CHILD PROTECTION POLICY
FOR THE DOWNLEY SCHOOL

This policy was adopted in   **October 2018**

The policy is to be reviewed by   **October 2019**

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1.   Contacts

1.1   School contacts

- Designated Safeguarding Lead (DSL): Fiona Taylor (Tel: 01494 527033)

- Additional Designated Safeguarding Lead (ADSL): Wendy Carr (Tel: 01494 527033)

- Nominated Governor: Joe White, Child Protection Governor

- Chair of Governors: Mrs S Workman (Tel: 01494 527033)

1.2   Contacts in County

- **Education Safeguarding Advisory Service:** 01296 382912

- **Education Safeguarding Advisor**   01296 382732

- **Local Authority Designated Officer (LADO):** 01296 382070

- **First Response Team** (including Early Help)**:** 08454 600 001

- **Social Care, Out of Hours:**   0800 999 7677

- **Thames Valley Police**   101 **(999** in case of emergency)

- **Local Safeguarding Children Board**   Bucks LSCB
    - for procedures, policies and practice guidelines

- **Family Information Service**   0845 688 4944

- **SchoolsWeb**   https://schoolsweb.buckscc.gov.uk   - school bulletin, Safeguarding links, A-Z guide to information and services

- **Buckinghamshire Grid for Learning e-Safety**   Bucks CC e-Safety

- **RU Safe? (Barnardo's- Child Sexual Exploitation Service)   01494 461112**

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1.3 Other contacts

- NSPCC   0800 800 5000

- Childline   0800 11 11

- Kidscape Bullying Helpline   0845 1205 204

- Female Genital Mutilation   08000283550
  Email: fgmhelp@nspcc.org.uk

- Samaritans   0845 790 9090

- CEOP   CEOP
  (Child Exploitation and Online Protection)

- Foreign and Commonwealth Office   0207 008 0151
  (Forced Marriages Section)

- Crimestoppers   0800 555 111

- Channel /Prevent/Protect   01494 421371
  (Anti – Radicalisation)

2. Introduction

2.1   This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; and in line with the following:

"Working Together to Safeguard Children 2018"

Buckinghamshire Multi-Agency Information Sharing for Children, Young People & Families – Code of Practice for sharing personal information, March 2015.

"Keeping Children Safe in Education"- statutory guidance for schools and further education colleges. September 2018

Statutory Guidance issued under section 29 of the Counter-Terrorism and Security Act 2015

Serious Crimes Act 2015

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2.2   The Governing Board takes seriously its responsibility under section 175 of the Education Act 2002 (section 157 for Independent schools) to safeguard[1] and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm or whose welfare may be in question. Governors will ensure all staff at the school have read and understood their responsibilities pertaining to part 1 and Annex A of Keeping Children Safe in Education September 2016

2.3   We recognise all staff[2] and Governors have a full and active part to play in protecting our pupils from harm, and actively promoting their welfare and that the child's welfare is our paramount concern.

2.4   All staff believe our school should provide a safe, caring, positive and stimulating environment that promotes the social, physical and moral development of the individual child.

2.5   The aims of this policy are:

   2.5.1   To support the child's development in ways that will foster security, confidence and resilience.

   2.5.2   To provide an environment in which children and young people feel safe, secure, valued and respected and feel confident that they know how to approach adults if they are in difficulties.

   2.5.3   Ensure all teaching and non-teaching staff are aware of the need to safeguard and promote the wellbeing of children and understand their ~~staffs~~ responsibilities in identifying and promptly reporting cases of actual or suspected abuse.

   2.5.4   To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support plans for those children.

   2.5.5   To acknowledge the need for effective and appropriate communication between all members of staff in relation to the safeguarding of pupils,

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[1] Safeguarding (as defined in the Joint Inspector's Safeguarding report is taken to mean "All agencies working with children, young people and their families take all reasonable measures to ensure that the risk of harm to children's welfare are minimised" and "where there are concerns about children and young people's welfare, all agencies take all appropriate actions to address those concerns, working to agree local policies and procedures in full partnership with other agencies"

[2] "Staff" covers ALL adult staff on site, including temporary, supply and ancillary staff, and volunteers working with children

ensuring staff know how and when to share information to protect children in a way that is legal and ethical.

2.5.6   To ensure our school has a clear system for communicating concerns and a model for open communication between children, teachers, parents/carers and other adults working with children

2.5.7   To support the development of a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse

2.5.8   To ensure the school have robust systems in place which accurately records safeguarding and child protection concerns, which are clearly understood by staff and adhered to. Actions taken to address concerns and outcome achieved are clearly and accurately recorded and these records are appropriately stored

2.5.9   To develop effective working relationships, guided by the Threshold document, with all other agencies, involved in safeguarding and promoting the needs of children at our school.

2.5.10 To ensure that all staff appointed within our school have been through the safer recruitment process and understand the principles of safer working practices as set out in our Staff Code of Conduct, which stipulates their duty to challenge and report where behaviours of colleagues may have stepped outside of agreed safe practices.

2.5.11 To provide clarity to other community users of our facilities with regard to our expectations of how they should maintain a safe environment which supports children's welfare and development.

3.   Responsibilities

3.1   All staff at our school understand safeguarding children is **everyone's responsibility**. Any member of staff, volunteer or visitor to the school who receives a disclosure of abuse, an allegation or suspects that abuse may have occurred should report it immediately to the DSL (see contacts sheet) or, in their absence, to the Additional DSL (see contacts sheet) using the systems and processes our school has designed for this purpose. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.

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3.2 The Governing Board understands and fulfils its safeguarding responsibilities. It will:

3.2.1 Ensure the school has a robust Child Protection Policy and that this is reviewed at least annually.

3.2.2 Monitor and evaluate the effectiveness of the Child Protection Policy and be satisfied that it is being complied with.

3.2.3 Appoint a Designated Safeguarding Lead (DSL) and a deputy who has the required level of authority to act to safeguard pupils at the school.. The roles and responsibilities of the DSL and deputy DSL will be made explicit in those post-holders' job descriptions.

3.2.4 Recognise the importance of the role of the DSL ensuring they have sufficient time, training, skills and resources, as necessary to be effective

3.2.5 Ensure cover is provided when needed appreciating the additional duties taken on by the member of staff when carrying out this role especially when there are on-going child protection issues.

3.2.6 Recognise the contribution the school can make to helping children and young people keep safe through incorporation of safeguarding within the curriculum, the teaching of self-protection skills and encouragement of responsible attitudes through the Personal, Social and Health Education curriculum.

3.2.7 Ensure that there are safe and effective recruitment policies and disciplinary procedures in place, which adhere to *Keeping Children Safe in Education (KCSiE) (September 2018)* and legislation referred to therein.

3.2.8 Ensure the safeguarding needs of pupils, their families and the school are fully understood and resources allocated to meet identified needs.

