



**Gnosall St Lawrence CE Primary Academy  
and  
Gnosall St Lawrence Pre-School**

**SAFEGUARDING POLICY**

Designated person for child protection:

Trish Edwards - Headteacher

Deputy designated person for child protection:

Lynn Malone - Pre-School Manager

Governor responsible for safeguarding and child protection:

Vicky Wykes

Date: Autumn 2017

Renewal Date: Autumn 2018

Head teacher:

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Safeguarding Committee Chair:

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Safeguarding is so interwoven with every aspect of school life that it is reflected in everything we do. Other Policies, some specifically referred to within this Handbook, particularly reflect and interact with our Safeguarding Policy.

#### **Policies associated with Safeguarding**

- E safety
- Social Networking Policy
- Anti bullying/ guide for parents
- Attendance
- Whistleblowing
- Positive Behaviour

## Statement of intent

Gnosall St Lawrence CE Primary Academy and Gnosall St Lawrence Pre-School are committed to safeguarding and promoting the welfare, both physical and emotional, of every pupil both inside and outside the school and pre-school premises.

This will be achieved by:

- Creating a culture of safe recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children.
- Educating pupils on how to keep safe and to recognise behaviour that is unacceptable.
- Identifying and making provision for any child who has been subject to abuse.
- Ensuring that members of the governing body, the Headteacher and staff members understand their responsibility, under safeguarding legislation and statutory guidance, to be alert to the signs of child abuse and to refer concerns to the Designated Safeguarding Lead.
- Ensuring that all staff and volunteers are only appointed when all the appropriate checks have been satisfactorily completed.

The school's designated safeguarding lead is: Trish Edwards - Headteacher. She may be contacted during normal school hours at school on **01785 822391**. Outside school hours, she may be contacted by email on **[headteacher@st-lawrence.staffs.sch.uk](mailto:headteacher@st-lawrence.staffs.sch.uk)**

In the absence of the designated safeguarding lead, child protection matters will be dealt with by: Lynn Malone - Pre-School Manager. During school hours, if the Head is unavailable, she may be contacted on the school number as above or via email at **[lmalone@st-lawrence.staffs.sch.uk](mailto:lmalone@st-lawrence.staffs.sch.uk)**.

Safeguarding concerns relating to the Headteacher must be addressed to the Chair of Governors, Gail Gregory, who may be contacted via email on **[ggregory@st-lawrence.staffs.sch.uk](mailto:ggregory@st-lawrence.staffs.sch.uk)**

The school's Mission Statement (*Working together with Jesus beside us to achieve our full potential*) and purpose is to provide the best quality of learning experience and environment for the children in its care, within our Christian Community, so that everyone can fulfil their potential. All staff acknowledge that this can only occur when children are safe and feel safe. Thus, safeguarding and child protection are the most important aspects of pupil welfare.

As a Christian school and Pre-School, our staff aim to safeguard and promote the welfare of our pupils by showing particular sensitivity and awareness to changes in pupil's physical or emotional behaviour. All staff seek to adopt an open and accepting attitude towards children and young people as part of their general responsibility for pastoral care. We hope that parents and children will feel free to talk about any concerns or worries which may affect educational progress and that they will see school as a safe place if there are any difficulties at home. Children will be taken seriously if they seek help from a member of staff.

Teachers and practitioners spend more time with children than any other adult, apart from their parents or carers. They are skilled communicators with children and aim to create a climate in their class where each child would feel able to confide any problems to their teacher.

All staff are expected to abide by our agreed Staff Code of Conduct and Staff Handbook in order to ensure that all safeguarding practices contained in this Handbook are upheld.

## 1. DEFINITIONS

**Safeguarding and Child Protection** are about managing risk.

**Safeguarding** applies to all children and young people.

It is what we do to anticipate and minimize risks.

It is essentially *pro-active*.

It is a responsibility shared by **EVERYONE** in school - Staff, Governor or Volunteer.

The majority of safeguarding concerns will be referred to the DSL/DDSL

Staff will then have a continuing role in monitoring and reporting

However, in the case of  
**immediate concerns where there is a risk to the child**  
or of **FGM**, or when the DSL/DDSL are unavailable

staff have a duty to make a referral to statutory agencies  
**personally and immediately.**

**Child Protection** applies to specific children who have experienced  
or are experiencing abuse in their lives.

It is what we do to ensure that present dangers are dealt with appropriately  
or that past dangers are sensitively handled to minimize ongoing harm.

It is essentially *reactive*.

**Everyone** who comes into contact with children and their families  
has a role to play in safeguarding children.

**School staff** are particularly important as they are in a position  
to identify concerns early and to provide help for children,  
to prevent concerns from escalating.

(Source: *Keeping Children Safe in Education 2016*)

For the purposes of this policy, Gnosall St Lawrence CE Primary Academy and Gnosall St Lawrence Pre-School define safeguarding and protecting the welfare of children as:

- Protecting children from maltreatment.
- Preventing the impairment of children's health or development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

## 2. LEGAL FRAMEWORK

This policy will consider, and comply with, the following legislation and statutory guidance:

- Children Act 1989 & 2004
- Education Act 2002
- Education (Health Standards) (England) Regulations 2003
- Safeguarding Vulnerable Groups Act 2006
- Education (Pupil Referral Units) (Application of Enactments) (England)(Amendment) Reg's 2012
- School Staffing (England) Regulations 2009, as amended
- Education (Independent School Standards) (England) Regulations 2014
- Equality Act 2010
- Education (Non-Maintained Special Schools) (England) Regulations 2011, as amended
- Protection of Freedoms Act 2012
- DfE (2015) 'Working Together to Safeguard Children 2015'
- DfE (2015) 'Keeping Children Safe in Education 2015'
- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2015) 'Information sharing'
- DfE (2015) 'Disqualification under the Childcare Act 1006'
- DfE (2015) 'The Prevent duty'
- The Education (School Teachers' Appraisal) (England) Regulations 2012
- The Children and Families Act 2014
- The Sexual Offences Act 2003

