



# Safeguarding Pupils

## Includes

# Policy for Child Protection

**Updated: September 2021**

Safeguarding Lead/s

Sweyne Park School + MAT  
Glebe Primary School  
CEO  
DSL Mentor

Richard Bradley  
Nicola Bache  
Katharine Dines  
Steph Whitcombe



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## Introduction

The main ethos at Sweyne Park and Glebe Primary School is one of respect along with acceptance and tolerance for each individual and of providing an environment in which everyone is encouraged and enabled to fulfil their potential, regardless of background or circumstances.

Consequently, the main principles of 'Every Child Matters' (the government's vision for children's services, published in September 2003) namely:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieving economic well being

As well as the principles set out in Promoting British Values in schools (November 2014)

- The rule of law
- Individual liberty
- Mutual respect
- Tolerance

are already enshrined in the Sweyne Park and Glebe Primary School's ethos, philosophy and practice.

This policy for 'safeguarding pupils' at Sweyne Park and Glebe Primary Schools is concerned mainly with the precept of 'staying safe' but also impinges on other areas. It should be seen as one part, albeit an extremely important part, of our whole pupil support system.

## Aims

Our aim is to do all we can to protect and safeguard the wellbeing of our pupils, this includes students in the Sixth form (now also covered by KCSIE – 2021).

Children and young people have a fundamental right to be protected from harm. Our pupils have the right to expect us to provide them with a safe and secure environment. We acknowledge that teachers and other staff in our school are in a unique position to identify and to help abused and vulnerable children. We also recognise that the protection of our pupils is a shared community responsibility. **Safeguarding is everyone's responsibility.**

## Principles

Our policy applies to all in our school community, namely pupils, staff, governors, visitors and volunteers. There are five main elements to our policy:

- Ensuring that we practise safe recruitment in checking the suitability of staff and volunteers to work with our pupils
- Raising pupil awareness of child protection issues and equipping pupils with the skills they need to keep them safe

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- Developing, and then implementing, procedures for identifying and reporting cases, or suspected cases, of abuse, and training staff to use these procedures effectively
- Supporting vulnerable pupils and those in difficult circumstances, as well as supporting those pupils who have been abused in accordance with their agreed protection plans
- Establishing a safe environment in which children can learn and thrive.

We recognise that school staff are well placed to observe the outward signs of abuse. We will therefore:

- Establish and maintain an environment where our pupils feel safe and secure, and where they are encouraged to talk and are listened to seriously
- Ensure that our pupils know that there are adults in the school whom they can approach if they are worried or in difficulty or concerned about one of their peers
- Include opportunities in the curriculum for pupils to develop the skills to recognise abuse and to stay safe, and also to include material to help pupils develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills. (Further information can be obtained from the CPRE/HOY co-ordinator/s.)
- Ensure that, wherever possible, every effort will be made to establish working relationships with families and with colleagues from other agencies. It is important to note that data protection is not a barrier to information-sharing in relation to potential safeguarding concerns (risk of sharing v. risk of not sharing). Wherever possible we will share any safeguarding concerns, or an intention to refer to Children's social care, with parents/carers. However, we will not do so where it is felt that to do so could place a child at greater risk of harm or impede a criminal investigation. On occasion it may be necessary to seek guidance from the Hub and or the Police in making decisions about when it is appropriate to share information with parents/carers.
- Safeguarding staff will challenge and 'think the unthinkable'

We recognise that it is the responsibility of each of us to ensure that all elements of this policy are actively and consistently reflected in our practice. We will systematically monitor, evaluate and constantly review the impact of this policy.

## Practice

## Roles and Responsibilities

Our governing body will ensure they facilitate a whole school approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart. Where there is a safeguarding concern, governing bodies and school staff will ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Staff will

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reassure victims that they will be taken seriously and that they will be supported and kept safe. We will ensure that all children disclosing abuse feel supported and never made to feel that they are creating a problem by reporting abuse, they will be treated with dignity and care.

**The Governing Body** is responsible for ensuring that:

- the school complies with legislation related to child protection
- the school has a Safeguarding Policy which will include our Child Protection policy and that procedures are in place that safeguard and promote the wellbeing of pupils in our school
- this policy is reviewed at least annually
- the school is using safe recruitment procedures and that appropriate checks are carried out on new staff and volunteers
- the school is aware of its duties re PREVENT/Channel referrals in conjunction with the police/LA, in particular that the school community has “due regard to the need to prevent people from being drawn into terrorism”. All staff understand that they have a statutory duty to notify a member of the safeguarding team should they have a concern
- all staff are aware of their statutory duty to report FGM to a member of their safeguarding team and the Police
- ensure every member of staff along with volunteers and Governors read and understand part one of Keeping Children Safe in Education
- safeguarding arrangements take into account the procedures of the Local Authority as set up by the ESCB
- ensure pupils/students are taught, as part of a broad and balanced curriculum, the importance of safeguarding, including on-line safety

**The named governor for child protection, children in care, children previously in care and pupils on a special guardianship order** is responsible for maintaining:

- regular contact with the school’s designated lead or deputy
- awareness of current responsibilities and requirements in relation to child protection by attending appropriate professional development activities
- The role of the Nominated Governor for Child Protection is to ensure that the school has an effective policy, that the ESCB Guidelines are complied with <http://www.escb.co.uk/> and to support the school in this aspect. Governors must not be given details relating to individual child protection cases or situations to ensure confidentiality is not breached.
- The DCPC and the Headteacher provide an annual report for the governing body detailing any changes to the policy and procedures; training undertaken by all staff and governors and other relevant issues.
- Ensure that pupils are taught about safeguarding

To ensure our safeguarding governor is in the best position to be a critical friend, they will undertake level 3 DSL training, within a year, and will refresh this training every two years. They will undertake a termly visit to the safeguarding lead.

**The Designated Safeguarding Lead** is a senior member of staff responsible for:

- the provision of leadership and vision in respect of child protection

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- ensure mechanisms are in place to assist staff and governors to understand and discharge their role and responsibilities
- the practical implementation of the child protection policy in ensuring that child protection procedures are followed within the school and that appropriate referrals are made to the proper Social Care Services and other agencies
- the provision of training to all staff employed within the school so that they are aware of signs of abuse, what they need to do if they think that a pupil is being abused and how they can protect themselves from an allegation
- ensuring that the designated safeguarding lead and the safeguarding team have received the appropriate training every two years. With at least one annual update for the DSL from ECC safeguarding lead.
- the co-ordination of all activities related to child protection and children in care, including record keeping, school representation at child protection conferences and other related meetings, supporting pupils at risk, liaison with other professionals, and the monitoring of welfare and academic progress
- liaison between the safeguarding team, leadership team and governors
- child sexual exploitation training
- maintaining awareness of PREVENT/Channel referrals in conjunction with the police/LA guidance
- monitoring effectiveness of child protection policy and procedures and updating policy at least annually
- ensure that each head of year is aware of the Vulnerable pupils in their year group and that they proactively monitor these pupils (with the support of their Assistant HOYs and tutors), seeking early help and support from Learning Development, Pupil and Family Support and/or the safeguarding team.
- Ensure pupils/students are taught, as part of a broad and balanced curriculum, the importance of safeguarding, including on-line safety
- Opportunities for staff to offer a valuable contribution to safeguarding arrangements and policies will be ongoing, these take place during training sessions and informal meetings
- Will ensure that there is always a member of the safeguarding team available during the school day for staff to liaise with
- ensure staff have read and understood 'part one' of 'Keeping children safe in education'. A refresher session, along with a copy of the guidance will be given to all staff annually by the head teacher or a member of the safeguarding team, training will also be included in staff induction along with refreshers during the year via staff meetings and or Bulletin
- Safeguarding responsibilities will be carried out by the safeguarding lead or a deputy however the ultimate responsibility for safeguarding and child protection remains with the Designated Lead at SPS

**The Headteacher** is responsible for:

- supporting the designated Safeguarding Lead in all aspects of the role
- ensuring that the designated Safeguarding Lead and the safeguarding team have received the appropriate training
- ensuring that all members of the school community are aware of and comply with our safeguarding and child protection policy

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- ensuring the safe recruitment of all staff (including supply staff and volunteers)
- making parents aware of the school's child protection policy
- dealing with any allegations against members of staff or volunteers and keeping a log
- creating a safe environment for pupils at the school
- ensuring that the DSL has child sexual exploitation training
- attending PREVENT training/implementing recommendations including re Channel referrals
- ensure staff have read and understood 'part one' of 'Keeping children safe in education'. A refresher session, along with a copy of the guidance will be given to all staff annually by the head teacher or a member of the safeguarding team, training will also be included in staff induction along with refreshers during the year via staff meetings and or Bulletin
- appropriate safeguarding Cover is in place for an absent safeguarding lead and ensure that staff are aware that they may report a concern to any member of the team
- ensure there is a bomb threat protocol in place
- ensure pupils/students are taught, as part of a broad and balanced curriculum, the importance of safeguarding, including on-line safety

**All staff** are expected to:

- know the names of the designated safeguarding lead and members of the safeguarding team, understand the role of the Designated lead and the team
- understand and comply with the school's safeguarding and child protection policy
- have read and understood 'part one' of 'Keeping children safe in education', a refresher will be held regularly
- deal with any bullying incidents that may occur and will never be tolerated
- refer e-safety concerns to a member of the safeguarding team
- behave in accordance with our Staff Conduct Policy (which is given to all staff annually)
- be aware of our obligation to pay "due regard to the need to prevent people from being drawn into terrorism". Report any concerns to a member of the safeguarding team
- be aware of our statutory duty to personally inform the police of any reported incident of FGM along with the Designated lead for safeguarding
- be aware of our 'Position of Trust' and how this can be abused (Sexual Offences Act 2003)
- address risks and prevent issues escalating, 'Early help'. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Good practice includes: early referral to the safeguarding team, action on and referral of the early signs of abuse and neglect, good record keeping, always listening to the views of the child, re-assessing concerns when situations do not improve, sharing information swiftly and challenge to those who appear not to be taking action
- ensure appropriate use of social media, which includes no contact with pupils or parents/carers
- monitor vulnerable pupils within tutor groups and in lessons, reporting emerging concerns swiftly to either the Head of Year or the Safeguarding team to enable early identification and assessment
- understand the difference between an early-help concern and an immediate danger/risk of harm
- will wear their Identification badge, which now includes emergency numbers on the reverse
- ensure that pupils/students respond to the emergency bell system

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- can contribute to and shape safeguarding arrangements and our child protection policy at any time by discussing with the safeguarding lead or a member of the safeguarding team
- have read our behaviour and staff conduct policies
- ensure personal mobile devices are only used in pupil areas in an emergency or if staff are on duty
- staff will notify their DSL of a concern via MyConcern either before or after speaking directly with them
- all staff will have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education and consensual and non-consensual sharing of nudes and semi-nude images and or videos can be signs that children are at risk. Other safeguarding issues all staff will be aware of include:  
Child Sexual Exploitation  
Child Criminal Exploitation  
FGM  
Mental Health  
Peer on Peer abuse  
Serious Violence  
(These topics will be refreshed throughout the year)

All staff are expected to show **professional curiosity** and act upon anything that is of concern. For example, children might not disclose abuse to staff but do so to their peers, a member of staff may overhear a conversation between pupils/students or notice a change in behaviour.

**Pupils, parents/carers, supply staff and volunteers** are expected to be aware of and comply with the school's safeguarding, child protection and conduct policies.

## Procedures - General

This policy, and all action relating to it, is in line with the following guidance:

- The SET guidelines, copies of which are kept in the head teacher's office, in the office of the designated Child Protection Coordinator and in the Resources area on MyConcern (2019)
- Safeguarding Children in Education and Safer Recruitment (2010)
- Effective Support for Children and Families in Essex (2017)
- Counter-Terrorism and Security Act (2015)
- The Working Together to Safeguard Children (2018)
- What to do if a Child is being abused (2015)

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- Keeping Children Safe in Education (Sept. 2021)
- PREVENT and Channel duty guidance (2015)
- Searching, screening and confiscation (January 2018)
- Mental Health and Behaviour in Schools (2016)
- Behaviour and Discipline in Schools (2016)
- Responding to sexting in schools and colleges (2016)
- Children Missing Education and Child Employment (2016)
- Sexting in Schools (2017)
- Disqualification under the Childcare Act (2018)
- Equalities Act (2010 last updated 2015)
- County Lines, Exploitation & Drug Supply (2017)
- Sexual Violence and Sexual Harassment -children (2018)
- GDPR data protection act (2018)
- Preventing youth violence and gang involvement (2015)

Staff will be kept informed about child protection responsibilities and procedures through induction, briefings, the staff bulletin and awareness training. All new staff will attend a training session on child protection awareness as part of their induction programme as well as receiving our Staff Conduct Policy, e-safety and Part One of Keeping Children Safe in Education. Where other adults are working in regulated activity within school, the head teacher or the safeguarding lead will ensure that they are aware of the contents of these policies (copies of policies can be found on the VLE). Any trainee teachers will receive a training session on child protection awareness as soon as possible after their arrival. We are committed to creating a culture of vigilance along with an attitude that 'it could happen here'.

## **Procedures – Concern about a pupil**

All staff know what to do if a child tells them he/she is being abused, neglected or exploited, and/or is otherwise at risk of involvement in criminal activity, such as knife crime, or involved in county lines drug dealing. Staff are confident how to share this information whilst recognising that it should be treated sensitively, including that they should only share the report with those people who are necessary in order to progress it, such as the designated safeguarding lead (or a deputy), children's social care and/or the police. Staff will not promise confidentiality or that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child and it is very likely a concern will have to be shared further.