3.2.9 Work with the DSL to complete an Annual Safeguarding Report for Governors, demonstrating how our school is meeting its statutory responsibilities for safeguarding and promoting the welfare of children, ensuring a copy of this report is shared with the Education Safeguarding Advisory Service within the recommended time frame.

3.2.10 Ensure there is an auditable system in place to evidence ALL staff have read, understood and agree to comply with their roles and responsibilities as laid out in KCSiE 2018

3.3 It will be the duty of the **Chair of Governors** to liaise with relevant agencies if any allegations are made against the Headteacher.

3.4 The **Nominated Governor** for child protection will be familiar with Buckinghamshire LSCB procedures, Local Authority procedures and guidance issued by the Department for Education.

3.5 The Nominated Governor will:

3.5.1 Work with the DSL to produce the Child Protection Policy.

3.5.2 Undertake the training available for Nominated Governors.

3.5.3 Ensure child protection is, as a minimum, an annual agenda item for the Governing Body.

3.5.4 Meet regularly with the DSL to review and monitor the school's delivery on its safeguarding responsibilities

3.5.5 Share with County the school's annual report on the delivery of safeguarding over the previous academic year

3.6 We have a Designated Safeguarding Lead (DSL) who is responsible for:

3.6.1 Ensuring children receive the right help at the right time using the Threshold Document to inform plans for support. Referring a child, to Early Help provisions or Social Care, via the First Response Team if there are concerns for child's care or welfare: abuse or neglect.

3.6.2 Following up any verbal referrals to partner agencies, in writing, within 24 hrs of initial contact.

3.6.3 Ensuring the school has a policy and process for recording and storing information about child protection concerns, which records, identified concerns, allegations, disclosures, referrals, actions taken, information shared with appropriate agencies where necessary, responses from parents and carers or other professionals, telephone and email contact, decisions and outcomes.

3.6.4 Ensuring a system is in place which enables records to be reviewed and an overview gained, enabling timely support to be offered, or partner

agencies "pressed", by school, for re-consideration if thresholds have previously not been deemed to have been reached by partner agencies. This includes use of the Escalation process found on the BSCB website.

3.6.5 Ensuring that records are up to date, differentiate between fact, opinion and hearsay and are maintained in accordance with data protection.

3.6.6 Providing training to staff/ volunteers to make certain all are aware of their responsibilities in relation to child protection and safeguarding record keeping.

3.6.7 Ensuring records are stored safely and securely and remain confidential, sharing information on a 'need to know' basis only and in accordance with the confidentiality policy and are held <u>separately</u> from pupil records.

3.6.8 Having in place an auditable system to enable child protection concerns to be shared between schools where a child moves on to another setting, facilitating transfer of records to maintain confidentiality.

3.6.9 Creating a culture of safeguarding and vigilance within the school, beginning with ensuring all staff receive an appropriate level of induction and training to support them in their understanding.

3.6.10 Acting as a focal point for staff to be able to discuss and share their concerns, supporting staff to formulate their thinking and be part of planning to address issues raised, liaising with other agencies and professionals to achieve change.

3.6.11 Being available or ensuring the deputy is available, in their absence, to staff during school hours and term time for consultation and advice on safeguarding concerns raised. (The DSL and the Deputy are both trained to the same level within our school)

3.6.12 Ensuring arrangements are in place support staff outside of these times if students are off site and accompanied by staff.

3.6.13 Ensuring all school staff are aware of the school's Child Protection Policy and procedures, and know how to recognise and refer any concerns.

3.6.14 Contributing effectively to multiagency working for the purpose of safeguarding and promoting the welfare of students who have suffered or are likely to suffer significant harm, attending Child Protection Case Conferences and submitting reports to the conference, which have been shared in advance, with the parents. Contributing effectively to core group meetings, or other multi-agency planning meetings and contributing to the Framework for Assessments process

3.6.15   Ensuring that if a pupil, about whom there have been child protection concerns, leaves the school, concerns and school medical records are forwarded under confidential cover to the DSL at the pupil's new school as a matter of urgency. The original copy of significant documents will be retained at our school, and photocopies forwarded as above

3.6.16   Have in place a robust system for monitoring absences and addressing this quickly with parents/carers and pupils to effect change. In addition, this system should also support early identification of patterns of non-school's attendance: these are seen under the banner of safeguarding in recognition of the NSPCC's comment on absenteeism being the single biggest indicator that something is going wrong for the child

3.6.17   Ensuring any absence of two consecutive school days, without satisfactory explanation, of a pupil currently subject to a child protection plan is immediately referred to their social worker.

3.6.18   Providing the Headteacher with an annual report for the Governing Body, detailing any changes to the policy and procedures; training undertaken by the DSL and by all staff and Governors; number and type of incidents/cases, and number of children referred to Children's Social Care and subject to Child Protection Plans (anonymised). The Governing Body will use this report to fulfil its responsibility to provide the LA with information about their Safeguarding policies and procedures.

3.6.19   Meeting regularly (suggest minimum of once a term) with the Nominated Governor to share oversight of safeguarding provision within the school, monitor performance and develop plans to rectify any gaps in delivery noted.

3.6.20   Meeting the statutory requirement to keep up to date with knowledge enabling them to fulfil their role, including attending relevant training, provided by the Buckinghamshire Safeguarding Children Board, or the Education Safeguarding Advisory Service.

3.6.21   Referring to the Police any cases where a criminal offence may have been committed or risk of harm is imminent.

3.6.22   Retaining responsibility for the safeguarding of students although tasks may be delegated to other members of the safeguarding team at the school.

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4.   Procedures

Our school procedures for safeguarding children are in line with Buckinghamshire County Council and Buckinghamshire Safeguarding Children Board Child Protection Procedures, "Working Together to Safeguard Children 2015" and "Keeping Children Safe in Education" 2018 and statutory guidance issued under section 29 of the Counter-Terrorism and Security Act 2015.

4.1   We will ensure :

4.1.1   We have a Designated Member of the Senior Leadership Team who has undertaken appropriate training for the role, as recommended by BSCB. Our Designated Safeguarding Lead (DSL) will be required to update their training annually in accordance with the Learning Pathway agreed by the LSCB

4.1.2   We have a member of staff *(Additional/Deputy Safeguarding Lead)* who will act in the DSL's absence who has also received training for the role of DSL, and who will have been briefed in the role.

4.1.3   All adults, (including supply teachers and volunteers) new to our school, are aware of the school's policy and procedures for child protection, the name and contact details of the DSL, their role and responsibilities under Keeping Children Safe in Education 2018 and the booklet "What to do if You're Worried a Child is Being Abused". They will have these explained, as part of their induction into the school.

4.1.4   All members of staff are provided with training opportunities arranged or delivered by the DSL annually in addition to any whole school training undertaken, in order to develop their understanding of the signs and indicators of abuse, how to respond to a pupil who discloses abuse and the procedure to be followed to promote a child's welfare. Staff are supported to further develop their understanding as mechanisms are in place to enhance this via team meetings, newsletters and e mail updates.