Further to Department for Education (DfE) advice issued in October 2014, as an update to its Statutory Guidance "Keeping Children Safe", schools which provide care for pupils under the age of 8 are required to ensure that staff and volunteers working in these settings are not disqualified from doing so under the Childcare (Disqualification) Regulations 2009. To this effect, all governors, staff and volunteers complete a declaration in line with government guidelines. This is a summary of offences which could necessitate a suspension from work:

- Abduction of a child
- Abuse of a position of trust
- Assault by penetration
- Assault occasioning actual bodily harm
- Burglary with intent to rape
- Causing a person to engage in sexual activity without consent
- Causing or allowing the death of a child or vulnerable adult
- Certain offences under the Mental Health Act 1983:
- Forgery and making false statements
- Obstruction
- Cruelty to children
- Exposure
- False imprisonment
- Incest

- Intercourse with an animal
- Kidnapping
- Making threats to kill a child
- Manslaughter
- Meeting a child after grooming
- Murder
- Murder of an infant
- Offences related to female genital mutilation
- Offences related to prostitution
- Offences related to the supply of Class A drugs to a child
- People trafficking
- Possession of extreme pornographic images
- Possession of indecent images of children
- Rape
- Sexual assault
- Sexual offences against a person with a mental disorder
- Sexual offences against children
- Sexual offences against children outside the UK
- Sexual penetration of a corpse
- Supply of a controlled drug to another
- Voyeurism
- Wounding and causing grievous bodily harm

### 3. ROLES AND RESPONSIBILITIES

The Governing Body has a duty to:

- Ensure both school and pre-school comply with child protection/safeguarding legislation.
- Ensure that their policies, procedures and training opportunities are effective and comply with the law at all times.
- Ensure that they contribute to inter-agency working in line with the statutory guidance 'Working Together to Safeguard Children 2016'.
- Ensure that their safeguarding arrangements take into account the procedures and practice of the LA as part of the inter-agency safeguarding procedures established by the Local Safeguarding Children Board (LSCB).
- Comply with its obligations (under section 14B of the Children Act 2004) to supply the Local Safeguarding Children Board (LSCB) with information to fulfil its functions.
- Ensure that a member of the governing body is nominated to liaise with the LA and/or partner agencies on issues of child protection, and in the event of allegations of abuse made against any other governor. The Named Governor is Vicky Wykes, who may be contacted via email on [safeguarding@st-lawrence.staffs.sch.uk](mailto:safeguarding@st-lawrence.staffs.sch.uk)
- Ensure that there are effective safeguarding policies and procedures in place, together with a staff code of conduct.
- Appoint a member of staff from the senior leadership team (SLT) to the role of Designated Safeguarding Lead (DSL) as an explicit part of the role-holder's job description - there should always be cover for the DSL.
- Consider how children may be taught about safeguarding (including protection from dangers online) through teaching and learning opportunities provided as part of a broad and balanced curriculum.
- Prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether

to ask for any checks beyond what is required and ensuring volunteers are appropriately supervised.

- Ensure that at least one person on any appointment panel has undertaken safer recruitment training.
- Ensure that all staff members receive safeguarding and child protection training updates, such as e-bulletins, emails and staff meetings, as required, but at least annually.
- Ensure that there are procedures in place to handle allegations against members of staff or volunteers.
- Ensure that, as required by law, there are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned.
- Ensure that there are procedures in place to handle allegations against other children.
- Ensure that the child's wishes or feelings are taken into account when determining what action to take and what services to provide to protect individual children.
- Ensure that there are systems in place for children to express their views and give feedback.
- Establish an "early help" procedure and inform all staff of the procedures it involves.
- Introduce mechanisms to assist staff in understanding and discharging their roles and responsibilities.
- Appoint a designated teacher to promote the educational achievement of 'looked after children' and ensure that this person has undergone appropriate training.
- Ensure that staff members have the skills, knowledge and understanding necessary to keep 'looked after children' safe, particularly with regard to the child's legal status, contact details and care arrangements.
- Put in place appropriate safeguarding responses to children who go missing from school, particularly on repeat occasions, to help identify any risk of abuse and neglect, including sexual abuse or exploitation and prevent the risks of their disappearance in future.
- Ensure that all members of the governing body have been subject to an enhanced DBS check.

**The Headteacher** has a duty to:

- Safeguard children's wellbeing and maintain public trust in the teaching profession.
- Ensure that the policies and procedures adopted by the governing body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff members.
- Investigate any concerns about the conduct of any adult in school and make the necessary referrals to the LADO.
- Provide staff with the Child Protection and Safeguarding Policy, Staff Behaviour Policy, information regarding the role of the DSL and Part One of Keeping Children Safe in Education (KCSIE) 2016 guidance at induction.

**The Chair of Governors** has a duty to:

- Handle any safeguarding concerns or other complaints relating to the Headteacher.

**The Named Governor** has a duty to:

- Ensure that Governors undertake safeguarding training updates every 2 years
- Receive and read Safeguarding Bulletin email updates to keep abreast of latest developments in legislation and practice. She also receives the weekly updates from Andrew Hall.
- Advise the DSL of any new opportunities for training/development.

**The Designated Safeguarding Lead (DSL) has a duty to:**

- Refer all cases of suspected abuse to children’s social care, the LA designated officer (LADO) for child protection concerns, the DBS, and to the police in cases where a crime has been committed.
- Refer cases of radicalisation to the Channel programme.
- Liaise with the headteacher to inform him/her of safeguarding issues, especially on-going enquiries under section 47 of the Children’s Act 1989 and police investigations.
- Act as a source of support, advice and expertise to staff members on matters of safeguarding by liaising with relevant agencies.
- Understand the assessment process for providing early help and intervention.
- Support staff members in liaising with other agencies and in setting-up inter-agency assessment where early help is deemed appropriate.
- Keep cases of early help under constant review and refer them to Children’s Social Care if the situation does not appear to be improving.
- Have a working knowledge of how LAs conduct a child protection case conference and a child protection review conference, and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the school’s Safeguarding Policy and procedures, especially new and part-time staff members.
- Be alert to the specific needs of children in need, including those with special educational needs and/or disabilities and young carers.
- Be able to keep detailed, accurate and secure records of concerns and referrals.
- Obtain access to resources and attend any relevant training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings.
- Ensure the school’s Child Protection Policy is reviewed annually and the procedures are updated and reviewed regularly, and work with the governing body regarding this duty.
- Ensure the school’s Child Protection Policy is available publically and parents are aware of the fact that referrals regarding suspected abuse or neglect may be made and the role of the school in this.
- Link with the local LSCB to make sure that staff members are aware of the training opportunities available and the latest local policies on safeguarding.
- Ensure that the pupil’s child protection file is copied when transferring to a new school.
- Be available at all times during school hours to discuss any safeguarding concerns.