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Anyone who receives a disclosure of abuse, an allegation of abuse or who suspects that abuse may have occurred must report it immediately to the designated safeguarding lead or one of the safeguarding team; in their absence the matter should be brought to the attention of the head teacher or the most senior member of staff in school. This should be followed with a written record within the day (MyConcern from Sept. 2019), using as far as possible the pupil's own words. (For further details, please see the Appendix A - Safeguarding Pupils.) It is important to remember that any member of staff can refer their concerns to children's social care directly along with informing their designated safeguarding lead. Staff must take further action if they feel the school has not acted appropriately or robustly to safeguard. This may involve reporting to the Chair of Governors or direct to LADO, Social Care, the NSPCC whistleblowing line 0800 028 0285 help@nspcc.org.uk or Police.

The designated safeguarding lead (or one of the safeguarding team) will immediately refer cases of suspected abuse or an allegation of abuse to the relevant investigating agency by telephone or e-mail and in accordance with the procedures outlined in the SET procedures. (A copy of the SET procedures can be found on MyConcern, under Resources) Any referral will be confirmed in writing within 24 hours. Where possible the inter-agency referral form should be used. Where the allegation is against a member of staff, the head teacher must first be informed.

If the designated safeguarding lead (or one of the safeguarding team) is unsure about whether a formal referral should be made or has a general concern about a child's health or development, advice should be sought from local social care, the NSPCC or the Essex Safeguarding Service (ESS).

Where there is a concern about a pupil as opposed to an immediate danger, risk of harm staff will liaise with a member of the safeguarding team as soon as possible, within the same day. We will inform parents/carers of our actions **unless it is our view that so doing could place the child at greater risk of harm** or could impede a criminal investigation.

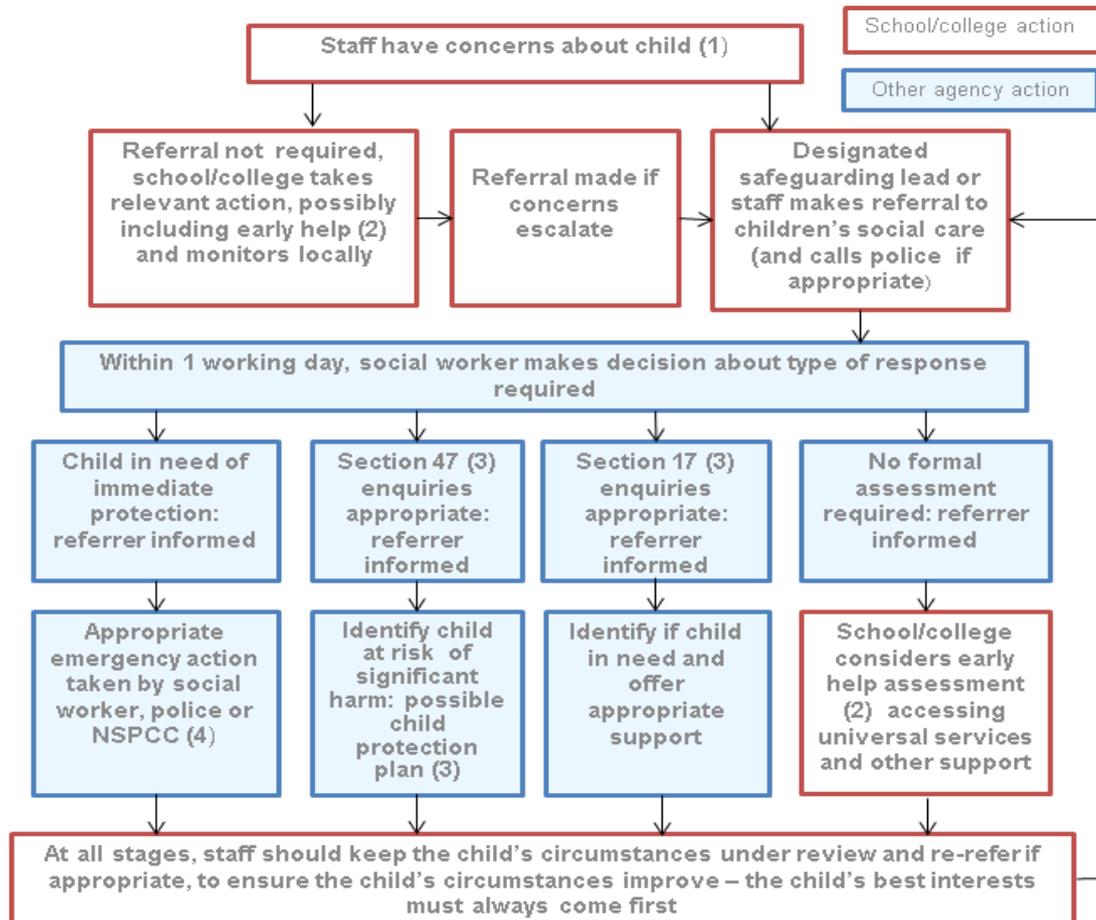
We will inform parents and carers about our duties and responsibilities under child protection procedures. Parents may request a full copy of this policy. We will also publish a statement in our prospectus and on our website

## Information Sharing

Information sharing is vital in tackling all forms of abuse, neglect and exploitation. Schools have statutory powers to share, hold and use information for these purposes.

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### Actions where there are concerns about a child



#### Early help:

Members of the safeguarding team may use a Team around the Child or Family planning meetings for families about whom we have concerns and where there is likely to be multi-agency working. Our aim is to identify pupil/student/families who would/could benefit from further support at the earliest stage possible. This support may involve sign posting/referring/information sharing with the appropriate agencies, family support worker interventions, counselling, liaising/information sharing with agencies already working with families, assessments as well as offering the support from our pastoral team, LD, RBHIP and or PFS

We monitor pupils who present at Pupil Services, to ensure that we can identify emerging trends that may indicate a safeguarding concern.

In addition to working with the designated lead, staff may be asked to support Social Care/Police/ PREVENT panels to take decisions about individual pupils

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Inter-agency working will operate within the statutory guidance. This includes providing a co-ordinated offer of early help when additional needs of children are identified, and contributing to inter-agency plans to provide support to children subject to child protection plans. We will allow access for Children's Social Care and the Police, where appropriate, to conduct a Section 17 or 47 assessment

We will be mindful to the potential need for early help for a child who is:

- a young carer
- disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised criminal groups or County Lines
- frequently missing/goes missing from care or from home is at risk of modern slavery, trafficking or exploitation
- at risk of being radicalised or exploited
- in a family circumstance presenting challenges for the child such as substance misuse, adult mental health problems or domestic abuse misusing drugs or alcohol
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- showing early signs of abuse or neglect.
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking, sexual or criminal exploitation
- has a family member in prison, or is affected by parental offending
- is at risk of honour based abuse such as Female Genital Mutilation or forced marriage
- has a mental health need
- is a privately fostered child; and is persistently absent from education.

### **Effective assessment of the need for early help**

Children and families may need support from a wide range of local organisations and agencies. Where a child and family would benefit from co-ordinated support from more than one organisation or agency (e.g. education, health, housing, police) there may be an early help assessment

In cases where consent is not given for an early help assessment; we will consider how the needs of the child might be met. If at any time it is considered that the child may be a child in need, as defined in the Children Act 1989, or that the child has suffered significant harm or is likely to do so, a referral will be made immediately to local authority children's social care; this referral can be made by any member of staff within our school, however the expectation would be that liaison with the Safeguarding Lead or their deputy would happen in the first instance.

We will be mindful of the threshold document and associated guidance in order to determine the best response to a child and family at the first point any additional needs are identified.

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We will listen and take seriously any disclosure or allegation of abuse and any concern expressed about the safety and well-being of our pupils. We will consider the 'unthinkable' and challenge when required

### **Searching, screening and confiscation:**

The Head teacher and authorised staff have the statutory power to search a pupil/s or their possessions, without consent, where they have reasonable grounds for suspecting that a pupil/s may have prohibited item/s:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- indecent images of a child
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
- electronic device/s that the pupil does not have permission to use within school

Staff can lawfully search electronic devices, without consent or parental permission, if there is a suspicion that the pupil has a device prohibited by school rules, or the staff member has good reason to suspect the device may be used to:

- cause harm
- disrupt teaching
- commit an offence
- cause injury
- damage property

Any data, files or images that are believed to be illegal will be passed to the police as soon as practicable, including pornographic images of children, without deleting them. This will require confiscation of the electronic device. The electronic device will be locked away securely in the school safe (only accessed by three senior staff). Any data, files or images that are not believed to be unlawful, may be deleted or kept as evidence of a breach of our school's policy.

- Pupils are considered children up to the age of 18, however there may be times when a pupil is deemed to be vulnerable even though they have reached or exceeded 18. This policy will therefore also apply to adults within our Sixth form with care and support needs in line with the Care Act 2014

### **Knives, Drugs and other prohibited items**

When a young person makes a decision to take a knife (other offensive weapon) or drugs into a school, it is a serious one with potentially fatal consequences.

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When there isn't such an immediate risk, we will report incidents to the police non-emergency number by dialling 101. For example, a student has been searched and found to be in possession of a knife or drugs which has been seized, and the student does not pose any further risk.

We will retain the weapon/drugs in a safe place until police attend and seize the weapon/drugs for evidential purposes. Once it is established that a weapon/illegal drugs is unlawful, a crime record will be created and a proportionate investigation will ensue.

### **Law and definitions:**

Possession of a weapon/illegal drugs is a criminal offence. The law provides the police and schools with specific powers to deal with incidents involving illegal items.

### **Possession of an offensive weapon**

Section 139A of the Criminal Justice Act 1988 creates the offence of possessing an article with intent to cause injury to the person. Section 139B of the Criminal Justice Act 1988 creates the offence of possessing an article with intent to cause injury to the person on school premises shall be guilty of an offence.

Possession of drugs is an offence controlled by the Misuse of Drugs Act 1971.

The meaning of offensive weapon can be broken down into two categories:

- a) Those that are offensive per se, that is, those either made (e.g. knuckle-duster, dagger, gun) or adapted (e.g. broken bottle) for use for causing injury to the person; and
- b) Weapons not so made or adapted (e.g. kitchen knife, spanner, hammer) but intended by the person having it with him for causing injury to the person.

Should anyone be in possession of an offensive weapon/illegal drugs (for the purpose of clarity we also include 'legal highs') on our school site we will carry out a full investigation which will lead to a serious disciplinary consequence if proven. Consequences: either Permanent Exclusion, a Managed Move to another school or Alternative Provision provider.

Mitigating circumstances such as a high level mental health condition may impact upon this decision/outcome, at the discretion of the Head teacher and Chair of Governors.

Adults within school: referral to the Police, LADO and Disbarring.

## **Distribution of images/videos**

Distribution of images/videos of an incident/s either within and/or outside of school and that on the balance of probability are likely to upset, offend, humiliate, will incur a sanction of at least one day's fixed term exclusion from school and a phone ban whilst in school for a fixed period.

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## **Procedures – Allegation against a member of staff**

- It is essential that our high standards of concern and professional responsibility adopted with regard to alleged child abuse are similarly displayed when adults working in school are accused, no matter how difficult this may be
- Corporal or physical punishment of children in schools is unlawful. Physical restraint of children is only permitted if the child or others are at risk. Excessive physical restraint or constant shouting may constitute abuse
- If an allegation is made against a member of staff, the head teacher (deputy or DSL in their absence) should contact the Local Authority Designated Officer (LADO) and LA HR Advice and Consultancy. They will decide whether the incident should be referred to social care and/or the police. If this is agreed, the head teacher should inform social care by telephone and follow this with written confirmation within 24 hours. In addition, the head teacher should inform the chair of governors and/or the designated governor for child protection. Should the allegation be against the head teacher, a deputy or the designated safeguarding Lead should contact the Chair of Governors and the LADO.
- If for any reason it is decided that a referral to Essex Social Care Services is not appropriate, it will be necessary to address matters in accordance with the school's disciplinary procedures in liaison with the school's HR Advisor.
- If it is decided that a referral to social care is not necessary, it may still be appropriate to conduct an internal investigation. Where no further action is required, details and decisions should be recorded in a confidential file. The LADO and chair of governors still need to be informed.
- Any member of staff who is concerned about the conduct of another member of staff or adult on the school premises should contact the Head teacher as part of our whistleblowing procedures, always keep in mind that it could happen here.
- Where a member of staff, volunteer or governor has behaved or may have behaved in a way that indicates they may not be suitable to work with children. The Headteacher will always be mindful and consider 'transferrable risk'. Where a member of staff or volunteer is involved in an incident outside of school/college which did not involve children but could have an impact on their suitability to work with children. For example, a member of staff is involved in domestic violence at home. No children were involved, but there is a need to consider what triggered these actions and could a child in the school trigger the same reaction, therefore being put at risk.

## **Supply staff**

Should we have to consider an allegation against an individual not directly employed by the Trust, where our disciplinary procedures do not fully apply, for example, supply teachers provided by an employment agency or business.

- Whilst we are not the employer of supply staff, we will ensure allegations are dealt with properly. In no circumstances would we decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority

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designated officer (LADO) to determine a suitable outcome. The Headteacher or nominated member of staff will discuss with the LADO and the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst we carry out an investigation.