4.1.5   All parents/carers are made aware of the school's responsibilities in regard to child protection procedures through publication of the school's Child Protection Policy, and reference to this in our prospectus/brochure, on our website and in our home school agreement.

4.1.6   All staff, parents/carers and children are made aware of the school's escalation process which can be activated in the event of concerns not being resolved after the first point of contact. We acknowledge an individual's safeguarding responsibility does not end once they have

informed the DSL of any concerns, although specific details of further actions may be appropriately withheld by the DSL as information will only be shared on a need to know basis.

4.1.7   Our lettings policy reflects the on-going responsibility the school has for safeguarding those using the site outside of normal school hours, ensuring the suitability of adults working with children on school sites at any time. This includes the purpose of the letting when for religious or political reasons.

4.1.8   Community users organising activities for children are made aware of and required to demonstrate their understanding of the need for compliance with the school's child protection guidelines and procedures, as part of their use of our facilities

4.1.9   The school operates Safe Recruitment practices including ascertaining the suitability of employed staff and volunteers in regulated activities. Checks will be made through the Disclosure and Barring Service and the National Teachers Council's Prohibition List, as recommended by Buckinghamshire County Council and in line with current legislation.

4.1.10 We apply the same level of scrutiny to staff employed as supply, via an agency, ensuring their identities, qualification and suitability to work safely with children.

4.1.11 Allegations against members of staff are referred to the Local Authority Designated Officer (LADO). There are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.   The school recognises that this is a legal duty and a failure to refer when the criteria are met is a criminal offence.

4.1.12 All staff working in a regulated activity are required to give an undertaking that they are not disqualified by association from working with children under the age of 8 yrs. Staff must inform the Head Teacher if events arise which may impact on their capacity to give this undertaking

4.1.13 Our procedures are reviewed and updated annually as a minimum.

4.1.13 The name of the DSL is clearly displayed around the school in appropriate locations including Reception and the staff room, with a statement explaining the school's role in referring and monitoring cases of suspected

abuse. The DSL will be available during school hours and term time to support safeguarding within our school.

5.   Prevention

5.1.1   We recognise school plays a significant part in the prevention of harm to our pupils by providing students with effective lines of communication with trusted adults, supportive friends and an ethos of protection. We include within this the emotional wellbeing of our students and recognise the role school plays in recognising and preventing the political indoctrination of pupils either by self-radicalisation or through exposure to extremist views

5.1.2   We are aware of the Prevent Duty to protect young people from radicalisation and extremism. At our school we view this as a safeguarding matter like any other and these processes will be applied to support children and their families where vulnerabilities are identified, invariably this will require us to work with partner agencies to support and protect the vulnerable student.

5.1.3   Concerns regarding the conduct or behaviour of a student, where it is believed they are vulnerable to extremism, will be referred by the school to Channel via the First Response Team.

5.1.4   School staff receive training on a range of safeguarding and child protection matters, helping them to recognise and respond appropriately should concerns arise, supporting them to act on or escalate concerns.

5.1.5   Whilst a central part of our work with students is to support them to stay safe whilst on-line, we also have in place appropriate web filtering systems so that young people cannot view potentially extreme material, which we also monitor.

5.2   The school community will therefore:

5.2.1   Establish and maintain a safeguarding ethos, which is understood by all staff, which enables children to feel secure and encourages them to talk knowing that they will be listened to.

5.2.2   Receive focused annual training to support learning and understanding of the changing landscape of safeguarding which is underpinned by legislation and includes issues such as FGM, CSE and radicalisation. The school supports staff in being vigilant and able to recognise and act on assessed vulnerabilities.

5.2.3   Ensure that all children know there are staff in the school whom they can approach if they are worried or in difficulty.

5.2.4   Provide, across the curriculum, opportunities which equip children with the skills they need to stay safe from both physical and emotional harm and to know to whom they should turn for help.

5.2.5   Ensure staff work effectively with partner agencies to seek advice support and guidance, drawing on multi agency expertise, knowledge and experience to support students at risk of harm including emotional and intellectual harm via social media and use of the internet

5.2.6   Be sensitive and alert to the possibility of the risk some children's behaviours may pose to their peers. Staff will be supported by the DSL to assess and act on concerns highlighted to ensure school remains a safe place to learn.

6.   Supporting Children

We recognise that a child who is abused, witnesses violence, and lives in a violent environment may feel helpless and humiliated, may blame him/herself, and find it difficult to develop and maintain a sense of self-worth. Staff are required to be vigilant to these signs, to enable early offers of help to be initiated

6.1   We recognise the young minds of our children can be vulnerable and may be exploited by others, therefore staff will be alert to the signs of vulnerability and / or susceptibilities to violent extremism or indoctrination

6.2   We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

6.3   We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

6.4   Staff understand the need for a culture of vigilance to be present in the school to support safeguarding. This includes awareness and sensitivity to changes in the attitudes of students which may indicate they are at risk of radicalisation

6.5   The changing landscape of safeguarding and protecting children from harm requires staff to be aware of children being trafficked both from abroad and locally as part of ongoing exploitation, financial or sexual

6.6 Through training, staff are aware that children's behaviours may pose a risk to their peers, behaviours may range from bullying to those which are sexually abusive. The way we deal with Peer on Peer abuse is set out in clause 17 of this Policy

6.7 Our school will support all pupils by:

6.7.1 Encouraging the development of self-esteem resilience and critical thinking in every aspect of school life including through the curriculum.

6.7.2 Promoting a caring, safe and positive environment within the school.

6.7.3 Monitoring all absences from school and promptly addressing concerns about irregular attendance with the parent/carer. Any pupil absent for ten school days, where it has not been possible to make contact with a parent/carer, will be reported as a Child Missing in Education using the CME Protocol.

6.7.4 Liaising and working together with all other support services and those agencies involved in the safeguarding of children and using the expertise and resources of colleagues in other service areas to promote the welfare of student

6.7.5 Ensuring staff work with Prevent officers and the Channel panel to support and safeguard if a student is thought to be vulnerable to or espousing radical political ideologies.

6.7.6 Liaising with the parent/carer, GP and/or school nurse to ensure that an appropriate care plan is in place if a pupil has medical needs.

6.7.7 Developing a good working knowledge of the Threshold Document and how it can be used to safeguard and promote the wellbeing of students and informing the notification to Social Care (First Response) as soon as there is a significant concern.

6.7.8 Ensuring that a named teacher is designated for Looked After Children (LAC) and that an up to date list of children who are subject to a Care Order or are accommodated by the County Council is regularly reviewed and updated. The Education of Children in Public Care (ECPC) Team must be made aware of all LAC in the school.

