who are involved in the interview process. As part of the shortlisting process, schools should consider carrying out an online search as part of due diligence. This could raise issues that might want to be discussed at interview.

Interview

- ii. All applications will be scrutinised to ensure that they are fully and properly completed and that the information provided is consistent and does not contain any discrepancies. Applicants will be asked to identify any gaps in employment.

- iii. The interview request will include the interview programme, require the applicant to bring with them original copies of their qualification certificates, passport, driving licence, birth certificate and utility bill showing applicants current name and address (copies will be made and retained on file) and require them to sign a Health Declaration.
- iv. Where possible references will be obtained and verified before interview. This process also applies to internal candidates.
- iv. Interviews will be conducted by two or more of the following people as required: Headmaster, Deputy Head, Senior Leadership Team members, Bursar, Head of Catering, Director of Music, Director of Sport, Director of ICT, Head of Department or a member of the Governing Body.
- v. At least one of the Interview Panel will be a member of staff who has been trained in Safer Recruitment. These are currently the Headmaster, the Bursar, the Deputy Head.
- vi. For a teaching position, part of the interview will include teaching a lesson.
- vii. A record will be kept of the interview.
- viii. Structured questions should be agreed

Offer of Appointment

An offer of appointment to the successful candidate will be conditional upon the receipt of at least two satisfactory references, verification of the candidate's identity (best practice is verifying a name on a birth certificate), a satisfactory DBS Enhanced Disclosure (when using the DBS update service, the original physical certificate must be obtained), a separate barred list check if an individual will start work in regulated activity with children before the DBS certificate is available, verification of candidate's mental and physical fitness to carry out their work responsibilities, verification of qualifications, verification of a person's right to work in the UK, if a person is taking up a management position within the school (HoD and above, including Governors) then must be checked to see that they are not subject to section 128 direction made by the Secretary of State, that are not subject to a prohibition order issued by the Sec o f State for prohibition checks or any sanction or restriction imposed and remains current by GTCE before its abolition in 2012, that staff involved in childcare for reception classes or in wraparound care care for children up to the age of 8 are not disqualified under the 2018 Childcare Disqualification Regulations, satisfactory completion of induction/probationary period.

Induction

As part of the induction process all new members of staff will be trained by the Designated Safeguarding Lead according to our Child Protection Policies and Procedures. Staff induction also covers the full operating aspects of the school. Induction includes safeguarding training by either the DSL, Deputy DSL or both.

New members of staff will follow a presentation and receive appropriate training for their role at the school. Staff will be issued with:

- a copy of 'Keeping Children Safe in Education 2022 Part One' with special reference to Annex B where appropriate. Staff will be asked to sign a document to confirm that they have read Part 1 and Annex B.
- the school's safeguarding and child protection policy (including the names and roles of Designated Safeguarding Leads and Deputies and Governor responsible for Safeguarding)
- The School policy on Online Safety for both pupils and staff
- The school's Behaviour Management Policy
- the Staff Code of Conduct, including Whistleblowing
- The school's policy for Children Missing in Education

New staff will also be given access to the online Safeguarding Course. ALL staff will be sent any new or updated KCSiE Part One and Annex B document either electronically or via a hardcopy.

All guidance on vetting checks, regulated activity and recording information can be found in para.s 236 -351 of KCSIE 2022

20. Confidentiality and information sharing

The School will keep all child protection records confidential, allowing disclosure only to those who need the information in order to safeguard and promote the welfare of children. The School will co-operate with police and Children's Social Care to ensure that all relevant information is shared for the purposes of child protection investigations under section 47 of the Children Act 1989 and in accordance with the requirements of *Working Together to Safeguard Children*.

Staff should follow relevant data protection principles. However, safeguarding means that practitioners can share special category personal data without consent if there is good reason to do so. The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the safety of children.

Allegations against staff: Where allegations have been made against staff, the School will consult with the LADO and, where appropriate, the police and social services to agree the information that should be disclosed and to whom.