- Agencies must be fully involved and co-operate in any enquiries from the LADO, police and/or children's social services. The Trust will usually take the lead because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process.
- Supply teachers, whilst not employed by the school or college, are under our supervision, direction and control when working in school. They should be advised to contact their trade union representative if they have one, or a colleague for support. The allegations management meeting which is often arranged by the LADO should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are taken into account by the school during the investigation.

## Whistleblowing:

All staff must be aware of their duty to raise concerns about the attitude or actions of colleagues in line with the school's Code of Conduct / Whistleblowing policy statement (Appendix D)

- If there are any concerns about Safeguarding practices within the school, staff and volunteers should feel able to raise concerns about 'unsafe' practice and potential failures to the Headteacher, their deputy or the Safeguarding Lead. Should concerns be about the Headteacher, the Chair of Governors should be contacted; any member of the Senior Leadership Team will provide details. Should you have any concerns about this process, you can still contact the LADO directly. Staff can also contact the NSPCC Whistleblowing line 0800 028 0285 [help@nspcc.org.uk](mailto:help@nspcc.org.uk)
- We will refer to the DBS anyone harming/harmed or posing a risk/threat of harm to a pupil, or if there is a reason to believe this has happened.
- If the school is unsure about a specific issue, the school will contact Essex HR and or the LADO and follow guidance.
- At all times we will be mindful of the guidance set out in KCSIE, Part four.

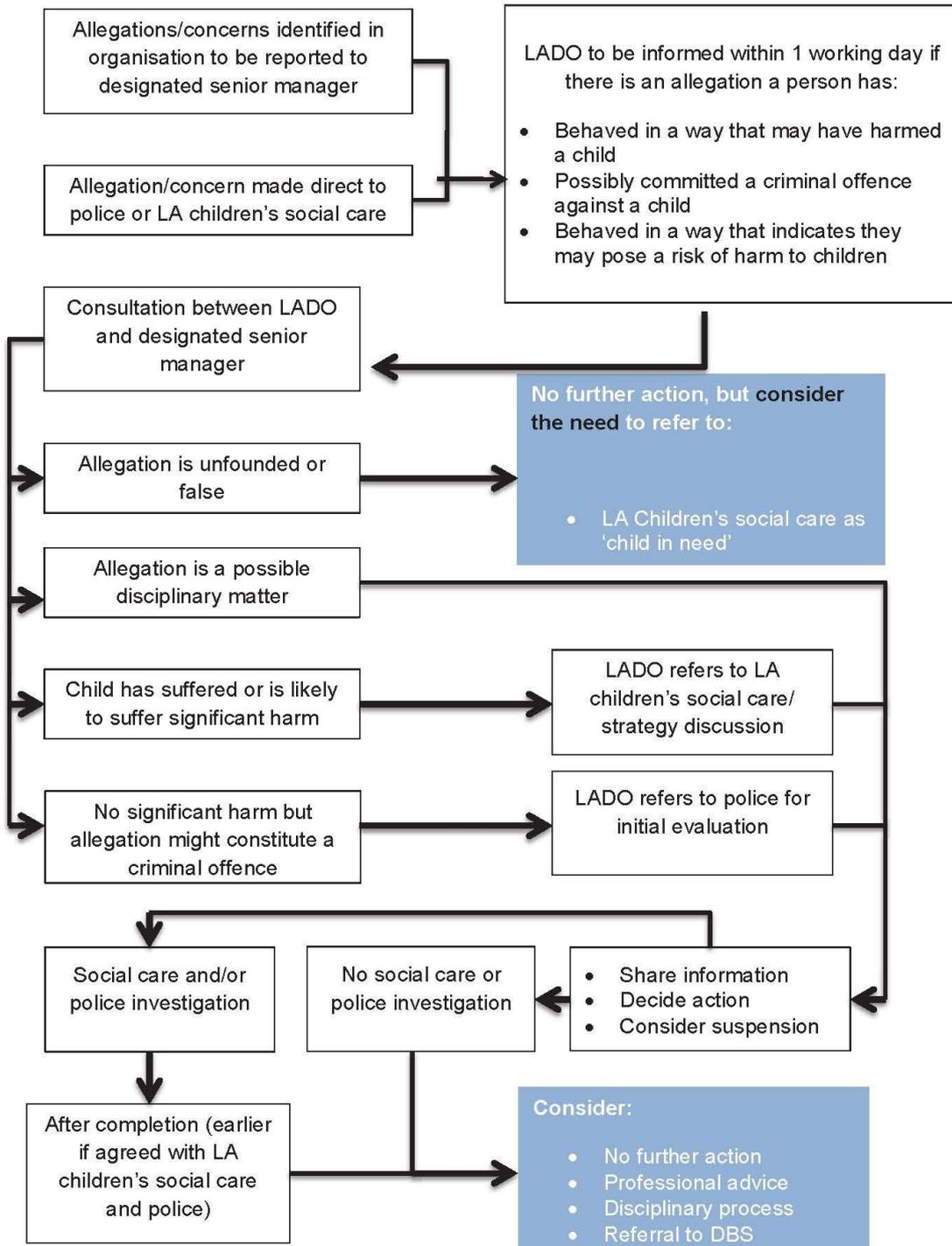
The welfare of a child is paramount and this will be our prime concern in terms of investigating an allegation against a person in a position of trust. However, we recognise that we have a duty of care to our staff, we will:

- endeavour to manage the stress caused by an allegation
- inform the individual as soon as possible, explaining the likely course of action
- advise the individual to contact their trade union or a colleague for support
- appoint a named representative to keep the person informed
- provide access to counselling or medical advice

PART A: ALLEGATIONS AGAINST STAFF OR VOLUNTEERS, WHO WORK WITH CHILDREN

7.10 Allegations/concerns process flowcharts

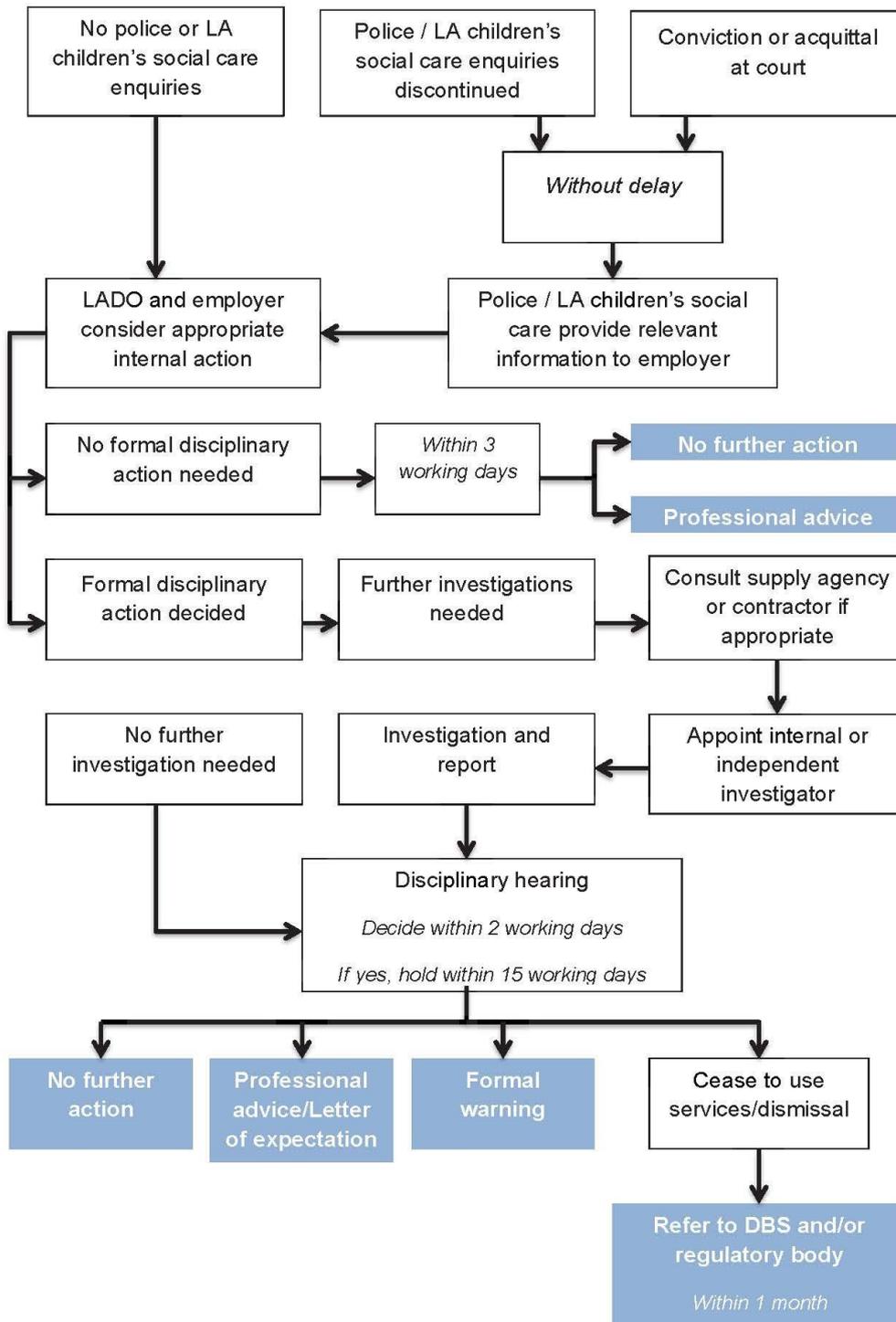
**Allegations against Staff or Volunteers who work with children**



PART A: ALLEGATIONS AGAINST STAFF OR VOLUNTEERS, WHO WORK WITH CHILDREN

**Allegations / Concerns Against Staff**

**Disciplinary**



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## Training and Support

The Headteacher will ensure that the designated Safeguarding Lead undertakes level 3 child protection training and that this is updated at least once every two years. The designated Child Protection Lead will ensure that all members of the safeguarding team have adequate, regular training which will include level 3 refresher.

The Designated Lead for the MAT will attend termly training with Jo Barclay, the Safeguarding Lead for Essex.

The designated lead (or a member of the safeguarding team) will offer child protection awareness training as part of the induction package for all staff, volunteers, Governors and teaching trainees. They will also raise awareness of child protection issues as necessary at briefings, in the staff bulletin or as part of the SPS training package. This training should raise awareness of child protection issues, clarify the actions to be taken if abuse is disclosed, alleged or suspected and also encourage staff to keep themselves as safe as possible from an allegation being made against them. Such training will be 'regularly' updated; at Sweyne Park and Glebe Primary every member of staff has refresher training at least once a school year, along with e-safety training and on-going briefings throughout the year i.e. to share lessons learned.

## Confidentiality

All staff need to understand that the only purpose of confidentiality is to benefit the pupil. No one should guarantee confidentiality to a pupil nor should they agree with a pupil to keep a secret, as any child protection concern must be reported to the designated child protection coordinator (or one of the safeguarding team) and may require further investigation by the appropriate authorities.

Staff will be informed of relevant information in respect of individual cases regarding child protection issues on a "need to know basis" only. Any information shared in this way must be held confidentially to themselves.

## Records and Monitoring

- Accurate records are essential to good child protection practice.
- Any one receiving a disclosure of abuse or noticing signs of possible abuse must make an accurate record within 24 hours of reporting the incident, noting what was seen or said, putting the event into context, and giving the date, time and location. This record must be signed and dated.
- File notes are kept for any pupil on child protection plan (CPP) or for any pupil monitored for child protection reasons until their 25<sup>th</sup> birthday unless they transfer to another school.
- These records are kept in a locked cupboard and electronically on a secure area of the school communications system. From September 2019 an electronic system, MyConcern was introduced to staff across both Glebe and Sweyne Park, with the two systems 'talking' to each other, to ensure seamless support for our pupils from Reception to Sixth form.

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- If a pupil transfers from the school, any child protection notes will be forwarded to the pupil's new school marked "confidential" and for the attention of the receiving school's designated Child Protection Coordinator. A signature of receipt will be requested. Local schools' files will either be collected or hand-delivered.
- Sharing information: any request/s for information will need to be supported by either signed consent or a data request form outlining why the information is required and how it will be handled. Safeguarding children will always be our priority therefore there may be occasions when gaining consent is either not possible or puts a child at risk.

## **Safer recruitment/practice**

- Every effort will be made to ensure the safe recruitment of staff and all legislation regarding safer recruitment will be followed. This will include:
  - Following statutory DBS guidelines re checks on staff (NB The school governing body have decided to exceed staff recruitment in terms of undertaking checks on staff)
  - requiring a standardised application form and not just a c.v.
  - stating clearly on any advertisement or written information relating to employment our commitment to safeguarding children (please see Appendix C)
  - requires the head teacher or a senior member of staff, all of whom will have successfully completed Safer Recruitment training, to be on any interview panel used to recruit staff and to pose relevant questions
  - validating as far as possible qualifications, experience and expertise
  - proactively verifying references and testimonials as far as possible (internal applicants will require references also using our standard pro forma)
  - verifying identity from current photographic ID and proof of address
  - verifying the right to work in the UK
  - examining all career breaks, sudden job changes and/or dismissals
  - maintaining a single, central record of all staff, volunteers and Governors
  - all governors will have a EDBS check
  - where available checking birth certificate to verify name

### **Update for those staff employed from outside the UK:**

- Individuals who have lived or worked outside the UK must undergo the same checks as all other staff in schools. This includes obtaining (via the applicant) an enhanced

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DBS certificate (including barred list information, for those who will be engaging in regulated activity) even if the individual has never been to the UK. In addition, schools and colleges must make any further checks they think appropriate so that any relevant events that occurred outside the UK can be considered. These checks could include, where available:

- criminal records checks for overseas applicants
- obtaining a letter of professional standing from the professional regulating authority in the country in which the applicant has worked.