*NB: the school will determine what “available” means eg it may be appropriate to be accessible by means such as Skype or phone.*

**Other staff members have a duty to:**

- Safeguard children’s wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- Provide a safe environment in which children can learn.
- Maintain an attitude of “it could happen here” where safeguarding is concerned.
- Pass on to the Headteacher any concerns about the conduct of any adult in school.
- Be aware of the signs of abuse and neglect.
- Be aware of the early help process and understand their role in it.
- Identify children who may be in need of extra help or those who are suffering, or likely to suffer, significant harm.
- Act as the lead professional in undertaking an early help assessment, where necessary.
- Be aware of, and understand, the process for making referrals to Children’s Social Care, as well as for making statutory assessments under the Children Act 1989, and their role in these assessments.
- Take appropriate action, working with other services as required.



- Be aware of, and understand, the procedure to follow in the event that a child confides they are being abused or neglected.
- Support social workers to take decisions about individual children, in collaboration with the Designated Safeguarding Lead.
- If at any point there is a risk of immediate serious harm to a child, and neither the DSL/DDS may be contacted, make a referral to children's social care immediately. See final statement in this section and **Appendix 1 Reporting Concerns Flowchart**. If felt useful, the **Appendix 2 Body Chart** may be completed
- Support social workers in making decisions about individual children, in collaboration with the Designated Safeguarding Lead.
- Maintain appropriate levels of confidentiality when dealing with individual cases and always act in the best interests of the child.
- Follow the school's procedure for, and approach to, preventing radicalisation as outlined in Section 5.5 Prevent as detailed below:
  - Gnosall St Lawrence CE Primary Academy and Gnosall St Lawrence Pre-School work in partnership with the LA's Channel Panel to assess the extent to which individual pupils are at risk of being drawn into terrorism. Should circumstances dictate, **anyone** may make a referral - see **Appendix 1 Reporting Concerns Flowchart**

#### 4. SIGNS AND SYMPTOMS OF ABUSE

Staff must be vigilant and aware of the signs and symptoms of child abuse, which may include:

- **Physical** Non-accidental injury (bruises, marks, breaks, scalds/burns, bite marks, cuts)
- **Neglect** Dirty, clothes not washed/changed, uncared for, malnourished, failure to thrive.
- **Emotional** Severe behavioural problems, withdrawn, frightened.
- **Sexual** Physical signs not always apparent, child may hint/tell someone.

The following are some, but not all, of the Key Features of the several types of abuse. They should be considered as a guide but not as an exclusive list.

##### Physical Abuse

Physical abuse involves any action that causes physical harm to a child including fabricating the symptoms of, or deliberately inducing, illness. Key features include:

- Bruising of various ages
- Bite marks
- Burns and scalds
- Fractures in non-mobile children
- Injuries in unusual areas or with well-defined edges
- Old injuries or scars
- Refusal to discuss injuries
- Inconsistent explanations
- Talk of punishment which seems excessive
- Arms and legs kept covered
- Reluctance to remove clothing for swimming or PE
- Parents uninterested or undisturbed by an accident or injury

##### Neglect

Although there are no set signs of child abuse (neglect), staff should be particularly aware of the following signs, which may identify an abused child:

- Failure to thrive.
- Height and weight are important indicators. Unexplained loss of weight should be a concern, as should being underweight for age or appearing ravenous/scavenging food.
- Quality of skin and hair. Neglected children will often have matted, unwashed and dull looking hair. The skin may be mottled, with a pasty face. They may have scabies.
- Eyes look anxious. Unattended eye problems are common.
- Problems with literacy and numeracy are often manifested, possibly accompanied by listlessness.
- Inappropriate clothing for the child's size, weather or time of year, such as a light cardigan and sandals in winter, may indicate neglect.
- Frequent absence from school.
- Persistent lack of cleanliness, body odour, unwashed clothes.
- Emotional neediness.

### **Emotional Abuse**

Emotional abuse is the persistent emotional maltreatment of a child. The following may be signs of this:

- Developmental delay
- Abnormal attachment to parent/carer
- Low self-esteem
- Lack of confidence
- Inappropriate emotional response

### **Sexual Abuse**

Sexual abuse involves forcing or enticing a young person to take part in sexual activities, including non-contact activities. There are few physical signs; it is more likely there may be emotional and behavioural factors. Sexual abuse can be very difficult to recognise and reporting it can be extremely traumatic for a child. Whilst the media often focuses on "stranger danger", studies indicate that between 80% and 90% of cases involve a known adult. The internet has increased the risk of non-contact abuse and children must be alerted to these dangers when online.

There are some changes which MAY indicate that sexual abuse may have taken place:

- Aggression
- Withdrawn
- Self-harming, including eating disorders
- Drawings of sexually-explicit behaviours
- Promiscuity/precociousness
- Inappropriate sexualised conduct
- Sexually explicit behaviour
- Reluctance to remove clothing for swimming/PE

Staff must be observant and report any sightings or concerns to the DSL/DDSL immediately. Where this is not possible then assistance must be sought from the Local Education Authority, the Social Services Dept (First Response - 08001313126 or email [firstr@staffordshire.gov.uk](mailto:firstr@staffordshire.gov.uk)) or the Police. No suspicions must be ignored. School staff do not carry out investigations into whether children have been abused. That is a matter for the specialist agencies.