6.7.9   Expecting staff to be sensitive to the needs of children who are "looked after", recognising they are likely to have encountered difficulties and challenges which may mean they are disproportionately affected by the behaviours of their peers, e.g., teasing, bullying and hazing.

6.7.10   Notifying Social Care (First Response) when a child attending the school is privately fostered. This means when a child lives with someone other than their parent, step-parent, aunt, uncle or grandparent for a period of more than 28 days.

6.7.11   Seeking appropriate advice, support and guidance to enable us to critically evaluate safeguarding information and concerns, and to act on them appropriately.

6.7.12   Providing continuing support to a pupil (about whom there have been concerns) who leaves the school by ensuring that such concerns and school medical records are forwarded under confidential cover to the Designated Safeguarding Lead at the pupil's new school as a matter of urgency/ within the first term. The original copy of significant documents will be retained at our school, and photocopies forwarded as above.

6.8   Whilst our school does not have ~~has~~ a Work Experience Policy we do have ~~and~~   procedures in our Staff Handbook which complies with national and local guidance and which are regularly reviewed and updated.

6.9   We are aware of our responsibilities for the safeguarding of pupils who are educated off site or who are in alternative provision and work with Bucks County Council to monitor and review this.

6.10   At our school we work hard to understand the impact on children of living in families experiencing difficulties relating to mental ill-health and/or substance misuse and/or domestic violence and know that the child/ren might experience abuse or neglect as a result of these difficulties.

6.11   The DSL along with the rest of our staff have received training to recognise and respond appropriately should suspicions arise. Ensuring signs and indicators are progressed to inform plans of support.

6.11.1   The DSL along with the rest of our staff receive regular training to recognise and respond appropriately should suspicions arise, ensuring signs and indicators are progressed to inform plans of support.

6.11.2   Pupils are encouraged to seek help and support and are provided with information about how to access this, if they are encountering problems at home.

6.11.3   Staff understand that sharing information with parents may not be appropriate and ensure that decisions of this nature are made in partnership with Children's Social Care or the police.

7.   Confidentiality

7.1   We recognise that all matters relating to child protection are confidential.

7.2   The Headteacher or Designated Safeguarding Lead will disclose personal information about a pupil to other members of staff on a need to know basis only. This will be governed by BSCB Information Sharing Protocols

7.3   All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

7.4   Staff will not keep duplicate or personal records of child protection concerns. All information will be reported to the Designated Safeguarding Lead and securely stored only in the designated location within the school, separate from the pupil records.

7.5   Provision is in place for the information to be accessed in the absence of the DSL in an emergency.

7.6   All staff are aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another. Staff will however reassure the child that information will only be shared with those people who will be able to help them and therefore need to know.

7.7   We will always undertake to share our intention to refer a child to Social Care (First Response) with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the ESAS or Social Care on this point.

7.8   In the event of a child disclosing abuse staff will;

- Listen to the child. Allowing the child to tell what has happen in their own way, and at their own pace. Staff will not interrupt a child who is freely recalling significant events.

- Remain calm. Be reassuring and supportive but will endeavour to not respond emotionally.

- Not ask leading questions. Staff are reminded to ask questions only when seeking clarification about something the child may have said. Staff are trained to use TED; Tell, Explain, Describe.

- Make an accurate record of what they have seen/heard using the schools record keeping processes, recording; times, dates or locations mentioned, using as many words and expressions used by the child as possible Staff will not substitute anatomically correct names for body part names used by the child. Any words which are unclear to the staff member will be spelt phonetically

- Reassure the child that they did the right thing in telling someone, they will reassure the child that they have not done anything wrong.

  - Staff will explain to the child what will happen next and the need for the information to be shared with the DSL

  - In the unlikely event of the DSL and deputy DSL not being available, staff are aware they must ring First Response for advice.

  If there is immediate risk of harm to a child Staff will NOT DELAY, and will ring 999

  - The child will be monitored/accompanied at all times following a disclosure, until a plan is agreed as to how best they can be

8. Supporting Staff

8.1 We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

8.2 We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support if necessary. This could be provided by the Headteacher or another trusted colleague, Occupational Health, and/or a representative of a professional body or trade union, as appropriate.

8.3 In consultation with all staff, we have adopted a Code of Conduct for staff at our school. This forms part of staff induction and is in the staff handbook. We understand that staff should have access to advice on the boundaries of appropriate behaviour in order to define and underpin the safe working practices adhered to within our school.

8.4 All staff are required to sign that they have read, understood and agree to comply with the agreed standards of practice set out in the staff Code of Conduct

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8.5 We recognise that our DSL(s) should have access to support (as in 8.2 above) and appropriate workshops, courses or Forums as organised by the County Council.

9. Allegations against staff

9.1 All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults. (See also 8.3 above)

9.2 Staff should be aware of the school's behaviour/discipline policy/Code of Conduct. This can be found in the Staff Study and on the network

9.3 We understand that a pupil may make an allegation against a member of staff. If such an allegation is made, the member of staff notified of the allegation will immediately inform the Headteacheror the most senior teacher if the Headteacher is not present.

9.4 The Headteacher/senior teacher on all such occasions should immediately discuss the content of the allegation with the Local Authority Designated Officer (LADO). The purpose of an initial discussion is for the LADO and the case manager to consider the nature, content and context of the allegation and agree a course of action.

9.5 The Head Teacher/ Senior Teacher will;

9.5.1 Follow all advice given by the LADO throughout the investigation process, including how to manage the staff member or volunteer against whom the allegation is made, as well as supporting other staff and volunteers within the workplace

9.5.2 Follow all advice given by the LADO relating to supporting the child or young person making the allegation, as well as other children and young people connected to the organisation

9.5.3 Ensure feedback is provided to the LADO about the outcome of any internal investigations within your agency

9.6 If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult the LADO (as in 9.4 above) without notifying the Headteacher first.

9.7 The school will follow the County Council's procedures for managing allegations against staff, a copy of which can be found in the Staff Study and on the network

9.8 Suspension of the member of staff against whom an allegation has been made needs careful consideration, and we will consult with the LADO (as in 9.4 above) in making this decision, as well as being guided by HR.

9.9 If a suspension is made, (as in 9.7 above) restrictions will apply to all staff regarding contact whilst suspended including the use of social media such as Facebook and Twitter.

9.10 Our lettings agreement for other users requires that the organiser will follow ~~LA~~ the County Council procedures for managing allegations against staff and, where necessary, the suspension of adults from school premises.

10. Transfer of Risk:

   10.1 Should an individual staff member or volunteer be involved in child protection, other safeguarding procedures or Police investigations in relation to abuse or neglect, they must inform their manager of employer. In these circumstances, the organisation will need to assess whether there is any potential for risk to transfer to the workplace and the individual's own work with children or young people.

11. Whistleblowing

11.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. For this reason we have a separate Whistleblowing Policy which can be found in the Staff Room. Staff are required to familiarise themselves with this document during their induction period.