Advice about which regulatory or professional body applicants should contact is available from the National Recognition Information Centre for the United Kingdom, UK NARIC. Where available, such evidence can be considered together with information obtained through other pre-appointment checks to help assess their suitability. Where this information is not available we will seek alternative methods of checking suitability and or undertake a risk assessment that supports informed decision making on whether to proceed with the appointment. Although sanctions and restrictions imposed by another regulating authority do not prevent a person from taking up teaching positions in England, we will consider the circumstances that led to the restriction or sanction being imposed when considering a candidate's suitability for employment.

- Check the TRA for any person we recruit re: becoming a governor to ensure they are not subject to a section 128 direction.
- A Section 128 check will be carried out via NCTL for any staff member being employed to a managerial role
- All third party organisations will be supervised whilst working with our pupils and will not take part in regulated activity without confirmation in writing of an enhanced DSB check
- LA, Social Care, Police will always have their photo identity/warrant card checked when visiting SPS
- The school will follow the recommendations re trainee teachers and contractors as set out in Keeping Children Safe in Education (2021). Contractors operating in pupil circulation areas will be supervised.
- Where services or activities are provided separately by another body, using the school premises, the Governing Body will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection.
- Any Cover staff not directly employed by us will need to evidence: EDBS, photo ID, current Safeguarding training (within the year) and that they are not disqualified nor barred.
- The swimming pool is double-staffed (always with a qualified lifeguard)

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- N.B. The school does not currently operate any foreign exchanges. However, were this situation to change, we would operate in accordance with Annex C, Keeping Children Safe in Education (2018).

### **Disqualified by Association**

In October 2014, the government issued supplementary guidance to 'Keeping Children Safe in Education (2014)'. School staff are disqualified from working in a school, when they 'live or work in the same household' as someone who is barred from working with children or young people, even if they would not otherwise be disqualified themselves.

In September 2018 this guidance was changed and there is no longer a requirement for staff in educational settings to disclose regarding a relative. The duty is now only applicable in a residential setting such as child minders in their own home.

However Disqualification under the Child Care Act still applies to staff themselves who work in a child care capacity, whether paid, volunteer or are on work placements.

Relevant staff are those working in child care, or in a management role because they are: working with reception age children at any time; or working with children older than reception until age eight, outside school hours.

Keeping Children Safe in Education also refers to disqualification: "For staff who work in childcare provision or who are directly concerned with the management of such provision".

We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare (Disqualification) Regulations 2009 and we will remind staff annually of this requirement.

Each year (September) we will remind staff of their duty to disclose should they become disqualified from working with children under 8 years old.

### **Supporting pupils**

In the area of child protection there is a pyramid of need for the support of vulnerable pupils. (See the diagram on the previous page.) At the top are those pupils on child protection plan and those pupils for whom we have major child protection concerns. Next are children 'Looked After' by the local authority, adopted children and those who are cared for by people other than a parent. Then we have those pupils who take the role as a significant carer for a family member. The designated lead is responsible for ensuring that we have an up to date list of these groups of pupils. The names of vulnerable pupils are available for staff to access via MyConcern (not all staff will have access to all pupils, only those they are involved with) so that they can monitor pupils and raise any concerns with the safeguarding team.

Next is a larger group of pupils who are vulnerable in some other way. This may be because of family circumstances, health issues or social reasons. Lastly there are the majority of pupils, who do not need ongoing extra support but may need some support for a short period of time. This may be, for example, in the case of family illness, mental health concerns, crisis or bereavement. The designated lead regularly checks our first aid/medical request log for pupils seeking medical assistance, so that we can identify concerns at an early stage. We are committed to providing support for all these groups of pupils appropriate to their needs. This

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may be provided by the safeguarding team, a member of the leadership team, a member of the Pupil and Family Support team, a head of year, tutor, the BONUS scheme coordinator or an adult in school specifically approached to do so.

This school will endeavour to support pupils through:

- a) The curriculum to encourage self-esteem and self-motivation.
- b) The school ethos which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.
- c) The implementation of the school's behaviour management policies.
- d) A strong pastoral safeguarding curriculum.
- e) A consistent approach agreed by all staff which will endeavour to ensure the pupil knows that some behaviour is unacceptable but s/he is valued.
- f) Regular liaison with other professionals and agencies who support the pupils and their families.
- g) A commitment to develop productive, supportive relationships with parents, whenever it is in the child's best interest to do so.
- h) Ensure that parents/carers have at least two emergency contacts on SIMS
- i) The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations.
- j) Recognition that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse so staff who work in any capacity with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems will need to be particularly sensitive to signs of abuse.
- k) Be mindful that children displaying behavioural issues may be being abused
- l) Recognition that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and in need of support or protection.

The Sweyne Park and Glebe Primary School has an ethos of respect and a culture that values, involves and listens to children. We also support our pupils in a myriad of ways for many reasons. We try to help pupils understand what is and is not acceptable behaviour towards them and how to speak up if they have worries. We also encourage pupils to speak up about concerns they may have for their peers. Each computer within the school will display a CONFIDE button on the screen so that pupils may email their Head of year, SENCO, Resource base for the Deaf or the Designated Safeguarding lead at any time.

### **Use of our premises**

School lettings:

Premises manager or their nominated member of staff will seek written assurance that appropriate safeguarding and child protection procedures and policies are in place. We reserve the right to ask for evidence of this, failure to provide evidence would lead to termination of the agreement.

### **Children missing from education**

A pupil missing from education for eight sessions or more is a potential indicator of abuse and neglect. Should a pupil go missing from school (education) the Attendance officer will inform the Designated Lead and contact the Educational Welfare service; the Designated Lead will

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consider further actions/support should it be required. We will inform the LA of any pupil admission or a pupil removed from our roll within five days using the Statutory Notification of Admission/Deletion online form, so that the LA can identify and safeguard children missing from education. For a parental decision to electively home educate we will complete the Notification of parental decision to electively home educate.

**This protocol refers to pupils who register at school and then go missing from the site during the school day without a satisfactory explanation.**

Most children and young people who go missing return the same day and some incidents concern children and young people who are late home and for whom there are no other concerns. However, very often running away/ going missing is an indicator of underlying issues which need further intervention such as:

- Issues at home / family conflict
- Abuse or neglect
- Placement issues if Looked After by the Local Authority
- Wanting to harm themselves
- Issues at school
- Pressure from friends/ associates
- Sexual exploitation/ trafficking
- Wanting to buy / use alcohol or drugs

Young people who run away may be at risk of significant harm whilst away from home or care placement e.g. those who remain missing overnight or for several days, sleeping rough and in contact with people posing a risk to them. Young people may also only be missing for a short time period and risk may still be significant.

#### **Procedure:**

**Should a pupil go missing during the school day a member of the safeguarding team should be immediately notified so that a risk assessment can be carried out swiftly.**

- Safeguarding Lead or deputy will use professional judgement and assess the urgency and risk. This will inform the plan of action
- Timelines and actions will be on a case by case basis
- School staff will try to locate the pupil or establish the pupil's whereabouts
- School staff will contact home and ask for the child to be contacted if possible
- Most often and usually in the first instance the parent/carer/guardian will be informed and asked to make contact with the child. However, if following the risk assessment, it is deemed that the pupil is vulnerable or may be at risk a member of the safeguarding team may decide to notify the Police and then the parent/carer/guardian
- Police will lead efforts to locate children who are missing. When the child is located the Police will carry out an immediate vulnerability check (safe and well) to identify any indications that the young person has suffered harm; where and with whom they have been; and to give them an opportunity to disclose any offending by, or against, them
- If the pupil returns to school, Parents/carers/guardians will be notified

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- Sweyne Park/Glebe School, Police, Children's Social Care & any agency involved with the child who has run away/ gone missing will share information and where necessary take action to safeguard or offer support to the child and family
- Police in Essex will make arrangements for all children who have been missing to have the opportunity to take up a voluntary Missing Chat
- All Children who are Looked After by the Local Authority should have meaningful contact with their Social Worker and been seen within 72 hours. Their Social worker will complete a Missing Prevention Plan. The Prevention Plan aims to establish whether going missing is a pattern of behaviour and support informed judgement about what action needs to be taken
- Following a missing incident a member of staff known to the pupil will meet with them to ensure there are no issues that have not already been discussed or dealt with

### **Pupils on the child protection register or for whom we have child protection concerns**

The number of pupils on a child protection plan varies. There are also other pupils about whom we have child protection concerns who are not on a child protection plan. We support pupils in various ways by:

- following the guidance set out in any child protection plans
- ensuring they know and are comfortable about whom they can approach for help or if they have specific concerns
- monitoring their welfare carefully, including talking to them regularly about their well being
- attending any child protection meetings held on their behalf, including speaking on their behalf at such meetings should they request it
- monitoring their attendance carefully and reporting any unexplained absence to social care
- monitoring their academic grades carefully to try to ensure they are making good progress in school
- enlisting the support of and liaising with other agencies as appropriate
- checking that they have access to all elements of school life, including visits and other activities
- informing their head of year that they are on a CPP without breaching confidentiality so he/she knows to register immediately any concerns however minor with the Designated Lead (or a deputy).

### **Looked After Pupils**

We have a Designated Lead and LAC Co-ordinator (SPS: non-teaching, thus more available to pupils) along with a Governor responsible for Looked After pupils. We keep a list of pupils who are looked after by the local authority. In the light of the research that shows that these pupils fare less well at schools than their peers and to narrow this gap, we monitor their progress and wellbeing carefully by:

- being involved in and following the guidance set out in the pupil's personal education plan (PEP)
- arranging for one of our safeguarding team (or for another teacher to whom the child relates well) to take a particular interest in the pupil's welfare and to talk to them regularly
- offering in school support such as anger management, assertiveness or social skills training as appropriate

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- targeting pupil premium specifically to support children in care
- attending any liaison or review meetings held on their behalf, including speaking for them or acting as their advocate at such meetings should they request it, and keeping in touch with social workers and/or carers
- monitoring their attendance carefully and reporting any unexplained absence to social care and the Educational Welfare service
- monitoring their academic grades carefully to try to ensure they are making good progress in school making full use of LA “ tracker” on line systems
- informing their head of year that they are on the looked after register without breaching confidentiality so he/she knows to register any concerns speedily to the safeguarding team
- being careful not to accept any under achievement because the child is ‘looked after’
- looking out for difficulties with homework or resources that may be a result of their being in care and giving them help to organise and manage their work and by providing the resources needed
- enlisting the support of and liaising with other agencies as appropriate
- liaison with the pupil’s Virtual head teacher, who has a responsibility for the educational progress of looked after pupils
- checking that they have access to all elements of school life, including visits and other activities, and by giving these pupils the opportunities to take part in those self esteem projects/residentials organised by the school as and when appropriate
- Members of the safeguarding team will have expertise in SEND (not all)

In addition we also keep a record of those pupils who are looked after by someone other than a parent, Adopted or on Special Guardianship plans. We offer them a support package (chosen from the above) appropriate to their particular circumstances. These pupils will have a designated member of staff: Nicola Welch Assistant Head teacher to oversee their support and progress.

We remain mindful that whilst some children return home from care, they still have a high level of need – we will continue to support as above.

## Young Carers

It is our responsibility to keep a record of those pupils who play the part of a major carer for a family member. However, such families do not often publicise their situation for fear of social care involvement.

A young carer is anyone under the age of 18 whose life includes in some way, the need to take responsibility for the care of a person who is ill, has a disability, is experiencing mental distress or is affected by substance use or HIV/AIDS. <sup>[L]</sup><sub>[SEP]</sub>

In many families, children contribute to family care and well-being as a part of normal family life. A young carer is a child who is responsible for caring on a regular basis for someone (usually a parent, grandparent, sometimes a sibling or very occasionally a friend) who has an illness or disability. This can be primary or secondary caring. <sup>[L]</sup><sub>[SEP]</sub>

Caring responsibilities can significantly impact upon a child's health and development. Many young carers experience:

- Social isolation;

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- A low level of school attendance;
- Some educational difficulties;
- Impaired development of their identity and potential;
- Low self-esteem;
- Emotional and physical neglect;
- Conflict between loyalty to their family and their wish to have their own needs met.

We offer a support package to these pupils appropriate to their individual situation. This includes a regular monthly breakfast club and access to a key worker, along with referrals for assessment.

## **SEN/D**

Children are more likely to be abused or neglected and for this to go unnoticed. Disabled children may be less able to recognise or understand that they are being abused. Communication difficulties may make it harder for them to disclose abuse and/or dependency on their care-giver may mean they have no-one to tell. Our SENco and head of RBHIP will be member/s of the safeguarding team to ensure our pupils have an added layer of protection. Professionals may focus on meeting the needs of the child's impairment, however at SPS we will always try to ensure that the voice of the child is heard/sought and we will consider the unthinkable.

## **Private Fostering**

Private fostering is when a child under the age of 16 (under 18 if disabled or vulnerable) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer, for 28 days or more. Schools have a mandatory duty to inform the local authority of children in such an arrangement so that safeguarding checks can be carried out.

Win Escallier - Senior Practitioner <Win.Escallier@essex.gov.uk Private Fostering team

It is important to us to support our pupils and their families as well as our staff.

## **Mental Health**

Mental health is the concern of the whole community and we recognise that we play a key part in this. We strive to develop emotional wellbeing and resilience in all our pupils and staff, as well as provide specific support for those with these additional needs. We understand the risk factors which increase someone's vulnerability along with the protective factors that can promote resiliency. The more key risk factors present in an individual's life, the more protective factors or supportive interventions are required to counter-balance.