All staff will be familiar with the school's procedures for reporting any incidents (My Concern system). The DSL and DDSL are familiar with the inter-agency recording requirements of the Local Area Child Protection Committee.

Child abuse is an offence. Don't hesitate if unsure, the interests of the child are paramount.

### **Highest Risk Factors.**

According to research, children are at particular risk when:

- The parents are young (in their 20's)
- One parent is not biologically related.
- The parents themselves have been abused.
- Relationships have broken down - isolation.
- Drugs/alcohol are used/abused.
- There is stress due to significant events - pregnancy, unemployment.
- There is poverty and poor housing.
- They are under five.
- The parents are disappointed in the gender of the child.
- The child is unwanted - termination not given when sought.
- A child is ill or disabled.
- A parent is mentally unstable/ill.

Reminders of child protection procedures will be made to all staff at the beginning of each academic year and when new members of staff join the employment of the school.

Where appropriate, the school will make every effort to enable staff to attend meetings relating to individual child protection cases.

There are other indicators of child abuse which all those working with children and young people should be aware of, although they may initially be perceived as stand-alone concerns. They are covered in the following section.

## **5. OTHER INDICATORS OF CHILD ABUSE**

### **5.1 PEER ON PEER ABUSE**

'Peer-on-Peer Abuse' is a label that is only just starting to get more mainstream use now it has been used in Keeping Children Safe 2016. Peer on peer abuse occurs when:

- a young person is exploited, bullied and/or harmed by their peers of the same or similar age
- everyone directly involved in peer on peer abuse is under the age of 18.

Peer-on-peer abuse can relate to various forms of abuse (not just sexual abuse and sexual exploitation), and crucially the term itself does not capture the fact that the behaviour in question is harmful to the child perpetrator as well as the victim.

Peer-on-Peer abuse is usually used to mean sexual abuse between peers and can start with, perhaps, inappropriate sexual touching of another young person. It includes sexting and possibly cyber-bullying(see further information below).

Situations where young people are forced or coerced into sexual activity by peers or associates can be related with gang/serious youth violence activity but that is not always the case. Peer influence or peer pressure is a major factor in the decisions made by young people to join groups. Many young people see it as a "way out" from their day to day life and feel a strong bond with their peers, one which they may be lacking at home.

The scale of this type of abuse is only recently being appreciated. The NSPCC reports:

- children and young people account for approximately a quarter of all convictions against victims of all ages (Vizard, 2004)

- ...and a third of all sexual abuse coming to the attention of the professional system in the UK (Erooga and Masson, 2006)
- ...65.9% of the contact sexual abuse reported by children and young people was perpetrated by other children and young people under the age of 18 (Radford et al, 2011)

There is currently no national strategy or over-arching service delivery framework to address this issue. Its hidden nature can make recognition difficult and the fact that both perpetrator and victim are children/young people adds to the challenges.

Perpetrators are a highly diverse group:

- The vast majority of adolescents with sexually-abusive behaviours are male
- Girls and young women are more at risk of abusive behaviours perpetrated by their peers but it can also affect boys and young men
- Girls with abusive sexual behaviours tend to come from particularly chaotic and dysfunctional family backgrounds, with higher levels of sexual victimisation and other abuse.
- Young learning-disabled people are particularly vulnerable, as are LGBTQ pupils and those from different communities.

There is no clear definition of what peer on peer abuse entails. However it can be captured in a range of different definitions, including Domestic Abuse, CSE, Harmful Sexual Behaviour (HSB) and all forms of bullying

At Gnosall:

- 5.1.1 All staff will be aware that pupils are capable of abusing their peers, and will never tolerate abuse as “banter” or “part of growing up”. In order to prevent peer on peer abuse, the school will regularly educate pupils about abuse, its forms, the importance of discussing any concern and of respecting others, through:
  - The curriculum
  - Assemblies
  - PHSE lessons.
- 5.1.2 The school is aware that peer-on-peer abuse can be manifested in many different ways, including sexting and gender issues, such as girls being sexually touched or assaulted, and boys being subjected to hazing/initiation type of violence, which aims to cause physical, emotional or psychological harm.
- 5.1.3 All allegations of abuse made against other pupils and the disciplinary action necessary will be dealt with in accordance with the procedures outlined in the school’s Anti-Bullying Policy.
- 5.1.4 The DSL will be informed of any allegations of abuse against other pupils, who will record the incident in writing and decide what course of action is necessary, with the best interests of the pupil in mind at all times.
- 5.1.5 If appropriate, a referral may be made to children’s social services and, depending on the nature of the incident, the police.
- 5.1.6 The DSL will decide which safeguards, if any, are necessary for the pupil, e.g. counselling support or immediate protection.
- 5.1.7 In all cases, parents/carers will be informed of the incident and how it is being managed, unless doing so would put the pupil at further risk of harm.

## 5.2 SEXTING

Sexting is a significant issue for older teenagers and involves the sharing of indecent images of themselves with others. It may be the intention for the image to be shared only with one person, but invariably these pictures or videos are shared across the internet. Such images can be a part of the early stages of grooming, especially when the potential victim has only “met” the abuser online.

*Safeguarding Handbook - Andrew Hall*

Although more common at secondary level, it is perfectly feasible than older primary school pupils may be involved in this.

In August 2016 the UK Council for Child Internet Safety (UKCCIS) published non-statutory guidance on managing incidents of sexting by under-18s. The UKCCIS guidance is non-statutory, but should be read alongside ‘Keeping Children Safe in Education’.

There is no clear definition of ‘sexting’. Instead, the guidance talks about ‘youth-produced sexual imagery’. This is imagery that is being created by under 18s themselves and involves still photographs, video, and streaming. In the guidance, this content is described as sexual and not indecent. “Indecent” is subjective and has no specific definition in UK law.

### Incidents covered by this guidance:

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

### Incidents not covered by this guidance:

- Under 18s sharing adult pornography.
- Under 18s sharing sexual texts without sexual imagery.
- Adults sharing sexual imagery of under 18s. (This is child sexual abuse and must always be reported to police.)

Adults working with children should be guided by the “principle of proportionality” when responding to incidents of youth produced sexual imagery.