11.2 All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. If necessary, they should speak to the designated 'whistleblowing' Governor or the Local Authority Designated Officer (LADO).

11.3 A tool to support safeguarding concerns to be reported can be found on our website which has a link to the Department for Education "Report a concern" button

12. Physical intervention/Positive handling

12.1 Our policy on physical intervention/positive handling by staff is set out separately, as part of our Behaviour Policy. It complies with the Department for Education Guidance, 'The Use of Reasonable Force, Advice for Headteachers, Staff and Governing Bodies' July 2013, Use of Reasonable Force, 2013. This policy states that staff may only use 'reasonable force', meaning no more force than is needed, to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. It is always unlawful to use force as a punishment.

12.2 Headteachers and authorised staff can use such force as is reasonable in the circumstances to conduct a search for the following 'prohibited items': knives and weapons, alcohol, illegal drugs, stolen items, cigarettes and tobacco, fireworks, pornographic images, or any article that has been or is likely to be used to commit an offence, cause personal injury or damage property.

12.3 If the use of force is necessary, reasonable adjustments for disabled children and children with special educational needs will be made.

12.4 Any use of force or restraint, **will** be recorded and signed by a witness. The parent/carer will be informed of the incident.

12.5 Staff who are likely to need to use physical intervention must be appropriately trained.

12.6 We understand that physical intervention of a nature which causes injury or unnecessary distress to a child may be considered under child protection or disciplinary procedures.

13. Anti-Bullying

13.1 At our school, we have an agreed definition of bullying that is understood by pupils, staff, parents and carers. It is contained in an information sheet which is available for staff working on the school site.

13.2 We have ~~an~~ a Behaviour, Discipline and Anti-Bullying Policy and measures in place to prevent and respond to all forms of bullying, which acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

13.3 This policy is available to all staff, parents and carers and pupils. The policy is written in language that is accessible to pupils and a child-friendly version is made available to all pupils

13.4 Staff, pupils and parents are made aware of how mobile technologies are increasingly being used to bully children both in and outside of the school environment. Cyber bullying is therefore referenced within our Behaviour, Discipline and Anti-Bullying Policy.

14. Racist Incidents

14.1 Our Equalities and Cohesion policy references how racist incidents will be dealt with and acknowledges the serious nature of these events and their impact on the individual/group of children involved. All incidents will be taken seriously and consideration will be given as to whether a multi-agency approach using child protection procedures is required.

15. Health and Safety

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15.1 We recognise the importance of safeguarding pupils throughout the school day. Our Health & Safety policy, reflects the consideration we give to the protection of our children both physically within the school environment in relation to internet use, and when away from the school when undertaking school trips and visits.

15.2 Part of the safeguarding measures we have in place include the safe dropping off and collection of pupils at the start and end of the school day. At the start of each academic year in September, parents/carers are requested to complete and return a "Safeguarding End of Day Arrangements" form for each of their children. Staff follow the parents/carers instructions on such form and will contact parents/carers if there are any queries. All parents/carers are asked to deliver their children to the lower playground and collect them from the lower playground. Parents/carers are expected to inform us, via the School Office, if there is to be a change in the arrangement of collection for their children. All children have a pass word that will be used to check if an adult has been given permission to collect a child in case of emergency.

15.3 Children that leave the site during the school day do so only with the written permission of a parent /and are collected by an authorised adult where appropriate. School should be notified by the parents/carers regarding whom they have authorised for this task.

15.4 Children who attend the breakfast club are escorted by the staff working in the breakfast club to the playground and a register of those children handed over to a member of the school staff. At the end of the school day children attending the After School Club will report to the staff of that Club who keep a register of who they are expecting. If children do not arrive for the Club then the staff of the Club will liaise with the school staff in order to locate the missing child or children.

15.5 Staff who support children during unstructured time such as break and over the lunch period have received training to remain alert to signs of concern or vulnerability ensuring pupils feel safe. This includes lunch time staff who know about their responsibility to report concerns about a pupil to the DSL.

15.6 Our school site is secure. Through the means of School Council and children surveys the views of children on where they don't feel safe are sought and any concerns followed up.

16. e-Safety

16.1 All staff should be aware of the school policies on e-Safety and Acceptable Use which sets out our expectations relating to:
- Creating a safer online environment
- Giving everyone the skills, knowledge and understanding to help children and young people stay safe on line, question the information they are accessing and support the development of critical thinking
- Inspiring safe and responsible use and behaviour of mobile technologies, to combat behaviours on line which may make students vulnerable including sexting
- Use of mobile technology both within school and on school trips/outings
- Use of camera equipment, including camera phones
- What steps to take if there are concerns and where to go for help.
- Staff use of social media as set out in the Staff Code of Conduct

16.2 Cyber-bullying by children, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.

16.3 Students, staff and parents/carers are supported to understand the risks posed by *CONTENT – CONDUCT – CONTACT* on-line.

16.4 Visitors to our school are respectfully requested to turn all mobile devices off. This is a safeguarding measure for our children.

16.5 Staff's use of mobile technology whilst on site is set out in the Staff Code of Conduct.

17. Peer on Peer Abuse

17.1 As a school we are committed to ensure that any form of peer on peer abuse or harmful behaviour is dealt with immediately and consistently. This will reduce the extent of harm to the young person and minimise the potential impact on that individual child's emotional and mental health and well-being

17.2 Children and young people may be harmful to one another in a number of ways which would be classified as peer on peer abuse. The purpose of this part of the Policy is to explore the many forms of peer on peer abuse and include a planned and supportive response to the issues.

17.3 There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues. However, it may be appropriate to regard a young person's behaviour as abusive if:

17.3.1 There is a large difference in power (for example age, size, ability, development) between the young people concerned; or

17.3.2 The perpetrator has repeatedly tried to harm one or more other children; or

17.3.3 There are concerns about the intention of the alleged young person.

If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused.

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

17.4.1 Providing a developmentally appropriate PSHCE syllabus which develops pupils understanding of acceptable behaviour and keeping themselves safe

17.4.2 Having a robust e–safety programme which develops pupils' knowledge, understanding and skills, to ensure personal safety and self-protection when using the internet and social networking

17.4.3 Having robust monitoring and filtering systems in place to ensure pupils are safe and act appropriately when using information technology in school

17.4.4 Having systems in place for any pupil to raise concerns with staff, knowing that they will be listened to, believed and valued

17.4.5 Delivering targeted work on assertiveness and keeping safe to those pupils identified as being at risk

17.4.6 Developing robust risk assessments & providing targeted work for pupils identified as being a potential risk to other pupils

17.5 Occasionally, allegations may be made against pupils by other young people in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse, teenage relationship abuse and sexual exploitation, bullying, cyber bullying and sexting. It should be considered as a safeguarding allegation against a pupil if some of the following features are present. The allegation:-

17.5.1   Is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil

17.5.2   Is of a serious nature, possibly including a criminal offence

17.5.3   Raises risk factors for other pupils in the school

17.5.4   Indicates that other pupils may have been affected by this student

17.5.5   Indicates that young people outside the school may be affected by this student

Examples of safeguarding issues against a pupil could include:

Bullying
Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Both young people who are bullied and who bully others may have serious, lasting problems. The school policy on this is contained in a separate policy as mentioned previously.