All staff are 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 however, are well placed to observe children day-to-day and identify those

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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. We are aware how these children's experiences, and their high prevalence of special educational needs and mental health needs, can impact on their behaviour and education. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, by raising a MyConcern online and speaking with a member of the safeguarding team.

It is clear to us that preventing impairment of children's mental and physical health is a priority and will be linked to safeguarding.

Our Mental Health Leads are: Steph Whitcombe at Sweyne Park and Nicola Bache at Glebe. Steph Whitcombe has undertaken Mental Health Lead training and to ensure succession Richard Bradley will do so via the scheme being launched in September 2021.

There continues to be a dearth in provision outside of school and this has only increased due to Covid 19, so to ensure our pupils, staff and parents have access to quality support, we have employed qualified counsellors. We are also in the process of planning a new Wellbeing hub, which will have at least two new wellbeing rooms to supplement the two we already have in school.

## **Trauma informed**

Trauma-Informed Practice is a strengths-based approach, which seeks to understand and respond to the impact of trauma on people's lives. The approach emphasises physical, psychological, and emotional safety for everyone and aims to empower individuals to re-establish control of their lives.

Trauma-informed practice recognises the prevalence of trauma and its impact on the emotional, psychological and social wellbeing. Young people and their family members may be living with the legacy effects of overwhelming stress (trauma). Despite the large numbers of people affected, many of us don't automatically think of the possibility that someone we meet, speak with or support may have experienced trauma. We discussed this within staff full training 19/20.

Having a basic understanding of how stress can affect an individual is important. Knowing this will make us less likely to fuel other people's stress levels. This means paying attention to 'how' we engage with other people, as well as to 'what' we do. It also means thinking about what may have happened to someone, rather than judging what is 'wrong' with them.

Do not underestimate the capacity of positive interactions, even routine interactions, to be therapeutic and validating. Positive experiences of relationships are central to trauma recovery, whilst negative experiences in relationships can exacerbate emotional and psychological impacts.

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## Alternative Provision

Pupils who are attending full time Alternative provision often have complex needs that require specialist staff to support. However, we will ensure that our pupils are never, 'out of sight, out of mind'. We will ensure regular liaison with a link member of staff and continue to offer support for our pupils such as regular visits, counselling etc.

We will ensure that the AP has the appropriate safeguarding and child protection policies and procedures in place before a placement is sought.

Our full-time providers DSL will be linked in to MyConcern (our reporting tool) so that they can immediately report safeguarding concerns for one of our pupils.

Part-time providers will undergo the same pre-checks as full-time providers and will also be subject to a risk assessment if they are unknown to us previously.

It is to be kept in mind that Children in full time, alternative provision are inherently more at risk from harm due to their complex needs and behaviours.

## Elective Home Education

Many home educated children have a positive learning experience. We would expect our parents' decision to home educate to be made with their child's best education at the heart of the decision. However, this is not always the case and home education can mean some children are less visible to professionals and services that are there to keep children safe.

Since September 2016 schools have a duty to notify their local authority of all children removed from roll.

If you are considering home education we would strongly urge you to arrange a meeting with your child's head of year to discuss before making a final decision. This is particularly important for any child with SEND, is vulnerable or has a social worker.

## Modern Slavery or Human Trafficking

If we have concerns that a child or their parent may be a potential victim of modern slavery or human trafficking, referrals will be made to the National Referral Mechanism, Social Care and the Police.

### Signs to recognise human trafficking and modern slavery:

- Heavy presence of security personnel be it a farm, factory or building site
- Barred windows, locked doors or surveillance cameras
- Does it look like people are working and living at the same place, are the conditions cramped or overcrowded
- Are "workers" collected very early and return late at night on a regular basis
- Are they driven between premises
- Is there a lack of safety equipment or appropriate clothing
- Many victims may appear malnourished or show signs of bruises, other injury, their appearance may be unkempt
- Victims may be isolated from the local community or under the control or influence of others

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### **Forced labour/labour exploitation**

Forced labour is a situation in which victims are forced to work against their own will under the threat of violence or some other form of punishment. Labour exploitation is placing a worker under extremely poor conditions such as very low wages, being forced to work long hours, having their movements supervised, living in very poor conditions and having their identification documents taken away to prevent them from leaving. Victims are typically forced to work in sectors including agriculture, food processing and packaging and construction

### **Child labour**

Child labour is a form of work that is likely to be hazardous to the physical, mental or social development of children and interfere with their education. Children as young as 11 are sadly found in the sex industry or caught committing crimes such as pick pocketing.

### **Domestic servitude**

Victims of domestic servitude may be physically or psychologically imprisoned in residential properties as domestic servants. Rich families exploit workers, making them work long hours for very little pay and no time off. Victims may find their movements restricted and live in poor accommodation, often in the loft or basement.

### **Debt Bondage**

Debt bondage is when victims are offered a job abroad but arrive to find the job either doesn't exist or isn't what they expected. They are then trapped trying to pay off the cost of their travel and a job finding fee they may have been charged. In some cases families offer their children to a trafficker as payment towards their growing debt.

### **Sexual Exploitation**

Commercial sexual exploitation includes pornography, prostitution and sex trafficking of men, women and children and is defined as the exploitation of a human beings in exchange for goods or money. Some sex trafficking such as prostitution is highly visible but much remains unseen in brothels, massage parlours, strip clubs and private accommodation. Children of exploited adults rarely attend school, however should we suspect that a pupil's parent is being exploited we will immediately make a referral. The exploitation of the parent puts the pupil at high risk of abuse.

## **Types of abuse and neglect**

**Abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.**

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

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Staff are aware that technology is often a significant component in many safeguarding and wellbeing issues. Pupils are at risk of abuse online and in daily life. In many cases abuse happens concurrently via online and in daily life. Once a child has been targeted and groomed online, there is a greater chance of this happening again unless robust support is in place.

## Definitions of child abuse

### Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent fabricates the symptoms of, or deliberately induces illness in a child; see Part B, chapter 19, Fabricated or induced illness.

### Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent effects on the child's emotional development, and may involve:

- Conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person;
- Imposing age or developmentally inappropriate expectations 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;
- Seeing or hearing the ill-treatment of another e.g. where there is domestic violence and abuse;
- Serious bullying, causing children frequently to feel frightened or in danger, including online;
- Exploiting and corrupting children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

### 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 (e.g. rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

Sexual abuse includes non-contact activities, such as involving children in looking at, including online and with mobile phones, or in the production of pornographic materials, 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.

In addition; sexual abuse includes abuse of children through sexual exploitation. Penetrative sex where one of the partners is under the age of 16 is illegal, although prosecution of similar age, consenting partners is not usual. However, where a child is under the age of 13 it is classified as rape under s5 Sexual Offences Act 2003.

The activities may involve:

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- physical contact, including assault by penetration (for example rape or oral sex)
- non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- non-contact activities such as:
  - involving children in looking at, or in the production of, sexual images
  - watching sexual activities
  - encouraging children to behave in sexually inappropriate ways
  - grooming a child in preparation for abuse (including via the internet)

**Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.**

## 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. <sup>[SEP]</sup>

Neglect may occur during pregnancy as a result of maternal substance misuse, maternal mental ill health or learning difficulties or a cluster of such issues. Where there is domestic abuse and violence towards a carer, the needs of the child may be neglected. <sup>[SEP]</sup>

Once a child is born, neglect may involve a parent failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers);
- Ensure access to appropriate medical care or treatment.
- Ensure emotional, social, health and educational needs are met.
- May also include neglect of, or unresponsiveness to, a child's basic needs

## Domestic Abuse

Included in the four categories of child abuse and neglect above are several factors relating to the behaviour of the parents and carers which have significant impact on children, such as domestic abuse. Research analysing serious case reviews has demonstrated a significant prevalence of domestic abuse in the history of families with children who are subject of child protection plans. Children can be affected by seeing, hearing and living with domestic violence and abuse as well as being caught up in any incidents directly, whether to protect someone or as a target. It should also be noted that the age group of 16 and 17 year olds have been found in recent studies to be increasingly affected by domestic abuse in their peer relationships.

The Home Office definition of domestic violence and abuse was updated in March 2013 as: Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence and abuse between those aged 16 or over, who are or have been intimate partners or family members regardless of gender and sexuality.

This can encompass, but is not limited to, the following types of abuse:

- psychological

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- physical
- sexual
- financial
- emotional

## **Controlling Behaviour**

A range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour. Coercive behaviour is: an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim."

We will always respond to a request for information from MARAC in a timely manner. We will learn from outcomes of MARAC meetings and ensure that any actions for education are carried out swiftly.

## **Contextual Safeguarding**

Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships.

## **Child Sexual Exploitation (CSE)**

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 (such as 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 and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

- in exchange for something the victim needs or wants
- financial advantage or increased status of the perpetrator or facilitator

CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

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The above CSE indicators can also be indicators of CCE, as can:

- children who have older boyfriends or girlfriends; and
- children who suffer from sexually transmitted infections

Children can become trapped by this type of exploitation as perpetrators can threaten victims and/or their families with violence or entrap them in to debt. They can be coerced into carrying knives or weapons for a sense of protection or for others.

It is important to note that the experience of girls who are criminally exploited can be different to that of boys. It is always important to remember that those who have been criminally exploited are at higher risk of sexual exploitation.

The Designated lead and at least one other member of the team will have undertaken Child sexual exploitation 'Champion training'

### **Organised and Complex Abuse**

Complex and organised abuse may be defined as abuse involving one or more abusers and a number of related or non-related abused children and may take place in any setting. The adults concerned may be acting in concert to abuse children, sometimes acting in isolation or may be using an institutional framework or position of authority such as a teacher, coach, faith group leader or celebrity position to access and recruit children for abuse.

Such abuse can occur both as part of a network of abuse across a family or community and within institutions such as residential settings, boarding schools, in day care and in other provisions such as youth services, sports clubs, faith groups and voluntary groups. There will also be cases of children being abused via the use of electronic devices, such as mobile phones, computers, games consoles etcetera which all access the Internet.

Although in most cases of complex and organised abuse the abuser(s) is an adult, it is also possible for children/young people to be the perpetrators of such harm, with or without adult abusers.

### **Indecent images of a Child**

When an electronic device is identified as containing an indecent image of a child (anyone under the age of 18) the member of staff will not view the image, they will confiscate the electronic device and refer straight to either the Head of Year, if the image is consensual between two children of a similar age. Should the image not be consensual (age appropriate) when described and or there appears to be an element of grooming it should be referred immediately to a member of the safeguarding team.

### **Serious Violence**

All staff will be aware of the indicators, which may signal that children are at risk from, or are involved with serious violent crime. This might include:

- Increased absence from school
- Change in friendship group
- Relationship with older individuals or groups
- Decline in academic performance
- Self-harm

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- Changes in wellbeing
- Injuries
- Unexplained gifts or new possessions
- Known to gangs, or start talking about known gang members
- Increased risk for males, however females are also involved
- Exclusions from school
- Neglect or maltreatment at home
- Offending type behaviours
- Displaying signs of trauma
- ACES (Adverse Childhood Experiences) which might make them more vulnerable to seeking out a feeling of 'belonging', 'family'.

### **Peer on Peer Abuse & Sexual Violence/Harassment**

Staff will recognise that children are capable of abusing their peers; this occurs when a child intentionally threatens, harms or causes distress to another child. Staff will refer any concerns immediately to a member of the safeguarding team via MyConcern or in an emergency speak directly. It may be considered a safeguarding matter if the allegation is around:

- Physical Abuse
- Violence, particularly pre-planned
- Forcing others to use drugs or alcohol
- Emotional Abuse
- Blackmail or extortion
- Threats and intimidation
- Sexual Abuse
- Indecent exposure, indecent touching
- Sexual assaults
- Rape
- Assault by penetration
- Forcing others to watch pornography or take part in sending sexual images
- Encouraging other children to engage in inappropriate sexual acts
- Photographing or videoing other children performing indecent acts
- Sending sexual images (formally called sexting, now youth produced images or nudes, semi-nudes)
- Bullying
- Gender related issues
- Sexualised touching
- Abuse within a relationship between peers
- Violence
- Gang initiation/hazing
- Sexual harassment
- Sexual violence

Hazing is the practice of rituals and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group. Hazing is seen in many different types of social groups, including gangs, sports teams, schools, military units, and fraternities and sororities.

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**Sexual Violence** refers to criminal acts: rape, assault by penetration and sexual assault, as defined by the Sexual Offences Act 2003. **Sexual Harassment** is described as 'unwanted conduct of a sexual nature'.

The legal definition of rape is when a person intentionally penetrates another's vagina, anus or mouth with a penis, without the other person's consent. Assault by penetration is when a person penetrates another person's vagina or anus with any part of the body other than a penis, or by using an object, without the person's consent.

The overall definition of sexual or indecent assault is an act of physical, psychological and emotional violation in the form of a sexual act, inflicted on someone without their consent. It can involve forcing or manipulating someone to witness or participate in any sexual acts.

**Consent: given** with free will and the capacity to do so; consent is not all-encompassing, may cover only certain sexual activities, may be given with conditions, may be withdrawn at anytime; and consent is needed every time sexual activity takes place.