‘The primary concern at all times should be the welfare and protection of the young people involved.’

*Sexting in schools and colleges:  
responding to incidents and safeguarding young people (page 8))*

### The Law

*Making, possessing, and distributing any imagery of someone under 18 which is indecent is illegal. This includes imagery of yourself if you’re under 18.*

“Indecent” is not definitively defined in law, but images may include overtly sexual images of young people in their underwear and are likely to be considered indecent if they depict:

- a naked young person
- a topless girl
- an image which displays genitals, and
- sex acts including masturbation.

These laws weren’t created to criminalise young people but to protect them. Though sharing sexual images of themselves is illegal and risky, it is often the result of curiosity and exploration. Young people need education, support, and safeguarding, not criminalisation.

The National Police Chiefs’ Council (NPCC) is clear that “youth-produced sexual imagery should be primarily treated as a safeguarding issue.” Schools may choose to respond to incidents without involving the police. (However, in some circumstances, the police must always be involved.)

Support may be found at So You Got Naked Online [www.swgfl.org.uk/sextinghelp](http://www.swgfl.org.uk/sextinghelp)

### 5.3 CHILDREN MISSING IN EDUCATION

A child going missing from school is a potential indicator of abuse and neglect. Staff will monitor children that go missing from school, particularly on repeat occasions, and report them to the DSL - following normal safeguarding procedures.

In order to ensure accurate data is collected to allow effective safeguarding, the school will inform the LA of any pupil who is going to be deleted from the admission register where they:

- Have been taken out of school by their parents and are being educated outside the school system, e.g. home education.
- Have ceased to attend school and no longer live within a reasonable distance of the school.
- Have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age.
- Are in custody for a period of more than four months due to a final court order and we do not reasonably believe they will be returning to the school at the end of that period.
- Have been permanently excluded.

The school will inform the LA of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more.

### 5.4 CHILD SEXUAL EXPLOITATION (CSE)

Child sexual exploitation is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet).

CSE involves exploitative situations, contexts and relationships where a child may receive something (such as food, gifts or, in some cases, simply affection) as a result of engaging in sexual activities.

CSE can take many forms but the perpetrator will always hold some kind of power over the victim. It is important to note that some young people who are being sexually abused do not exhibit any external signs of abuse. They may not recognise CSE as abuse.

The DfE has issued new guidance as follows:

*Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity*

*(a) in exchange for something the victim needs or wants, and/or*

*(b) for the financial advantage or increased status of the perpetrator or facilitator.*

*The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.*

*Child Sexual Exploitation:*

- *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;*
- *can still be abuse even if the sexual activity appears consensual;*
- *can include both contact (penetrative & non-penetrative) and non-contact sexual activity;*

- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (through others copying videos or images they have created and posting on social media, for example);
- 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; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. 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.

***Child sexual exploitation is never the victim's fault, even if there is some form of exchange: all children and young people under the age of 18 have a right to be safe and should be protected from harm.***

*Child Sexual Abuse Guidance Core Document February 2017.*

The school has adopted the following DfE procedure for handling cases of CSE:

### **Step one - Identifying cases**

School staff members are aware of and look for the key indicators of CSE, as follows:

- Acquisition of money, clothes, mobile phones etc without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing/returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.
- Having older boyfriends or girlfriends

They must also be aware that CSE may occur without any of the above factors being evident.

### **Step two - Referring cases**

Where CSE, or the risk of it, is suspected, staff will discuss the case with the dedicated member of staff for child protection. If after discussion a concern still remains, local safeguarding procedures will be triggered, including referral to the LA.

### **Step three - Support**

The LA and all other necessary authorities will then handle the matter to conclusion. The school will co-operate as needed.



## 5.5 RADICALISATION (The Prevent Strategy)

Protecting children from the risk of radicalisation is part of the school's wider safeguarding duties. We will actively assess the risk of children being drawn into terrorism. Staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff will use their professional judgment to identify children who may be at risk of radicalisation and act appropriately - which may include making a referral to the Channel programme (an early intervention multi-agency programme designed to safeguard vulnerable people from being drawn into violent extremist or terrorist behaviour.) The school will work with the LSCB as appropriate.

### Training

The school's DSL will undertake Prevent awareness training to be able to provide advice and support to other staff on how to protect children against the risk of radicalisation. The DSL will hold formal training sessions with all members of staff to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.

### Risk indicators

#### Indicators of an identity crisis:

- Distancing themselves from their cultural/religious heritage
- Uncomfortable with their place in society

#### Indicators of a personal crisis:

- Family tensions
- A sense of isolation
- Low self-esteem
- Disassociation from existing friendship groups
- Searching for answers to questions about identify, faith and belonging

#### Indicators of vulnerability through personal circumstances:

- Migration
- Local community tensions
- Events affecting their country or region of origin
- Alienation from UK values
- A sense of grievance triggered by personal experience of racism or discrimination

#### Indicators of vulnerability through unmet aspirations:

- Perceptions of injustice
- Feelings of failure
- Rejection of civic life

#### Indicators of vulnerability through criminality:

- Experiences of dealing with the police
- Involvement with criminal groups

### Making a judgment

When making a judgment, staff will ask themselves the following questions:

- Does the child have access to extremist influences?
- Does the child's internet access suggest extremist activities? (e.g. using closed network groups, accessing or distributing extremist material, contacting covertly using Skype, etc.)
- Is there reason to believe that the child has been, or is likely to be, involved with extremist organisations?
- Is the child known to have possessed or to be actively seeking extremist literature/other media likely to incite racial or religious hatred?
- Does the child sympathise with or support illegal/illicit groups?
- Does the child support groups with links to extremist activity?