Cyber bullying
Cyber bullying is the use of phones, instant messaging, e-mail, chat rooms or social networking sites such as Facebook and Twitter to harass threaten or intimidate someone for the same reasons as stated above. It is important to state that cyber bullying can very easily fall into criminal behaviour under the Communications Act 2003, Section 127 which states that electronic communications which are grossly offensive or indecent, obscene or menacing, or false, used again for the purpose of causing annoyance, inconvenience or needless anxiety to another could be deemed to be criminal behaviour. If the behaviour involves the use of taking or distributing indecent images of young people under the age of 18 then this is also a criminal offence under the Sexual Offences Act 2003. Outside of the immediate support young people may require in these instances, the school will have no choice but to involve the police to investigate these situations.

Sexting
There are a number of definitions of sexting but for the purposes of this Policy sexting is simply defined as:
- images or videos generated
    - by children under the age of 18, or
    - of children under the age of 18 that are of a sexual nature or are indecent.
- These images are shared between young people and/or adults via a mobile phone, handheld device or website with people they may not even know.

There are many different types of sexting and it is likely that no two cases will be the same. It is necessary to carefully consider each case on its own merit. It is

important to apply a consistent approach when dealing with an incident to help protect yourself, the school and the child. The range of contributory factors in each case also needs to be considered in order to determine an appropriate and proportionate response. All staff should be familiar with this policy.

The steps to be taken in the case of an incident are set out in Appendix Two to this Policy.

Prejudiced Behaviour

The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity (homosexual, bisexual, transsexual).

Sexual Exploitation

This can include encouraging other young people to engage in inappropriate sexual behaviour or grooming and recruiting members of the peer group into being sexually exploited by other young people or adults. It can also include photographing or videoing other children performing indecent acts.

Expected action taken from all staff

Although the type of abuse may have a varying effect on the victim and initiator of the harm, the simple steps set out in Appendix Three to this Policy can help clarify the situation and establish the facts before deciding the consequences for those involved in perpetrating harm.

18.   Cultural Issues

As a school we are aware of the cultural diversity of the community around us and seek to work sensitively to address the unique culture of our students and their families as they relate to safeguarding. This includes children at risk of harm from abuse linked to a belief in spirit possession on the part of their parent, carer or wider community.

18.1   As a staff team are aware of the harm to children that can be caused by practices linked to culture, faith and beliefs. We promote awareness through training and access to resources.

18.2   Staff will report concerns about abuse linked to culture, faith and beliefs in the same way as other child protection concerns.

18.3   We support students, via targeted sessions and delivery through our curriculum, to understand that some aspects of cultural or religious practice and beliefs could cause harm and they should turn to someone they trust or an organisation such as ChildLine for help and support.

18.4   We make links with local services, community organisations and faith leaders to provide support and helpful information on what is safe and unsafe practice within the culture/faith, groups of our school community.

18.5   At our school we are aware of a range of practices and belief which can be classified as honour based violence, we include within this female genital mutilation, forced marriage and breast ironing. Whilst this may be a part of a long held tradition within communities we categorise this as child abuse and will act according to our safeguarding processes to safeguard the pupil concerned.

18.6   Teachers at our school understand there is a legal duty to report known cases of FGM to the police and they will do this with the support of the DSL.

18.7   At our school we are aware of the need to respond to concerns relating to forced marriage and understand that it is illegal, a form of child abuse and a breach of children's rights.

18.8   We recognise that both male and female pupils may be subject to honour based abuse e.g. where young people's cultural background are at odds with their behaviours such as homosexuality, under-age sex, relationships or life style choices.

18.9   We promote awareness through training and access to resources, ensuring that the signs and indicators are known and recognised by staff, any suspicions or concerns for forced marriage are reported to the DSL.

18.10 Staff understand that whilst we try always to work in partnership with families, sharing information with a parent or member of the family is not appropriate in these instances. Staff will report concerns to the DSL who will liaise with Children's Social Care, the police or the Forced Marriage Unit and follow advice given regarding protective strategies to safeguard the pupil.

19.   Retention of Records

19.1   When a disclosure of abuse, or an allegation against a member of staff or volunteer, has been made, our school will have a record of this. These records will be maintained in a way that is confidential and secure

19.2   There is a statutory requirement for our school to pass any child protection records to the child's next school. We are also required to retain these records securely and confidentially until the concerned reaches the age of 25 yrs

19.3   If an allegation is made against a member of staff, a comprehensive, confidential summary of the allegation will be kept on their personnel file. This record will be kept under the guidelines of the GDPR policy This record will include a clear

outcome, including when cases have been investigated and found to be without substance.

19.4   For cases in which an allegation has been proven to be false, unsubstantiated or malicious, the allegation will not be included in employer references, even if that person has been the subject of repeated allegations.

19.5   In the instance or repeated allegations however our school retains the right in the interest of safeguarding students to retain a record of concern (1) (Safeguarding Children: dealing with low-level concerns about adults – Farrer & Co Adele Eastman and Katie Rigg, May 2017)

20.   Use of Photography

We will often use photographs and film to capture achievements, monitor a child development and help promote successes within our school. We like to have a record of all the wonderful activities our students take part in. Via our website we like to be able to share these events with parents. We are however mindful of the safety of our students and will seek the permissions of both parents and student before taking or sharing any images.

20.1   As confirmed in the Data Protection Act, our school will ensure written consent is sought from the parent or carer of any child under the age of 18 before any photographs are taken. If consent is given, we will make a clear agreement with the parent or carer as to how the image will be used (*for example, in a school brochure or website*) and how widely (*as part of a schools bulletin for all parents, on the child's individual development record etc*)

20.2   Due consideration will be given to the appropriate of clothing and posture, and details such as a child's name or age will not be shared unless integral to the use of the image (*such as the acceptance of an award*) in particular when additional identifiers (i.e. a school or uniform logo) are being shared

21.   Policy Review

The Governing Body of our school is responsible for ensuring the annual review of this policy, and for reporting back to the County Council. The date the next review is due is on the front cover of this Policy.

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Appendix One

Child Protection

Everyone who works with children has a duty to safeguard and promote the welfare of children. They should be aware of the signs and indicators of abuse and know what to do and to whom to speak if they become concerned about a child or if a child discloses to them.

The following is intended as a reference for school staff and parents/carers if they become concerned that a child is suffering or likely to suffer significant harm. This should be read along with KCSiE 2018 Part 1 and Annex A of the same document.