**It is important to note that children under 13 years old cannot consent to any kind of sexual activity.**

Common signs to watch for and investigate:

- Changes in behaviour
- Sudden reluctance or refusal to participate or engage
- Avoiding particular pupils
- Staying close to adults
- Self-harm
- Angry outbursts
- Decline in academic performance
- Excluding themselves
- Sudden development of sexualised behaviours
- Vague disclosures

Staff will have a 'zero tolerance' and always challenge abuse and will not merely pass it off as 'banter' or 'part of growing up'. (Please also refer to our Behaviour policy).

**Accusation or Charged with an offence:** Whenever a pupil is accused and/or charged of an offence which indicates that the pupil may present a risk of harm to other children, their victim or adults we will ensure that the pupil is provided with alternative provision. We are mindful of the trauma for a victim who might see or 'bump in to' their perpetrator within school, this cannot be underestimated. Any pupil convicted or is likely to be convicted (balance of probability) will be found alternative provision.

When a report of sexual harm is made we will immediately risk assess, we will ensure that the victim is able to continue to learn free from concerns that their perpetrator is in the same classroom.

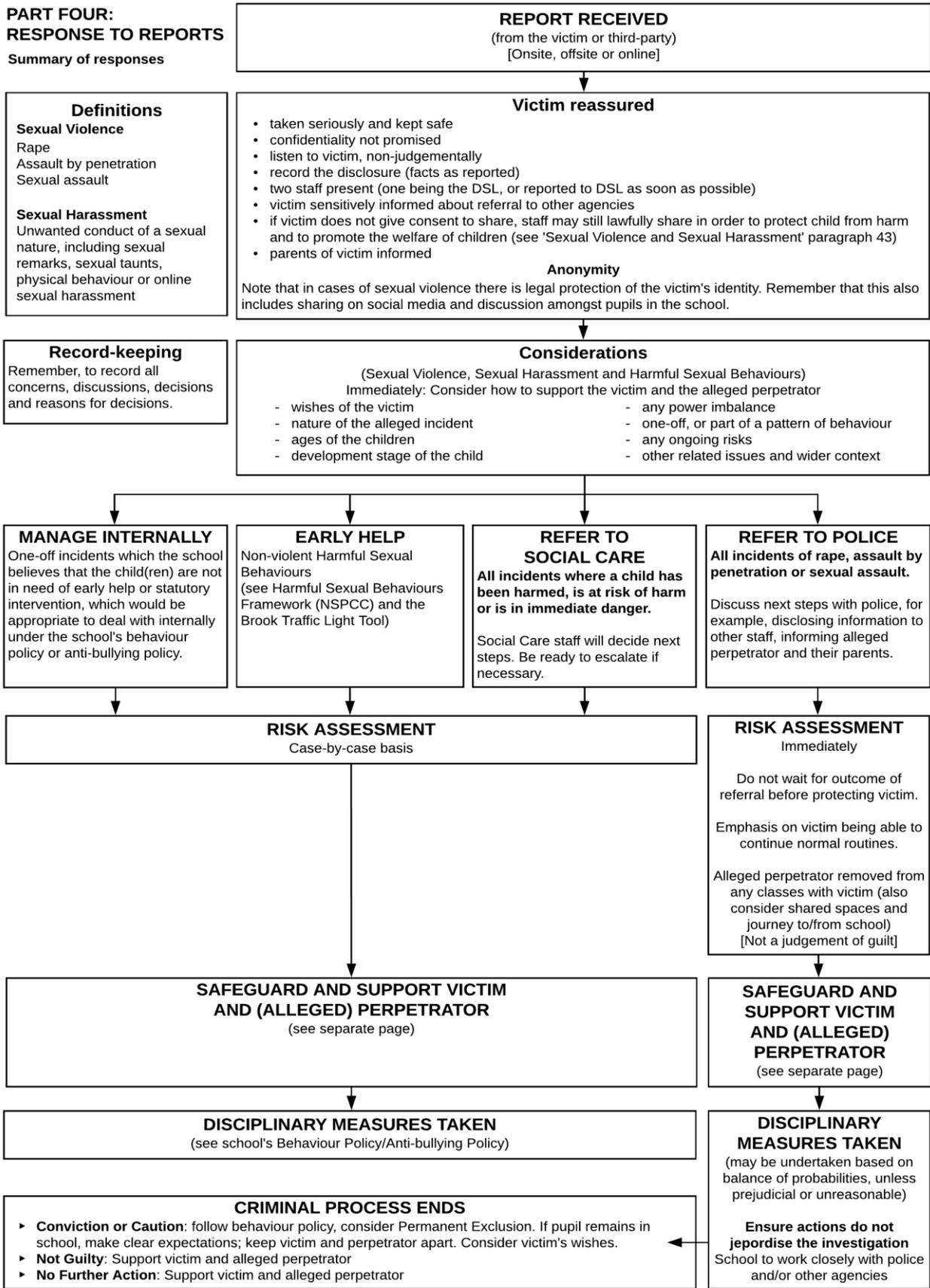
Pupils will be taught how to recognise, keep themselves safe and report peer on peer abuse/sexual violence, harassment, within their CPE and safeguarding curriculum lessons. It

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is important that all pupils and students understand what a healthy relationship looks like and fully understands 'consent'.

We recognise that even if there are no reported cases of peer on peer abuse, such abuse could still be taking place and is simply not being reported. At the end of the school year 2021 we worked with our pupils/students to design a Harm Survey to support our understanding of what is happening in our school. Over the coming year, 21/22 we will further strengthen our work around this, which will include purchasing an app so that our pupils/students can anonymously report concerns, review both our safeguarding and CPE curriculums as well as increase awareness amongst the whole school population.

**PART FOUR:  
RESPONSE TO REPORTS**  
Summary of responses



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Source: Sexual Violence and Sexual Harassment between children in schools and colleges (DfE, 2017)

SVSH Flow Chart for Schools 2017 v.1.0

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- Bullying/Homophobic log held by Kerry Wilby and overseen by Mrs Dines
- E-safety log held by Mr Joslin and overseen by Mrs Whitcombe
- CONFIDE log held by Mr Joslin and overseen by Mrs Whitcombe
- Bullying log at Glebe held by Mrs Bache
- E-safety log at Glebe held by Mrs Bache
- MyConcern: SPS held by Vanessa Brend overseen by Mrs Whitcombe
- MyConcern: Glebe held by Mrs Bache

**NCPCC helpline for both reporting sexual violence and support for professionals:**

**0800 136 663 or [help@nspcc.org.uk](mailto:help@nspcc.org.uk)**

**Please remember, it can and does happen here!**

### **Female Genital Mutilation**

FGM involves cutting, and sometimes sewing the girl's genitalia, normally without anaesthetic, and can take place at any time from birth onwards. It is sometimes referred to as 'female circumcision' but this misnomer belies the invasive and irreversible nature of the procedure. It is now more correctly termed female genital mutilation.

The procedure has a cultural, rather than religious, origin and is practised by disparate ethnic communities in many countries, including Ethiopia, Somalia, Sudan, Egypt, Nigeria, India, Pakistan, Yemen and Iraq.

The Female Genital Mutilation Act 2003 makes it a criminal offence, not only to carry out FGM in England, Scotland and Wales on a girl who is a UK national or permanent resident but also to take a girl out of the UK to have FGM performed abroad, even to countries where FGM is still legal. From 3<sup>rd</sup> May 2015, **professionals have a mandatory duty to report such offences to the police.**

The indicators of FGM may initially mirror those of sexual abuse. You may notice, for example, that a girl or young woman shows signs of pain or discomfort, needs to visit the toilet constantly, has vaginal blood loss or is unable to sit comfortably. She may make excuses to avoid PE and other physical activity or refuse to use the school showers. She may also become evasive or fearful if you enquire if she is unwell, and assure you that she is fine when she clearly is not. If she is a BME child, has recently arrived back from a 'holiday' abroad or a period of absence from school, seems to be in pain and has not been taken by her family to see a doctor, you should consider FGM, alongside other possible explanations.

### **Breast Ironing**

Breast ironing (also known as breast flattening) is the pounding and massaging of a pubescent girl's breasts, using hard or heated objects, to try to make them stop developing or to disappear. Usually carried out by mothers on their daughters to protect them from rape and sexual harassment. In certain African cultures men believe that as soon as a girl has breasts she is ready to have sexual relationships. There have been incidents of this happening in the UK, you may notice an unwillingness to get changed for PE, pain when moving, or a flattened breast area.

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## Forced Marriage

The subject of forced marriage is also highlighted in Safeguarding Children and Safer Recruitment in Education. Forced marriage occurs when a young person is forced into a marriage that they do not want with someone they have not chosen, following coercion, intimidation, threats and possibly physical and sexual abuse. It is very different from an arranged marriage, where both young people can make the decision to accept or decline the partner chosen for them by their parents.

Once again, schools can be seen as being in the front line in protecting young people from this type of abuse. A pupil who fears that they are likely to be forced into a marriage may disclose to a member of staff. Their initial approach, in common with many disclosures of abuse, may be seemingly innocuous, such as talking about taking a holiday abroad. Their fear, that the proposed holiday will result in a forced marriage, may only become apparent after a number of conversations.

These young women may also become victims of what is termed honour-based violence. This type of violence is described in 'The Right to Choose' guidance as: 'A variety of crimes of violence (mainly but not exclusively against women), including assault, imprisonment and murder where the person is being punished by their family or their community.'

Forced marriage, here or abroad, is a crime; we will always report to both Police and Children's Social Care.

## Honour Based Abuse

'Murder or violence in the name of so-called honour' are murders/violence in which, predominantly females, are killed/harmed for actual or perceived immoral behaviour, which is deemed to have breached the honour code of a family or community, causing shame. They are sometimes called 'honour killings/violence'. There is, however, no honour in murder/violence.

The honour code means that women must follow rules that are set at the discretion of male relatives and which are interpreted according to what each male family member considers acceptable. Breaking the rules is seen as destroying the good name of the family, and is deserving of punishment at the discretion of male relatives.

Honour is an unwritten code of conduct that involves loss of face on someone's part if offended against, especially in groups where loyalty is considered paramount.

Honour Based Violence cuts across all cultures and communities: Turkish, Kurdish, Afghani, South Asian, African, Middle Eastern, South and Eastern European for example. This is not an exhaustive list. Where a culture is heavily male dominated, HBV may exist.

Signs:

- withdrawal of student from school by those with parental responsibility
- pupil/student being prevented from attending higher education
- truancy or persistent absences
- request for extended leave or student not returning from an overseas visit
- surveillance by siblings/cousins/extended family members at school
- decline in behaviour, engagement, performance or punctuality, poor exam results. – in particular for previously motivated pupil/student.
- decline in physical presentation or demeanour

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## Radicalisation/PREVENT

Appendix A included in this policy outlines the overall approach to PREVENT Safeguarding. The Counter Terrorism and Security Act 2015 places a duty on specified authorities, which includes schools, to have due regard to the need to prevent people from being drawn into terrorism (the PREVENT duty). The school's work on promoting life in Modern Britain via the curriculum underpins this strategy. Lettings are vetted and monitored by the school site manager, who is directly line-managed by the Headteacher. Possible Channel referrals will be discussed by the school Safeguarding Team if appropriate and in accordance with government guidelines. School staff have a statutory duty to inform their safeguarding lead should they have any concerns.

## County Lines, Exploitation & Drug Supply

A specific method of drug supply commonly referred to as county lines. County lines relates to the supply of class A drugs (primarily crack cocaine and heroin) from an urban hub into rural towns or county locations. In our area this is most often but not exclusively from London. Essex Police report that there are currently over forty 'County lines' (gang areas) operating in to Essex (2017 Safeguarding Forum).

The exploitation of young and vulnerable people is a common feature in the facilitation of county lines drugs supply, whether for the storage or supply of drugs, the movement of cash, or to secure the use of dwellings held by vulnerable people in the rural marketplace (commonly referred to as cuckooing).

Should we have reason to believe a pupil has become involved we will make referrals to both the Police and Social Care.

## Online based forms of abuse

Online based forms of child physical, sexual and emotional abuse (can include bullying) via mobile telephones or online (internet) with verbal and visual messages.

Information Communication Technology can be used to facilitate a wide range of abuse and exploitation e.g. physical abuse (such as children being constrained to fight each other or filmed being assaulted or filming an assault), radicalisation or exploitation for criminal purposes etc.

The impact on a child of online-based sexual abuse is similar to that for all abused children. However, it has an additional dimension of there being a visual record of the abuse. Additionally, research shows that the impact of the abuse is heightened through its sharing over the internet through social media and email. Effectively each person who views the image of the abuse, 're-victimises' that victim with each viewing.

Online based sexual abuse of a child constitutes significant harm through sexual and emotional abuse.

We will be alert to the possibility that:

- A pupil may already have been/is being, abused and the images distributed on the internet or by mobile telephone;
- An adult or older child may be grooming a child for sexual abuse, including for

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involvement in making abusive images. This process can involve the child being shown abusive images

- An adult or older child may be viewing and downloading child sexual abuse images.
- the pupil may not want to acknowledge their involvement or admit its abusive nature, and may resist efforts to offer protection. This should not be a deterrent and agencies will work together closely in order to continue to monitor and assess the nature and degree of any risk to the child

### **The use of technology has become a significant component of many safeguarding issues.**

Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers us to protect and educate the whole school and community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate. Both staff and parents/carers are updated via regular information drops and pupils are empowered within the CPE and Safeguarding curriculums.