- Has the child encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the child?
- Have international events in areas of conflict/civil unrest had a noticeable impact on the child?
- Has there been a significant shift in the child's outward appearance that suggests a new social, political or religious influence?
- Has the child come into conflict with family over religious beliefs, lifestyle or dress choices?
- Does the child vocally support terrorist attacks; either verbally or in their written work?
- Has the child witnessed or been the victim of racial or religious hate crime?
- Is there a pattern of regular or extended travel within the UK?
- Has the child travelled for extended periods of time to international locations?
- Has the child employed any methods to disguise their identity?
- Does the child have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the child display a lack of affinity or understanding for others?
- Is the child the victim of social isolation?
- Does the child demonstrate a simplistic or flawed understanding of religion or politics?
- Is the child a foreign national, refugee or awaiting any immigration status decision?
- Does the child have insecure, conflicted or absent family relationships?
- Has the child experienced any trauma in their lives, particularly trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other person in the child's life has extremist views or sympathies?

Critical indicators include where the child is:

- In contact with extremist recruiters.
- Articulating support for extremist causes or leaders.
- Accessing extremist websites.
- Possessing extremist literature.
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues.
- Joining extremist organisations.
- Making significant changes to their appearance and/or behaviour.

Any member of staff who identifies such concerns, as a result of observed behaviour or reports of conversations, must report these to the DSL/DDSL, who will consider whether a situation may be so serious that an emergency response is required. In this situation, a 999 call will be made. However, concerns are most likely to require a police investigation as part of Channel, in the first instance.

### **ICT policy**

The school will ensure that suitable filtering systems are in place to prevent children accessing terrorist and extremist material, in accordance with the school's E-safety Policy.

The school will also ensure that the use of filtering and monitoring systems does not cause "over-blocking" which may lead to unreasonable restrictions as to what pupils can be taught regarding online teaching.

### **Extremist speakers**

The Academy's Letting Policy prevents those who may promote extremist views from using school premises.

## Building children's resilience

The school will:

- Provide a safe environment for debating controversial issues.
- Promote fundamental British values, alongside pupils' spiritual, moral, social and cultural development.
- Allow pupils time to explore sensitive and controversial issues.
- Provide pupils with the knowledge and skills to understand and manage potentially difficult situations, recognise risk, make safe choices and recognise where pressure from others threatens their personal safety and wellbeing.
- Equip pupils to explore political and social issues critically, weigh evidence, debate, and make reasoned arguments.
- Teach pupils about how democracy, government and law making/enforcement occurs.
- Teach pupils about mutual respect and understanding for the diverse national, regional, religious and ethnic identities of the UK.

## Resources

The school will utilise the following resources:

- The LSCB
- Local police (contacted via 101 for non-emergencies)
- The DfE's dedicated helpline (020 7340 7264)
- The Staffordshire Prevent Team Team who can be contacted via:  
Tel: 01785 232054  
Email: [prevent@staffordshire.pnn.police.uk](mailto:prevent@staffordshire.pnn.police.uk)

## 5.6 HONOUR-BASED VIOLENCE (HBV)

There is no specific offence of "honour based crime". It is an umbrella term to encompass various offences covered by existing legislation. Honour based violence (HBV) can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code.

It is a violation of human rights and may be a form of domestic and/or sexual violence. There is no, and cannot be, honour or justification for abusing the human rights of others.

*Home Office*

The terms "honour crime" or "honour-based violence" or "izzat" embrace 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. They are being punished for actually, or allegedly, undermining what the family or community believes to be the correct code of behaviour. In transgressing this correct code of behaviour, the person shows that they have not been properly controlled to conform by their family and this is to the "shame" or "dishonour" of the family. It can be distinguished from other forms of abuse, as it is often committed with some degree of approval and/or collusion from family and/ community members. Victims will have multiple perpetrators not only in the UK; HBV can be a trigger for a forced marriage.

***Multi Agency Statutory Guidance for dealing with Forced marriage***

HBV encompasses Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

## **Indicators**

There is a range of potential indicators that a child may be at risk of HBV. The following are those most relevant to a primary educational setting. These indicators are not intended to be an exhaustive list.

### **EDUCATION**

- Absence and persistent absence
- Request for extended leave of absence and failure to return from visits to country of origin
- Fear about forthcoming school holidays
- Surveillance by siblings or cousins at school
- Decline in behaviour, engagement, performance or punctuality
- Poor exam results
- Being withdrawn from school by those with parental responsibility
- Removal from a day centre of a person with a physical or learning disability
- Not allowed to attend extra-curricular activities
- Sudden announcement of engagement to a stranger

### **HEALTH**

- Self harm/attempted suicide
- Eating disorders
- Depression/ Isolation
- Substance misuse
- Unwanted pregnancy
- Female Genital Mutilation

### **FAMILY HISTORY**

- Siblings forced to marry
- Early marriage of siblings
- Self harm or suicide of siblings
- Death of a parent
- Family disputes
- Running away from home
- Unreasonable restrictions e.g. kept at home by parents

### **POLICE**

- Victim or other siblings within the family reported missing
- Reports of domestic abuse, harassment or breaches of the peace at the family home
- Female genital mutilation
- The victim reported for offences e.g. shoplifting or substance misuse
- Threats to kill and attempts to kill or harm
- Reports of other offences such as rape or kidnap
- Acid attacks

### **Actions**

If staff have a concern regarding a child that might be at risk of HBV, they should report the matter using the school's web-based recording and reporting system (My Concern). The DSL/DDSL will activate appropriate procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, a different approach is required (see following section).

## 5.7 FEMALE GENITAL MUTILATION (FGM)

FGM is illegal in the UK and is a form of child abuse with long-lasting harmful consequences. It comprises:

- all procedures involving partial or total removal of the external female genitalia or,
- other injury to the female genital organs.

Section 5B of the *Female Genital Mutilation Act 2003* (as inserted by *Section 74 of the Serious Crime Act 2015*) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.

Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this **mandatory reporting** duty applies.

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

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/573782/FGM\\_Mandatory\\_Reporting\\_-\\_procedural\\_information\\_nov16\\_FINAL.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/573782/FGM_Mandatory_Reporting_-_procedural_information_nov16_FINAL.pdf)

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school or college’s designated safeguarding lead and involve children’s social care as appropriate.

The duty does not apply in relation to:

- at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence)
- in cases where the woman is 18 or over
- in cases where the teacher has reason to believe that another teacher has made a report about the same suspected case.