21. Monitoring

Any child protection incidents at the school will be followed by a review of the safeguarding procedures within the School and a prompt report to the Governors. Where an incident involves a member of staff, the LADO's commentary will assist in this review (only if it is an allegation against staff) to determine whether any improvements can be made to the School's procedures.

If any concerns are raised by the LADO or Ofsted/ISI about safeguarding issues, the following actions should be taken:

- i. The Designated Safeguarding Lead must carry out an investigation as a priority and comply with any deadlines given.

- ii. The Chair of Governors must report to the LADO or Ofsted/ISI on the findings of the investigation and set out any action to be taken.
- iii. The School must endeavour to comply as soon as possible with any recommendations from the LADO or Ofsted/ISI.

The Designated Safeguarding Lead will monitor the operation of this policy and its procedures and will make an annual report to the Governors.

The Governors will undertake an annual review of this policy and the procedures and efficiency with which they have been discharged.

The Governors will ensure that any deficiencies or weaknesses in regard to child protection arrangements at any time are remedied without delay.

22. Children with special educational needs and who are disabled and who need a social worker

22.1 Research shows that children with special educational needs and who are disabled are especially vulnerable to abuse and adults who work with them need to be vigilant and take extra care when interpreting apparent signs of abuse or neglect.

22.2 Additional barriers can exist for adults who work with such children, in respect of recognising abuse and neglect. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Children with SEN and who are disabled can be disproportionately impacted by things like bullying – without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers

22.3 These child protection procedures will be followed if a child with special educational needs or who is disabled discloses abuse or there are indicators of abuse or neglect. There are no different or separate procedures for such children.

22.4 Staff responsible for intimate care of children will undertake their duties in a professional manner at all times and in accordance with the school's intimate care policy.

22.5 Children may need a social worker (Child in Need and Child Protection Plans) due to safeguarding or welfare needs. LA.s should share the fact that a child has a social worker and the DSL should hold and use this information so that appropriate decisions can be made in the best

interests of the child's safety. The need for a social worker should also inform decisions about safeguarding e.g. responding to unauthorised absence or missing education.

22.6 Virtual School Heads – the designated teacher (SLT/NL/JWH or SB) should work with virtual head to promote the educational achievement of looked after and previously looked after children and how funding can be used to meet their needs.

23 CHILDREN WHO ARE LESBIAN, GAY, BI OR TRANS (LGBT)

The fact that a child or young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived to be LGBT can be just as vulnerable as children who identify as LGBT. Risks can be compounded where there is no trusted adult with whom LGBT children can be open. It is important that staff aim to reduce the additional barriers faced and provide a safe space for children to speak out or share concerns with a member of staff. The SRE curriculum will help counteract homophobic, biphobic and transphobic bullying and abuse and is a key part of the school's approach to help create a safe environment for all pupils.

Appendix 1. Flow Charts

For the Staff Handbook: flowchart for a member of staff worried about a pupil

You have received an allegation that a child has been abused - **Who is alleged to have committed the abuse?**

**** The LADO must be contacted. Follow procedures in *Keeping Children Safe in Education***

Appendix 2: Reporting Form

Reporting form

Please complete in black pen	
Date	
Time	
Place	
Member of staff present and position	
Full name of pupil(s)	
<p>Before proceeding have you reassured the child that you are there to help them but you cannot guarantee absolute confidentiality? Have you explained that in some cases you may be able to keep it a secret, but that you may need to pass the information on to the Designated Safeguarding Lead, Mr Richard May, and / or the Deputy Head, Mrs Julia Gill, who will ensure the correct action is taken?</p>	
Yes	No
<p>Ask the child to explain their concern or allegation and record details of the matter in the space below. Use a separate sheet if necessary and then attach to the form.</p>	
<p>A non-exhaustive list of the details to be included:</p> <p>what was said or done, by whom, to whom and in whose presence when the incident took place and where</p> <p>whether the child wishes their parents [or legal guardian] to be informed.</p>	
<p>Any additional comments or evidence</p>	
<p>Details may include, for example, any concerns you may have about signs of abuse, emotional ill-treatment or neglect from outside of School.</p> <p>Please also include a note of any other evidence, for example, written notes, items of clothing or mobile phone messages relating to the matter.</p>	

Any suspicion or complaint of abuse must be reported to the Designated Safeguarding Lead, Mr Richard May, or in their absence, the Deputy Designated Safeguarding Leads, Mr Darren Collard, Mrs Julia Gill and Mrs Gilly Smith or if the complaint involves a member of staff or volunteer, to the Head or in his absence the Chair of Governors.