The breadth of issues classified within online safety is considerable, but can be categorised into four core areas of risk:

- **Content:** being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views; misogyny, self-harm, suicide, anti-Semitism
- **Contact:** being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults to groom or exploit; peer on peer pressure
- **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, online bullying, sending images of incidents to humiliate.
- **Commerce:** risks such as online gambling, inappropriate advertising, phishing, financial scams

It has become clear that with the advances in technology and the increase in children having unlimited and sometimes unrestricted access to the internet that some children use their mobile or smart devices to share indecent images, sometimes non-consensually and via group chats, share pornography as well as other harmful content, likely to humiliate, harass or offend. Should we become aware of this happening in school we will consider a phone ban and at least one day fixed term exclusion, our Police liaison are also likely to be involved.

## **Gangs**

Children rarely use the term 'gang' and will actively disassociate from this term. A non-exhaustive list of terms that they may use instead is 'family', 'breddrin', 'crews', 'cuz' (cousins), 'my boys' or simply 'the people I grew up with'.

Violence and sexual 'favours' are a way for gang members to gain recognition and respect by asserting their power and authority in the street, with a large proportion of street crime

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perpetrated against members of other gangs or the relatives of gang members.

It is important to remember that youth violence, serious or otherwise, may be a function of gang activity. However, it could equally represent the behaviour of a child acting individually in response to his or her particular history and circumstances.

It is equally important to remember that gang members can be any age, very young, primary aged children are seen as a useful 'commodity'.

We will always pass on 'Intelligence' to our local Police Liaison officer.

### **Upskirting**

'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

Upskirting is not gender specific and nor does it always involve a skirt, it could equally be shorts, kilt, trousers, dresses etc.

Upskirting has now been made a criminal offence (2019) so should be reported to the Police.

### **E-Safety at Sweyne Park**

We have policy guidance in place to ensure our ability to protect and educate our pupils and staff in their use of technology. This is located on the school website and within our staff handbook on the VLE. Staff will receive e-safety training and updates throughout the year via Bulletin and briefings. Pupils will participate in e-safety awareness sessions via tutor time, CPE and in years 7 and 8 IT lessons.

The e-safety Designated lead reviews our IT systems annually, working closely with appropriate staff i.e. systems manager, designated safeguarding lead, pastoral lead

### **E-safety at Glebe Primary**

We have policy guidance in place to ensure our ability to protect and educate our pupils and staff in their use of technology. This is located on the school website. Staff will receive yearly e-safety training and updates throughout the year via briefings. Pupils will participate in e-safety awareness sessions via our IT curriculum and focused assemblies.

### **Lesbian, Gay, Bisexual and Transgender (LGBTQ+)**

As a school, we believe that respect for ourselves and others is a fundamental right and responsibility of/for all.

We will always challenge inappropriate language or behaviour and never ignore 'banter'.

It is the duty of all staff to ensure that every member of the school community feels valued, irrespective of their sexual/gender orientation, race or religion. Diversity is celebrated and valued at Sweyne Park and Glebe Primary School.

### **Other Vulnerable Pupils**

Members of the safeguarding team are often aware of pupils who are vulnerable for other reasons. It is their responsibility to ensure that these pupils receive support either from a

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member of staff in school to whom the pupil relates or from an external agency. The pupil's head of year will be informed of the situation. This situation might be a temporary one or may be on-going. This also includes any vulnerable pupils who may be 18 and in our Sixth form. Parents/carers are informed of the situation wherever appropriate.

## **Families with additional vulnerabilities**

**Culture:** the culture amongst some communities means that it is often more difficult for women to admit to having marital problems. This is because a failed marriage is often seen as being the woman's fault, and she will be blamed for letting down the family's honour. In some cultures, a woman may not be in a position to divorce her husband. If the husband does not want to comply with this, he can prevent giving a religious divorce to his wife

**Immigration status:** children may have an uncertain immigration status, which could prevent them from accessing services. A parent may also be hesitant to take action against a partner for fear of losing their right to remain in the UK. In some cases, women have received threats of deportation from their partner or extended family if they report anything and have had their passports taken from them; Similarly, children may have had their passports taken away from them and may fear that they and/or their parent could be deported if they disclose abuse in the family.

**Language/literacy:** children and their parent may face the additional challenge to engaging with services as English may not be their first language (including pupils where sign language is their first language) When working with these children and families, professionals should use professional interpreters who have a clear Disclosure and Barring Service check; it is not acceptable to use a family member or friend, and members of the extended community network should also be avoided wherever possible

**Temporary accommodation:** many families live in temporary accommodation. When a family moves frequently, they may be facing chronic poverty, social isolation, racism or other forms of discrimination and the problems associated with living in disadvantaged areas or in temporary accommodation. These families can become disengaged from, or may have not been able to become engaged with, health, education, social care, welfare and personal social support systems

**Recent trauma:** some recently immigrant families often have a traumatic history and/or a disrupted family life and can need support to integrate their culture with that of the host country

**Disability:** children and/or mothers with disabilities may be especially vulnerable in situations where the abuser is also their primary carer, and some refugees may lack appropriate facilities to respond to their particular needs. The British Crime Survey consistently shows that disabled people are much more likely to experience abuse than non-disabled people; <sup>[1]</sup><sub>[SEP]</sub>

**Social exclusion:** children and their families may also face additional vulnerabilities as a result of social exclusion.

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## Sexual Images

**It is illegal for sexual or indecent images of a child under 18 to be taken and or distributed**

- Person/pupil under 18 creates a sexual image of themselves and shares it with another person under 18
- Person/pupil under 18 shares an image of another under 18 with another person under 18 or an adult
- Person/pupil under 18 is in possession of sexual imagery created by another person under 18

All incidents of sexual images should be reported to a member of the safeguarding team. The image/s and the device they are stored within should be confiscated, examples would be:

- naked pupil
- topless girl
- image which displays genitals
- sex acts including masturbation
- indecent images may also include overtly sexual images of young people in their underwear

Although sharing sexual images of themselves is illegal and risky, it is often the result of curiosity and exploration. 'The primary concern at all times should be the welfare and protection of the young people involved.'

- Refer to the designated safeguarding lead or a member of the team
- DSL/member of team/HOY meets with the pupil involved
- Do not view the image unless it is unavoidable
- Discuss with parents, unless there is an issue where that's not possible
- If there is a concern that the pupil is at risk of harm, we will contact social care and/or the police
- We will always refer to the police or social care if incident involves:
  - an adult
  - coercion, blackmail, or grooming
  - concerns about capacity to consent, [e.g., SEN]
  - images show atypical sexual behaviour for the child's developmental stage
  - violent acts are depicted
  - image shows sex acts and includes a child under 13
  - a young person at risk of immediate harm as a result of the disclosure (for example, self-harm or suicide)

## Viewing sexual images

- **Never view an image.**
- If there is concern about the level of risk, others being involved who are unnamed, (they may need to be identified to keep them safe): the DSL: Glebe – Mrs Bache, SPS Mrs Whitcombe or head teacher may decide
- Record the View with another member of the safeguarding team present

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- Record that the images were viewed along with reasons and who was present

Never copy, print, or share the image, unless asked to do so by the Police

Deleting images (from devices and social media)

If as a school we decide that involving other agencies is not necessary, images will be deleted.

## **Intimate Care Policy – Sweyne Park**

### **DEFINITION**

Intimate care may be defined as any activity required to meet the personal care needs of each individual pupil.

Intimate care can include:

- Oral care
- Feeding
- Washing
- Dressing/undressing
- Toileting
- Menstrual Care
- Supervision of a child involved in intimate self-care

Every pupil will be involved and consulted in their own intimate care to the best of their abilities.

Only named staff identified by the head teacher and or a member of the safeguarding team will undertake the intimate care of pupils.

All staff will be trained in the specific types of intimate care that they carry out.

Intimate care arrangements will be recorded in the pupil's personal file.

Staff will at no time undertake any aspect of intimate care that has not been agreed

If a staff member has concerns about a colleague's intimate care practice they must report this to their designated lead or a member of the safeguarding team immediately.

Staff also need to be aware that some adults may use intimate care, as an opportunity to abuse children. It is important to bear in mind that some care tasks / treatments can be open to misinterpretation. Adhering to these guidelines of good practice should safeguard pupils and staff.

Involve the pupil in their intimate care

We will try to encourage a pupil's independence as far as possible in his / her intimate care. Where the child is fully dependent we will talk with them about what is going to be done and give them choice where possible.

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

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

If during the intimate care of a child you accidentally hurt them, or the child appears to be sexually aroused by your actions, or misunderstands or misinterprets something, reassure the child, ensure their safety and report the incident immediately to your designated lead or a member of the safeguarding team.

Intimate Care: working with pupils of a different gender

The intimate care of pupils can be carried out by a member of staff of a different gender with the following provisions:

(a) The delivery of intimate care by professionally qualified staff will be governed by their professional code of conduct in conjunction with agency policy and procedures.

(b) Staff who are not governed by a professional code of conduct will work under the direction of the designated lead or a member of the safeguarding team.

When intimate care is being carried out, all children have the right to dignity and privacy i.e. they should be appropriately covered, the door closed or screens/curtains put in place.

Intimate care will only ever be carried out with two staff present

### **Intimate Care at Glebe Primary:**

Please see attached Intimate Care policy – Appendix E

### **Other Sweyne Park and Glebe Primary/Glebe School Policies**

This policy needs to be read in conjunction with other Sweyne Park and Glebe Primary and Glebe School policies, in particular:

- Rights Respecting Behaviour policy
- Equality policy
- Anti-racism policy
- PSHE policy
- Staff conduct policy
- E-safety policy
- Whistleblowing
- Intimate care

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## Appendices

Appendix A	PREVENT Safeguarding Objectives
Appendix B	Safeguarding Team and Contact information
Appendix C	Safeguarding pupils – Staff training presentation
Appendix D	Whistleblowing Policy statement
Appendix E	Glebe Intimate care policy

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## Appendix A

### PREVENT Safeguarding Objectives

Within this overall framework the Prevent strategy will specifically:

- respond to the ideological challenge of terrorism and the threat we face from those who promote it;
- prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support; and
- work with sectors and institutions where there are risks of radicalisation which we need to address.

Schools can help to protect children from extremist and violent views in the same ways that they help to **safeguard children** from drugs, gang violence or alcohol.

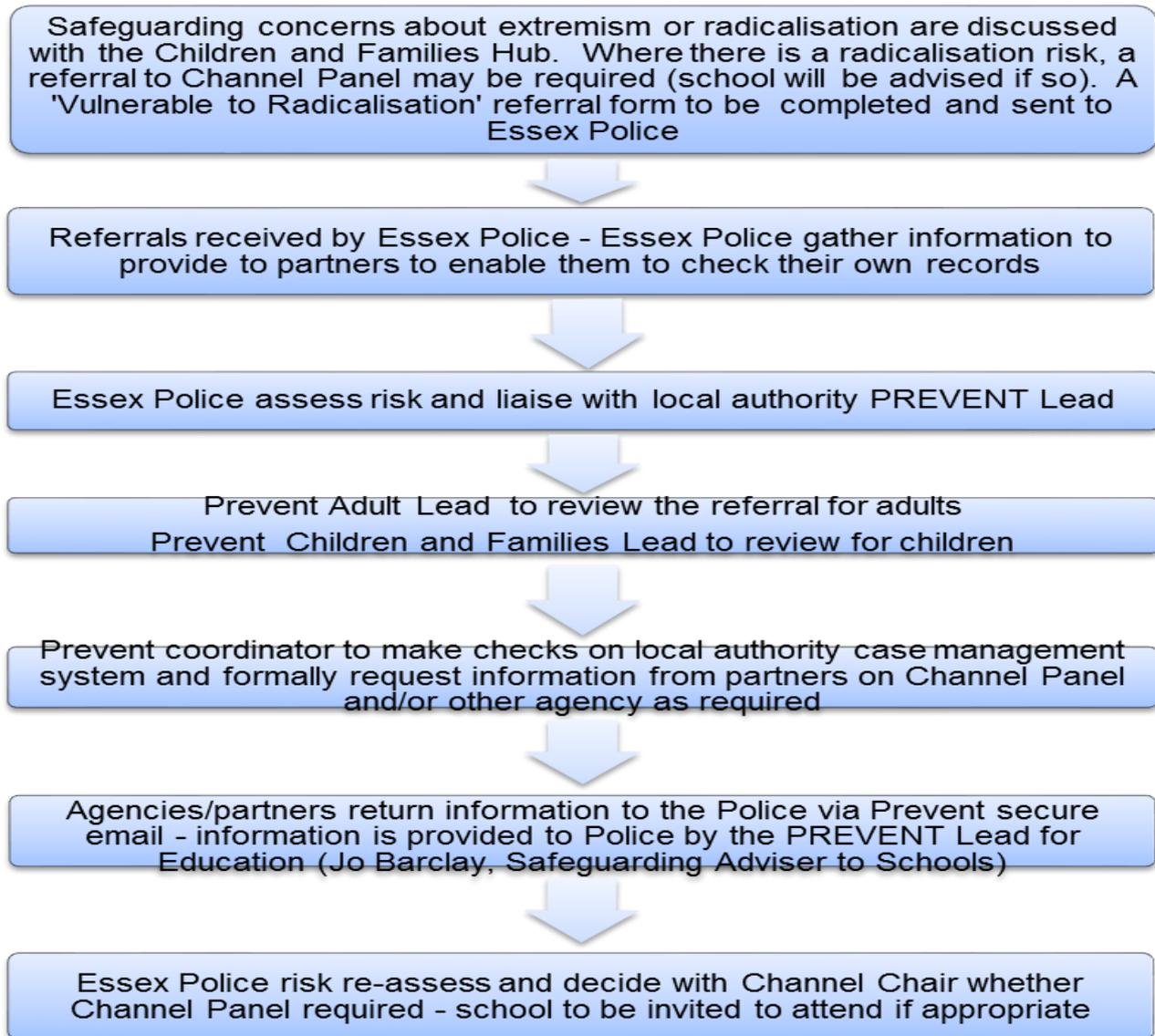
The purpose must be to protect children from harm and to ensure that they are taught in a way that is consistent with the law and our values. Awareness of Prevent and the risks it is intended to address are both vital. Staff can help to identify, and to refer to the relevant agencies, children whose behaviour suggests that they are being drawn into terrorism or extremism.