In these cases, teachers should follow local safeguarding procedures.

All school staff must be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. If staff members are worried about anyone in connection with FGM, they must share this information with social care or the police.

There is a range of potential indicators that a child may be at risk. While individually they may not indicate risk, if two or more indicators are present, this could signal a risk to the child.

Victims are most likely to come from communities that are known to adopt this practice. It is important to note that the child may not yet be aware of the practice or that it may be conducted on them, so it is important for staff to be sensitive when approaching the subject.

The following indicators are taken from government guidelines regarding FGM:

**Indicators that may show a heightened risk of FGM include:**

- The position of the family and their level of integration into UK society.
- Any girl with a mother or sister who has been subjected to FGM.
- Any girl withdrawn from Personal, Social and Health Education (PSHE).

**Indicators that may show FGM could take place soon**

- The risk of FGM increases when a female family elder is visiting from a country of origin.
- A girl may confide that she is to have a ‘special procedure’ or ceremony to ‘become a woman’.
- A girl may request help from a teacher if she is aware or suspects that she is at immediate risk.
- A girl, or her family member, may talk about a long holiday to her country of origin or another country where the practice is prevalent.

It is important that staff look for signs that FGM has already taken place so that help can be offered, enquiries can be made to protect others, and criminal investigations can begin.

**Indicators that FGM may have already taken place include:**

- Difficulty walking, sitting or standing.
- Spending longer than normal in the bathroom or toilet.
- Spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- Prolonged or repeated absences from school followed by withdrawal or depression.
- Reluctance to undergo normal medical examinations.
- Asking for help, but not being explicit about the problem due to embarrassment or fear.

## **5.8 FORCED MARRIAGE**

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one “*entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage.*” It is not the same as an arranged marriage.

Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

In the UK, the minimum legal age for marriage is 16, although parental consent is needed if a participant is under 18. Forced marriage is more of a concern in secondary schools and colleges but, in some cultures, young children are married or “promised” at a very young age. Therefore, staff should be aware of the issue.

### **The danger of involving the family and the community**

*In cases of forced marriage, involving the family and the community may increase the risk of significant harm to the child or young person. The family may deny that the child or young person is being forced to marry and they may expedite any travel arrangements and bring forward the marriage.*

*Any discussion and agreement-seeking between the family and the Local Authority children’s social care should only be done where it will not place a child at increased risk of significant harm. In cases of forced marriage, discussion with the family or any type of family involvement will often place the child or young person at greater risk of harm.*

*In care proceedings, local authorities are required to demonstrate to the court that they have considered family members and friends as potential carers at each stage of their decision-making. However, in cases of forced marriage, professionals should exercise extreme caution around how they evidence this, and consider carefully whether, for example, family group conferences are appropriate in these cases.*

*Ideally, family group conferences should not be used in cases where a young person is at risk of forced marriage because of the physical danger and potential emotional manipulation they may experience during this type of session with their parents and other members of their family or community. There must not be any burden on the child or young person to agree to a family conference.*

### **Multi-agency statutory guidance for dealing with forced marriage**

It is difficult to distinguish the warning signs of possible Forced Marriage from those of Honour Based Violence and FGM. Reference should therefore be made to the signs and symptoms listed in sections 5.6 and 5.7 of this Policy.

## 6. SAFER RECRUITMENT

### 6.1 Staff suitability

*For staff who work in childcare provision or who are directly concerned with the management of such provision, the school needs to ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare (Disqualification) Regulations 2009. Further information on the staff to whom these regulations apply, the checks that should be carried out, and the recording of those checks can be found in Disqualification under the Childcare Act 2006 statutory guidance.*

*If a school or college knows or has reason to believe that an individual is barred, it commits an offence if it allows the individual to carry out any form of regulated activity. There are penalties of up to five years in prison if a barred individual is convicted of attempting to engage or engaging in such work.*

*‘Keeping Children Safe in Education’2016, p.25)*

A person will be considered to be in ‘regulated activity’ if, as a result of their work, they:

- Are responsible on a daily basis for the care or supervision of children.
- Regularly work in the school at times when children are on school premises.
- Regularly come into contact with children under 18 years of age.
- A supervised volunteer who regularly teaches or looks after children is not in regulated activity.

A person may be disqualified if they:

- Have certain orders or other restrictions placed upon them.
- Have committed certain offences.
- Live in the same household as someone who is disqualified by virtue of one or two of the above reasons (known as disqualification by association).

All staff members are required to sign the declaration provided in **Appendix 3** confirming that they are not disqualified from working in a school.

A disqualified person will not be permitted to continue working at the school, unless they apply for and are granted a waiver from Ofsted. The school will provide support with this process.

### 6.2 Pre-employment checks

Parents can feel confident that careful procedures are in place to ensure that all staff appointed are suitable to work with children. The governing body will assess the suitability of prospective employees by:

- Verifying the candidate’s identity, preferably from current photographic ID and proof of address except where, for exceptional reasons, none is available
- Obtaining a certificate for an enhanced DBS check with barred list information where the person will be engaged in regulated activity.
- Obtaining a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available.
- If there are concerns about an applicant, an enhanced DBS check with barred list information may be requested, even if he/she has worked in regulated activity in the three months prior to appointment. An enhanced DBS check may be requested for anyone working in the school (whether or not involved in regulated activity) who has not had a barred list check.
- Checking that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State, using the Employer Access Online service.



- Checking that a candidate is not disqualified from employment under the Childcare (Disqualification) Regulations 2009. Reference: <http://www.legislation.gov.uk/uksi/2009/1547/schedule/3/made>
- Verifying the candidate's mental and physical fitness to undertake their working responsibilities, including asking relevant questions about disability and health to establish whether they have the physical and mental capacity for the specific role.
- Verifying the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, the school will follow the advice set out on the gov.uk website.
- If the person has lived or worked outside the UK, making any further checks that the school considers appropriate.
- Verifying professional experience and qualifications as appropriate.