DO NOT investigate the matter, as this could prejudice the investigations of outside agencies.

Where the concern or allegation is made against the Head, you must immediately inform Chair of Governors or in their absence Vice Chair of Governors without first notifying the Head.

Where the concern or allegation is made against the Designated Safeguarding Lead, or the Deputy Designated Safeguarding Lead, you must immediately inform the Head.

Please record what action you have taken and when

Full name of member of staff	
Signature	

Appendix 3. Child Protection Summary for Visitors

Child Protection Summary for all Visiting Professionals

DURLSTON SCHOOL

As an adult working directly with children in this school you have a duty of care towards all pupils. This means you must act at all times in a way that is consistent with their safety and welfare.

You must follow the principles of safer working practice, which include use of technology – on no account should you take contact details or take images of pupils on personal equipment, including your mobile 'phone.

If the behaviour of another adult in the school gives rise to concern you must report it to the Headmaster.

If you have a concern about a child, particularly if you think s/he may be suffering or at risk of suffering harm, it is your responsibility to share the information promptly with the Designated Safeguarding Lead (DSL) or the Deputy/ies who are:

The Designated Safeguarding Lead in this school is: **Mr Richard May**

The Deputy Safeguarding Leads are: **Mr Darren Collard, Mrs Julia Gill and Mrs Gilly Smith**

The Deputy Safeguarding Lead for Senior School is: **Mr Darren Collard**

The Deputy Safeguarding Lead for Middle School is: **Mrs Julia Gill**

The Deputy Safeguarding Lead for the Pre-Prep and EYFS is: **Mrs Gilly Smith**

The Governor Safeguarding Lead for the school is: **Mr Paul Etheridge**

The following is not an exhaustive list but you might become concerned as a result of:

- seeing a physical injury which you believe to be non-accidental
- observing something in the appearance of a pupil which leads you to think his/her needs are being neglected
- a pupil telling you that s/he has been subjected to some form of abuse

In any of these circumstances you must write down what you observed or heard, date and sign the account and give it to the DSL or a Deputy.

If a pupil talks to you about (discloses) sexual or physical abuse you:

- listen carefully without interruption, particularly if s/he is freely recalling significant events
- only ask sufficient questions to clarify what you have heard. You might not need to ask anything but, if you do, you must not 'lead' the pupil in any way so should only ask 'open' questions
- make it clear you are obliged to pass the information on, but only to those who need to know tell the DSL or Deputy without delay
- write an account of the disclosure as soon as you are able (definitely the same day), date and sign it and give it to the DSL.

Do not ask the pupil to repeat the disclosure to anyone else in school, ask him/her or any other pupil to write a 'statement', or inform parents. You are not expected to make a judgement about whether the child is telling the truth.

Mr Richard May
Etheridge

Mrs Julia Gill

Mrs Gilly Smith

Mr Darren Collard

Mr Paul

Annex 4

Body map

Name of Child: _____

Date of birth: _____ Date of recording: _____

Name of completer: _____

Any additional information:

Brook sexual behaviours traffic light tool

Annex 5

Behaviours: age 0 to 5

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

What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability. They are reflective of natural curiosity, experimentation, consensual activities and positive choices

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

Green behaviours

- holding or playing with own genitals
- attempting to touch or curiosity about other children's genitals
- attempting to touch or curiosity about breasts, bottoms or genitals of adults
- games e.g. mummies and daddies,
- doctors and nurses
- enjoying nakedness
- interest in body parts and what they do
- curiosity about the differences between boys and girls