The Children Act 1989 defines abuse as when a child is suffering or is likely to suffer 'significant harm'. Harm means ill treatment or the impairment of health or development. Four categories of abuse are identified –

- Neglect
- Physical Abuse
- Sexual Abuse
- Emotional Abuse

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

- provide adequate food, clothing and shelter (including exclusion from home or abandonment). If a child is observed scavenging for food at school, the possibility of inadequate feeding at home should be considered as a priority
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate or inappropriate care-givers)
- ensure access to appropriate medical care or treatment.

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

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

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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 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 cyber bullying), causing children to feel frightened and 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.

Research shows domestic violence to be damaging to a child's emotional development; where a child is living with domestic violence, schools should consider making a referral to Social Care if the child shows any indicators of significant harm.

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

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Although no culture sanctions extreme harm to a child, cultural variations in child rearing patterns do exist. A balanced assessment must incorporate a cultural perspective but guard against being over-sensitive to cultural issues at the expense of promoting the safety and well-being of the child.

Fear of being accused of racism can stop people acting when they otherwise would. Fear of being thought unsympathetic to someone of the same race can change responses.
Every organisation concerned with the welfare and protection of children should have mechanisms in place to ensure equal access to services of the same quality, and that each child, irrespective of colour or background, should be treated as an individual requiring appropriate care.
   Victoria Climbié Inquiry Report.

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Research also tells us that children with special needs are at an increased risk of abuse. Changes in mood, patterns of behaviour, injury responses to stimulus around them may be wrongly attributable to their disability. Staff need therefore to feel confident to question behaviours and be professionally curious about changes noted, being prepared to "think the unthinkable", raise the concern and ensure safeguards are in place. Children with communication difficulties may be especially vulnerable.

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Appendix Two

Steps to take in the case of an incident of sexting

STEP 1: Disclosure by a child

Sexting disclosures should follow the school's normal safeguarding practices. A child is likely to be very distressed, especially if the image has been circulated widely and if they don't know who has shared it, seen it or where it has ended up. They will need support during the disclosure and after the event. They may even need immediate protection or a referral to social services.

The following questions will help decide upon the best course of action:
- Is the child disclosing about themselves receiving an image, sending an image or sharing an image?
- What sort of image is it? Is it potentially illegal or is it inappropriate?
- Is the school's Child Protection Policy and practices being followed? For example, is the Designated Safeguarding Lead (DSL) on hand and is their advice and support available?
- How widely has the image been shared and is the device in their possession?
- Is it a school device or a personal device?
- Does the child need immediate support and/or protection?
- Are there other children and/or young people involved?
- Do they know where the image has ended up?

This situation will need to be handled very sensitively. Whatever the nature of the incident, ensure the school Child Protection Policy and practices are adhered to.

STEP 2: Searching a device – what are the rules?

In a school-based context, it is highly likely that the image will have been created and potentially shared through mobile devices. It may be that the image is not on one single device: it may be on a website or on a multitude of devices; it may be on either a school owned or personal device. It is important to establish the location of the image but be aware that this may be distressing for the young person involved, so be conscious of the support they may need.

The revised Education Act 2011 brought to bear significant new powers and freedoms for teachers and schools. Essentially, the Act gives schools and/or teachers the power to seize and search an electronic device if they think there is good reason for doing so.

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A device can be examined, confiscated and securely stored if there is reason to believe it contains indecent images or extreme pornography.

When searching a mobile device, the following conditions should apply:
- The action is in accordance with the school's Child Protection Policy and procedures
- The search is conducted by the Head Teacher or a person authorised by them
- The DSL or a deputy is present
- The search is conducted by a member of the same gender as the person being searched
- If any illegal images of a child are found, you should consider whether to inform the police. Any conduct involving, or possibly involving, the knowledge or participation of adults should always be referred to the police. If an "experimental" incident is not referred to the police, the reasons for this should be recorded in writing. Always put the child first.
- Do not search the device if this will cause additional stress to the child/person whose image has been distributed.

Never:
- Search a mobile device even in response to an allegation or disclosure if this is likely to cause additional stress to the child **UNLESS** there is clear evidence to suggest that there is an immediate problem
- Print out any material for evidence
- Move any material from one storage device to another

Always:
- Inform the school's DSL
- Record the incident
- Act in accordance with the school Child Protection Policy and practices
- Inform relevant colleagues/senior management team about the alleged incident before searching a device

If there is an indecent image of a child on a website or a social networking site, then the DSL should report the image to the site hosting it.

Under normal circumstances you would follow the reporting procedures on the respective website; however, in the case of a sexting incident involving a child or young person where you feel that they may be at risk of abuse, then you should report the incident directly to CEOP www.ceop.police.uk/ceop-report, so that law enforcement can make an assessment, expedite the case with the relevant provider and ensure that appropriate action is taken to safeguard the child.

STEP 3 - What to do and not do with the image.

If the image has been shared across a personal mobile device:

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Always:
- Confiscate and secure the device(s)

Never:
- View the image unless there is a clear reason to do so (see above)
- Send, share, copy or save the image anywhere
- Allow children to do any of the above

If the image has been shared across a school network, a website or a social network:

Always:
- Block the network to all users and isolate the image

Never:
- Send, share, copy or save the image
- Move the material from one place to another
- View the image outside of the protocols in the school's Child Protection Policy and procedures.

STEP 4 - Who should deal with the incident?

Often, the first port of call for a child is a class teacher. Whoever the initial disclosure is made to must act in accordance with the school's Child Protection Policy, ensuring that the DSL or the deputy DSL are involved in dealing with the incident. The DSL should always record the incident using the school's Safeguarding Concerns Form. There may be instances where the image needs to be viewed and this should be done in accordance with protocols. The best interests of the child should always come first; if viewing the image is likely to cause additional stress, professionals should make a judgement about whether or not it is appropriate to do so.

STEP 5 - Deciding on a response

There may be a multitude of reasons why a child has engaged in sexting – it may be a romantic/sexual exploration scenario or it may be due to coercion. It is important to remember that it won't always be appropriate to inform the police; this will depend on the nature of the incident. However, as a school it is important that incidents are consistently recorded. It may also be necessary to assist the young person in removing the image from a website or elsewhere.

Always:
- Act in accordance with the school's Child Protection Policy
- Store the device securely
- Carry out a risk assessment in relation to the child

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- Contact the Buckinghamshire Safeguarding Children's Board
- Contact the police (if appropriate)
- Put the necessary safeguards in place for the child, e.g. they may need counselling support, immediate protection and parents **must** also be informed.
- Inform parents and/or carers about the incident and how it is being managed.