Schools of all kinds can play a role in enabling young people to explore issues like terrorism and the wider use of violence in a considered and informed way. Schools can facilitate understanding of wider issues within the context of learning about the values on which our society is founded and our system of democratic government.

Essex Police can be contacted to discuss any concerns on [PREVENT@essex.pnn.police.uk](mailto:PREVENT@essex.pnn.police.uk).

Diagram below:

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## Appendix B

### Safeguarding Team

The safeguarding team at Sweyne Park School:

The Head teacher, Designated Lead for staff	Katharine Dines
The Designated Lead for pupils	Richard Bradley
The DSL Mentor	Steph Whitcombe
Governor with responsibility for Safeguarding/CIC/ E-safety	Jacqui Clements
Governor with responsibility for Safeguarding - staff Alternative Provision	Lynda Walker
Deputy Designated Safeguarding: - pupils	Joy Jacob Alick Robertson Vanessa Brend Donna Garvey
Designated E-Safety	Richard Bradley/Dan Joslin
Designated premises Security co-ordinator	Simon Smith
Disadvantaged Pupils (including adopted and SGO)	Nicola Welch
Child Sexual Exploitation Champions	Steph Whitcombe Adam Thomson Vanessa Brend Richard Bradley Joy Jacob
Young Carers	Emma Birnie
Children In Care Co-ordinator	Jo Meadows
LGBTQ+ Co-ordinator	Danni Gooch
CEOPS Ambassador	Dan Joslin Laura Green
MyConcern	Vanessa Brend Richard Bradley
Tootoot	Richard Bradley Vanessa Brend

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### The safeguarding team at Glebe Primary school:

The Head teacher, Designated Lead for staff	Nicola Bache
The Designated Safeguarding/CIC Lead for pupils	Nicola Bache
Governor with responsibility for Safeguarding/CIC	Mr Daniel Jordan
Governor with responsibility for Safeguarding - staff	Mr Daniel Jordan
Deputy Designated Safeguarding/CIC: - pupils	Mrs Nicola Bache
Designated E-Safety	Mrs Hannah Howard
Designated premises Security co-ordinator	Simon Smith
Disadvantaged Pupils	Mrs Nicola Bache
Child Sexual Exploitation Champion/s	Mrs Nicola Bache
Young Carers	Mrs Shelley Parker
CEOPS Ambassador	Dan Joslin
Adopted and SGO pupils	Mrs Nicola Bache
MyConcern	Mrs Nicola Bache

### MAT:

Designated Lead for staff	Katharine Dines
The Designated Lead Pupils	Steph Whitcombe
Designated premises Security co-ordinator	Simon Smith

**Contact with any of the above can be made via telephone or email, however the DSL details are below:**

Stephanie Whitcombe  
[swhitcombe@sweynepark.com](mailto:swhitcombe@sweynepark.com)  
01268- 784721

Nicola Bache  
[head@glebeschool.com](mailto:head@glebeschool.com)  
01268 784253

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**Governors:**

Governor with responsibility for Safeguarding/CIC - pupils  
[jclements@spsgovernors.com](mailto:jclements@spsgovernors.com)

Jacqui Clements

Chair of Governors – Concerns about the head teacher  
[walker@spsgovernors.com](mailto:walker@spsgovernors.com)

Lynda Walker

Governor with responsibility for Safeguarding Glebe  
[djordan@glebeschool.com](mailto:djordan@glebeschool.com)

Mr Daniel Jordan

Chair of Governors – Concerns about the head teacher Glebe  
[smunford@glebeschool.com](mailto:smunford@glebeschool.com)

Mr Munford

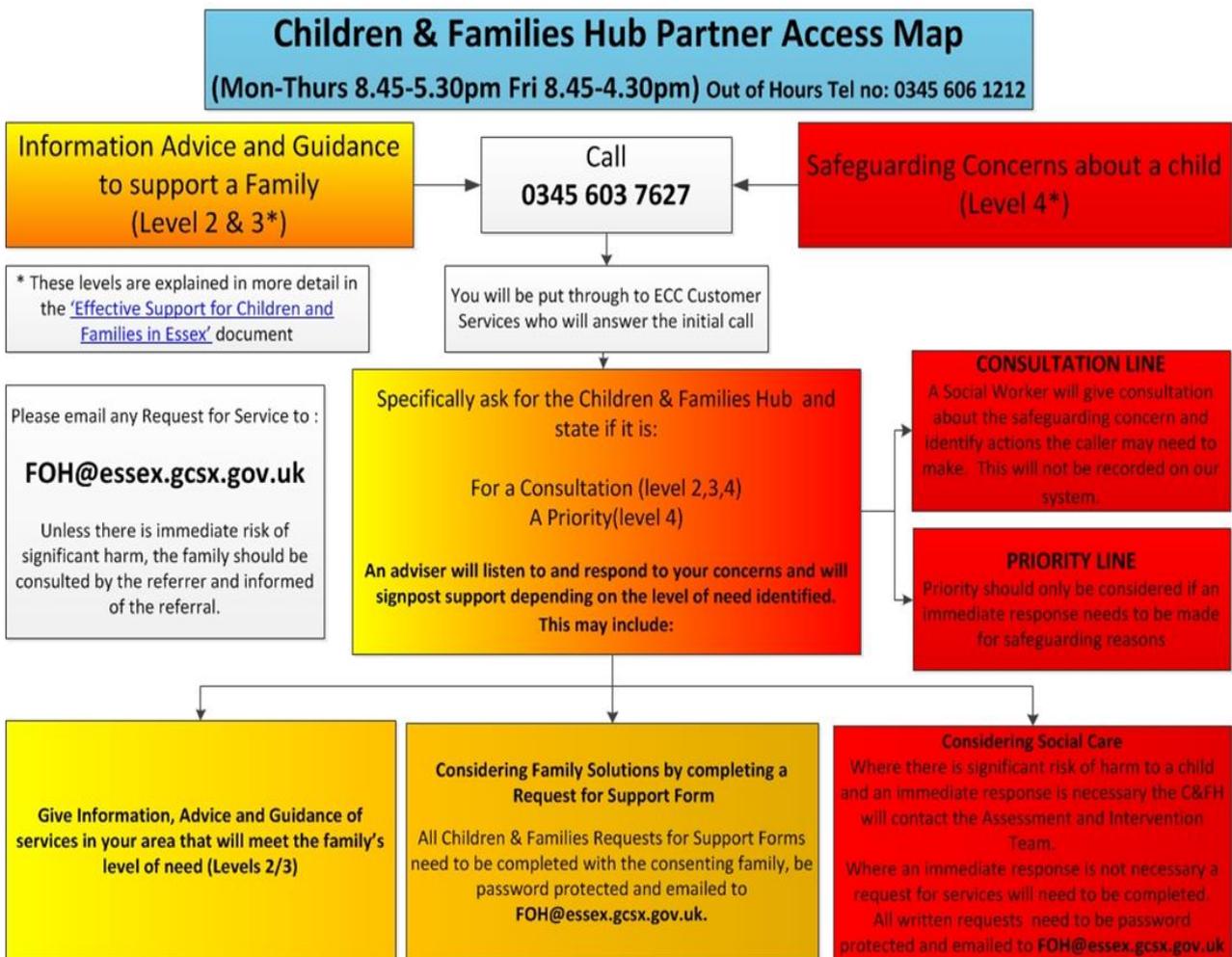
**Contact Information**

CEOPS (on line) 0870 000 3344

Police 101

LADO Education Safeguarding Service 03330 139 797

Essex continue to use the term ‘LADO’ rather than ‘Designated officer’, therefore we have kept this term in our policy to avoid confusion.



**Check the phone numbers above**

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## Appendix C

### Sweyne Park and Glebe Primary School Whistle Blowing Policy Statement

This document covers all aspects of whistle blowing except Child Protection Issues.

Child protection issues are fully covered within the school Safeguarding Policy. The school Safeguarding Policy is available at:

<http://sweynepark.com/html/parents/index.html>

The school maintains a whistle blowing procedure that protects staff members who report colleagues they believe are doing something wrong or illegal, or who are neglecting their duties. Issues may include:

- Fraud or financial irregularity
- Professional misconduct
- Corruption, bribery or blackmail
- Other criminal offences
- Failure to comply with a legal or regulatory duty or obligation
- Miscarriage of justice
- Endangering the health or safety of any individual
- Endangering the environment
- Improper use of authority or powers
- Serious financial maladministration arising from the deliberate commission of improper conduct
- Unethical or improper conduct or conduct which breaches Trust policies or falls below the standards which the Trust/Academy subscribes to
- Abuse of clients, improper discrimination against or relationship with clients
- Concealment of any of the above

An individual, who has grounds to believe that the malpractice has occurred, is occurring or is likely to occur in connection with the Academy, should raise their concerns with the Head teacher. This may be done orally or in writing.

Should your concern relate to the Head teacher, you should contact the Chair of Governors, whose details are available from reception, in this policy or the school web site.

- The appropriate person will determine one of the following courses of action:
- That the issue be investigated internally
- That the issue be referred to the Police, or other appropriate body
- That the issue be referred to an External Auditor

The School will not tolerate any harassment or victimisation of the individual who has raised the concerns. The link below will give further information for employees on 'blowing the whistle', including a definition of whistleblowing, is available. You should also use this link if you feel that action has not been taken or the issue raised taken seriously by the Head teacher or Chair of Governors.

<https://www.gov.uk/guidance/whistleblowing-procedure-for-maintained-schools>

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## Appendix D

### Intimate Care Policy – Glebe Primary school

All children at Glebe Primary School have the right to be safe and be treated with dignity, respect and privacy at all times so as to enable them to access all aspects of the Glebe Primary School

This policy sets out clear principles and guidelines on supporting intimate care with specific reference to toileting. It should be considered in line with our Safeguarding Policy, Health and Safety Policies and Administering of Medicines policy.

This policy supports the safeguarding and welfare requirements of Early Years Foundation Stage (EYFS) 2012 and the Disability Discrimination Act 2005: Glebe Primary School will ensure that:

No child's physical, mental or sensory impairment will have an adverse effect on their ability to take part in day to day activities.

No child with a named condition that affects personal development will be discriminated against

No child who is delayed in achieving continence will be refused admission

No child will be sent home or have to wait for their parents/carer due to incontinence

Adjustments will be made for any child who has delayed incontinence

Intimate Care Tasks – cover any tasks that involves the dressing and undressing, washing including intimate parts, helping someone use the toilet, changing nappies or carrying out a procedure that requires direct or indirect contact to an intimate personal area.

Partnership with Parents/Carers – Staff/ Child's keyworker at Glebe Primary School works in partnership with parents/carers to provide care appropriate to the needs of the individual child and together will produce a care plan. The care plan will set out:

What care is required

Number of staff needed to carry out the task (if more than one person is required, reason will be documented)

Additional equipment required

Child's preferred means of communication (e.g. visual, verbal). Agree terminology for parts of the body and bodily functions

Child's level of ability i.e. what tasks they are able to do by themselves

Acknowledge and respect for any cultural or religious sensitivities related to aspects of intimate care

Be regularly monitored and reviewed in accordance with the child's development

Parents/Carers are asked to supply the following (delete as appropriate):-

Spare nappies

Wipes, creams, nappy sacks etc

Spare Clothes

Spare underwear

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Best Practice – When intimate care is given, the member of staff explains fully each task that is carried out, and the reason for it. Staff encourage children to do as much for themselves as they can, lots of praise and encouragement will be given to the child when they achieve.

All staff working in early years setting must have a EDBS check. Particular staff members are identified to change a child with known needs and that they plan and record their work with that child.

Safeguarding – Staff are trained on the signs and symptoms of child abuse which is in line with Essex Safeguarding Children's Board guidelines and are aware of the DFES booklet 'What to do if you think a child is being abused' and will follow the guidance given .

If a member of staff is concerned about any physical or emotional changes, such as marks, bruises, soreness, distress etc they will inform the Safeguarding Designated Lead immediately. The Safeguarding Policy will then be implemented.

Should a child become unhappy about being cared for by a particular member of staff, the SDL/ Manager will look into the situation and record any findings. These will be discussed with the child's parents/carers in order to resolve the problem. If necessary the SDO/Manger/Playleader will seek advice from other agencies. (Please remember that you need parental permission to talk to any agency about a specifically named child.)

If a child makes an allegation against a member of staff, the procedure set out in the Safeguarding Policy will be followed.

Dealing with body fluids – Urine, faeces, blood and vomit will be cleaned up immediately and disposed of safely e.g. nappy bins, medical bins, double bagging etc. When dealing with body fluids, staff wear protective clothing (disposal plastic gloves and aprons) wash themselves thoroughly afterward. Soiled children's clothing will be bagged to go home – staff will not rinse it. Children will be kept away from the affected area until the incident has been completely dealt with.

All staff maintain high standards of personal hygiene, and will take all practicable steps to prevent and control the spread of infection.

This policy aims to manage risks associated with toileting and intimate care needs and ensures that employees do not work outside the remit of their responsibilities set out in this policy.