What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be

of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

Amber behaviours

- preoccupation with adult sexual
- behaviour
- pulling other children's pants down/skirts up/trousers down against their will
- talking about sex using adult slang
- preoccupation with touching the genitals of other people
- following others into toilets or changing rooms to look at them or touch them
- talking about sexual activities seen on TV/online

What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental,

or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours

- persistently touching the genitals of other children
- persistent attempts to touch the genitals of adults
- simulation of sexual activity in play
- sexual behaviour between young children involving penetration with objects
- forcing other children to engage in sexual play

Behaviours: age 5 to 9 and 9 to 13

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

What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability and reflective of natural curiosity, experimentation, consensual activities and positive choices

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

Green behaviours 5-9

- feeling and touching own genitals
- curiosity about other children's genitals
- curiosity about sex and relationships, e.g. differences between boys and girls, how sex happens, where babies come from, same-sex relationships
- sense of privacy about bodies
- telling stories or asking questions using swear and slang words for parts of the body

Green behaviours 9-13

- solitary masturbation
- use of sexual language including swear and slang words
- having girl/boyfriends who are of the same, opposite or any gender
- interest in popular culture, e.g. fashion, music, media, online games, chatting online
- need for privacy
- consensual kissing, hugging, holding hands with peers

What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be

of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

Amber behaviours 5-9

- questions about sexual activity which persist or are repeated frequently, despite an answer having been given
- sexual bullying face to face or through texts or online messaging
- engaging in mutual masturbation
- persistent sexual images and ideas in talk, play and art
- use of adult slang language to discuss sex

Amber behaviours 9-13

- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- verbal, physical or cyber/virtual sexual bullying involving sexual aggression
- LGBT (lesbian, gay, bisexual, transgender) targeted bullying
- exhibitionism, e.g. flashing or mooning
- giving out contact details online
- viewing pornographic material
- worrying about being pregnant or having STIs

What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental,

or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours 5-9

- frequent masturbation in front of others
- sexual behaviour engaging significantly younger or less able children
- forcing other children to take part in sexual activities
- simulation of oral or penetrative sex
- sourcing pornographic material online

Red behaviours 9-13

- exposing genitals or masturbating in public
- distributing naked or sexually provocative images of self or others
- sexually explicit talk with younger children
- sexual harassment
- arranging to meet with an online acquaintance in secret
- genital injury to self or others
- forcing other children of same age, younger or less able to take part in sexual activities
- sexual activity e.g. oral sex or intercourse
- presence of sexually transmitted infection (STI)
- evidence of pregnancy

Behaviours: age 13 to 17

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

What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability and reflective of natural curiosity, experimentation, consensual activities and positive choices

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

Green behaviours

- solitary masturbation
- sexually explicit conversations with peers
- obscenities and jokes within the current cultural norm
- interest in erotica/pornography
- use of internet/e-media to chat online
- having sexual or non-sexual relationships
- sexual activity including hugging, kissing, holding hands
- consenting oral and/or penetrative sex with others of the same or opposite gender who are of similar age and developmental ability
- choosing not to be sexually active

What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be

of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

Amber behaviours

- accessing exploitative or violent pornography
- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress,
- withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- concern about body image

- taking and sending naked or sexually provocative images of self or others
- single occurrence of peeping, exposing, mooning or obscene gestures
- giving out contact details online
- joining adult- only social networking sites and giving false personal information
- arranging a face to face meeting with an online contact alone

What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental,

or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Red behaviours indicate a need for

immediate intervention and action.

Red behaviours

- exposing genitals or masturbating in public
- preoccupation with sex, which interferes with daily function
- sexual degradation/humiliation of self or others
- attempting/forcing others to expose genitals
- sexually aggressive/exploitative behaviour
- sexually explicit talk with younger children
- sexual harassment
- non-consensual sexual activity
- use of/acceptance of power and control in sexual relationships
- genital injury to self or others
- sexual contact with others where there
- is a big difference in age or ability
- sexual activity with someone in authority and in a position of trust
- sexual activity with family members
- involvement in sexual exploitation and/or trafficking
- sexual contact with animals
- receipt of gifts or money in exchange for sex