STEP 6 - Contacting other agencies (making a referral)

- If the nature of the incident is high-risk, consider contacting your local children's social care team. Depending on the nature of the incident and the response, you may also consider contacting your local police or referring the incident to CEOP. www.ceop.police.uk

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Appendix Three

Expected action to be taken by all staff

It is important to deal with a situation of peer abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts around what has occurred as soon after the child(ren) may have forgotten. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved. For example; do not use the word perpetrator, this can quickly create a 'blame' culture and leave a child labelled.

In all cases of peer on peer abuse it is necessary that all staff are trained in dealing with such incidents, talking to young people and instigating immediate support in a calm and consistent manner. Staff should not be prejudiced, judgemental, dismissive or irresponsible in dealing with such sensitive matters.

Gather the Facts

Speak to all the young people involved separately, gain a statement of facts from them and use **consistent language** and **open questions** for each account. The easiest way to do this is not to have a line of questioning but to ask the young people to tell you what happened. Only interrupt the young person from this to gain clarity with open questions, 'where, when, why, who'. (What happened? Who observed the incident? What was seen? What was heard? Did anyone intervene?)

Consider the Intent (begin to Risk Assess)

Has this been a deliberate or contrived situation for a young person to be able to harm another?

Decide on your next course of action

If from the information that you gather you believe any young person to be at risk of significant harm you must make a safeguarding referral to social care immediately (where a crime has been committed the police should be involved also). If this is the case, once social care has been contacted and made a decision on what will happen next then you will be informed on your next steps.

If social care and the police intend to pursue this further they may ask to interview the young people in school or they may ask for parents to come to school to be spoken to also. It is important to be prepared for every situation and the potential time it may take.

It may also be that social care feel that it does not meet their criteria in which case you may challenge that decision, with that individual or their line manager. If on discussion however, you agree with the decision, you may then be left to inform parents.

Informing parents/carers

If, once appropriate advice has been sought from police/social care you have agreement to inform parents or have been allocated that role from the other services involved then you need to inform the parents as soon as possible. If services are not going to be involved then equally, this information may need to be shared with parents. If a young person is deemed to be 'Gillick Competent' following the 'Fraser' guidelines and does not wish you to share the information with parents, then the school must consider this especially for example if the young person is pregnant and this is why they are being bullied (unless this has occurred through significant harm in which case a criminal/social care case is likely or the young person is under the age of 13).

In all circumstances where the risk of harm to the child is evident then the school should encourage the young person to share the information with their parent or even with them (they may be scared to tell parents that they are being harmed in any way). Where school can evidence they are acting in the best interests of the young person they would not be criticised, however this would be the case if they actively breached the rights and choices of the young person.

The best way to inform parents is face to face. Although this may be time consuming, the nature of the incident and the type of harm/abuse a young person may be suffering can cause fear and anxiety to parents whether their child is the child who was harmed or who harmed another.

Points to consider:

What is the age of the children involved?
How old are the young people involved in the incident and is there any age difference between those involved? (In relation to sexual exploration, children under the age of 5, in particular 1-4 year olds who are learning toileting skills may show a particular interest in exploration at around this stage. This, however should not be overlooked if other issues arise (see following)

Where did the incident or incidents take place?
Was the incident in an open, visible place to others? If so was it observed? If not, is more supervision required within this particular area?

What was the explanation by all children involved of what occurred?
Can each of the young people give the same explanation of the incident and also what is the effect on the young people involved? Is the incident seen to be bullying for

example, in which case regular and repetitive? Is the version of one young person different from another and why?

What is each of the children's own understanding of what occurred?
Do the young people know/understand what they are doing? E.g. do they have knowledge of body parts, of privacy and that it is inappropriate to touch? Is the young person's explanation in relation to something they may have heard or been learning about that has prompted the behaviour? Is the behaviour deliberate and contrived? Does the young person have understanding of the impact of their behaviour on the other person?
In dealing with an incident of this nature the answers are not always clear cut. If you are concerned or unsure as to whether or not there is any risk involved, please seek advice from Children's Services Social Care.

Repetition
Has the behaviour been repeated to an individual on more than one occasion? In the same way it must be considered has the behaviour persisted to an individual after the issue has already been discussed or dealt with and appropriately resolved?

Next Steps
Once the outcome of the incident(s) has been established it is necessary to ensure future incidents of abuse do not occur again and consider the support and intervention required for those involved.

For the young person who has been harmed
What support they require depends on the individual young person. It may be that they wish to seek counselling or one to one support via a mentor. It may also be that they feel able to deal with the incident(s) on their own or with support of family and friends. In which case, it is necessary that this young person continues to be monitored and offered support should they require it in the future. If the incidents are of a bullying nature, the young person may need support in improving peer groups/relationships with other young people or some restorative justice work with all those involved may be required. Other interventions that could be considered may target a whole class or year group for example a speaker on cyber bullying, relationship abuse etc. It may be that through the continued curriculum of PSHCE and SMSC that certain issues can be discussed and debated more frequently.

If the young person feels particularly vulnerable it may be that a risk assessment can be put in place for them whilst in school so that they have someone named that they can talk to, support strategies for managing future issues and identified services to offer additional support.

For the young person who has displayed harmful behaviour

The Downley School Child Protection Policy

In this circumstance, it is important to find out why the young person has behaved in such a way. It may be that the young person is experiencing their own difficulties and may even have been harmed themselves in a similar way. In such cases support such as one to one mentoring or counselling may also be necessary. Particular support from identified services may be necessary through a CAF/strengthening families/early help referral and the young person may require additional support from family members.

Once the support required to meet the individual needs of the young person has been met, it is important that young person receives a consequence for their behaviour. This may be in the form of restorative justice e.g. making amends with the young person they have targeted if this has been some form of bullying. In the cases of sexually harmful behaviour it may be a requirement for the young person to engage in one to one work with a particular service or agency (if a crime has been committed this may be through the police or youth offending service). If there is any form of criminal investigation ongoing it may be that this young person cannot be educated on site until the investigation has concluded. In which case, the young person will need to be provided with appropriate support and education whilst off site.

Even following the conclusion of any investigation, the behaviour that the young person has displayed may continue to pose a risk to others in which case an individual risk assessment may be required. This should be completed via a multi-agency response to ensure that the needs of the young person and the risks towards others are measured by all of those agencies involved including the young person and their parents. This may mean additional supervision of the young person or protective strategies if the young person feels at risk of engaging in further inappropriate or harmful behaviour.

The school may also choose a punishment as a consequence such as exclusion or internal exclusion/inclusion/seclusion for a period of time to allow the young person to reflect on their behaviour.

After care
It is important that following the incident the young people involved continue to feel supported and receive help even if they have stated that they are managing the incident. Sometimes the feelings of remorse, regret or unhappiness may occur at a much later stage than the incident. It is important to ensure that the young people do not engage in any further harmful behaviour either towards someone else or to themselves as a way of coping (e.g. self-harm). In which case, regular reviews with the young people following the incident(s) are imperative.