### 6.3 Short-listing and appointment

- References will be sought on all short-listed candidates, including internal ones, before interview and checked on receipt to ensure that all specific questions were answered satisfactorily.
- References will be obtained directly from referees and scrutinised, with all concerns satisfactorily resolved prior to confirmation of employment.
- Written information about their previous employment history will be obtained from candidates and the appropriate checks undertaken to ensure information is not contradictory or incomplete. Information about past disciplinary action or allegations will be considered carefully when assessing an applicant's suitability for a post.
- The school will refer to the DBS anyone who has harmed a child, poses a risk of harm to a child, or if there is reason to believe the (potential or actual) member of staff has committed an offence and has been removed from working in regulated activity.
- A DBS certificate will be obtained from candidates before or as soon as practicable after appointment. An online update check may be undertaken through the DBS update service if an applicant has subscribed to it and gives their permission.
- At least one person on any appointment panel will have undertaken safer recruitment training.

### 6.4 Trainees, volunteers, Contractors and sub-contracted employees

- An enhanced DBS certificate and barred list check will be obtained for all trainee teachers.
- The school will ensure that policies and procedures are in place to protect children from harm during work experience placements.
- One-off volunteer helpers are generally organised so that they do not work with individual children or in isolation from other members of staff. Where volunteer staff work in school on a regular basis, or when 1:1 contact with a child is necessary, criminal searches are undertaken.
- No volunteer will be left unsupervised or allowed to work in regulated activity until the necessary checks have been obtained.
- A supervised volunteer who regularly teaches or looks after children is not in regulated activity.
- An enhanced DBS certificate with barred list check will be obtained for all new volunteers in regulated activity who will regularly teach or look after children on an unsupervised basis or provide personal care on a one-off basis.
- An enhanced DBS certificate will be obtained for new volunteers not in regulated activity.
- The school will consider obtaining an enhanced DBS certificate with barred list check for existing volunteers who provide pastoral care.
- Unless there is cause for concern, the school will not request a DBS certificate with barred list check for other unsupervised volunteers who are continuing with their current studies, as the volunteer should already have been checked.

- A risk assessment will be undertaken for volunteers not engaged in regulated activity when deciding whether to seek an enhanced DBS check. Governors who are also volunteers shall be treated on the same basis as other volunteers.
- The school will ensure that any contractor or employee of the contractor working at the school has been subject to the appropriate level of DBS check. Contractors without a DBS check will be supervised if they will have contact with children. The identity of the contractor will be checked upon their arrival at the school.
- Written notification will be obtained from any agency or third-party organisation contracted by the school, confirming that the organisation has carried out the same checks on an individual who will be working at the school that the school would otherwise perform. Checks will be conducted to ensure that the contractor presenting themselves for work is the same person on whom the checks have been made.

## 6.5 Single Central Record (SCR)

The school maintains a single central record which records all staff, including supply staff and teacher trainees on salaried routes, who work at the school.

The following information is recorded on the SCR:

- An identity check
- A barred list check
- An enhanced DBS check
- A prohibition from teaching check
- A check of professional qualifications
- A check to determine the individual's right to work in the UK
- Additional checks for those who have lived or worked outside of the UK

For supply staff, the school will also record whether written confirmation from the employment business supplying the member of staff has been received, which indicates that all of the necessary checks have been conducted and the date that confirmation was received.

If any checks have been conducted for volunteers, this will also be recorded on the SCR.

DBS certificates will be securely destroyed as soon as practicable, but not retained for longer than six months from receipt, as outlined in the Data Protection Act 1998.

A copy of the other documents used to verify the successful candidate's identity, right to work and required qualifications will be kept for the personnel file.

## 7 TRAINING

Staff members and governors will be made aware of systems and policies within the school which support safeguarding during their inductions.

The DSL/DDSL will undergo updated specific child protection training every two years.

All staff members will undergo child protection training which is updated annually.

Governors are required to acknowledge in writing every year that they have read KCSIE Part 1 (latest version).

Should any new issue or challenge present, appropriate training will be undertaken to ensure that the school is able to discharge its duties and responsibilities appropriately and effectively.



## 8 REPORTING

### 8.1 General reporting procedures

Staff members should raise any concerns that they may have about a child with the school's DSL/DDSL, including situations of abuse which may involve other staff members. This should be done using the web-based reporting and recording system (My Concern) for which all staff, teaching and non-teaching, have had training and relevant log-in access.

It should be noted that all concerns raised or discussed verbally must also be recorded on the My Concern database. The DSL and DDSL will automatically receive an email alert when a concern is logged on the My Concern database and the record of concern remains open to the reporter until the DSL or DDSL has actioned it. An automatic read-receipt is then emailed to the person raising that initial concern.

It is imperative that staff do not promise confidentiality to any child. If any member of staff should be given any information by a child, or observe symptoms which give rise to suspicion of abuse, then the procedures on the **Reporting Concerns Flow Chart, Appendix 1** must be followed.

Although all staff have a safeguarding duty, the DSL/DDSL have specific responsibility for reporting and acting upon all issues of child protection. Set procedures are in place for reporting and dealing with individual concerns - see **Reporting Concerns Flow Chart, Appendix 1**. Furthermore, posters are displayed throughout the school detailing the names of the designated persons and pertinent contact details for outside agencies.

The DSL/DDSL should contact First Response, Staffordshire, or another appropriate agency should the child live in another local authority area, to establish whether a child is already on the child protection register and to seek advice. If necessary, a formal referral will be made to First Response and this may result in a formal investigation being taken.

The DSL/DDSL will inform staff of children on the Child Protection Register, on a 'need-to-know' basis and should consider informing the parents of any formal referral, though this will be a professional judgment. Parents will normally be consulted and their consent obtained before any referral is made to an agency outside the school under local "children in need" procedures. However, staff cannot guarantee to consult parents first, or to keep children's concerns confidential, if referral must be made to the appropriate agencies in order to safeguard the child's welfare.

The DSL/DDSL will decide whether to make a referral to children's social care, but any staff member can refer their concerns to children's social care directly. A child will immediately be referred to children's social care if there is a risk of immediate serious harm to a child.

The referrer shall press children's social care for re-consideration if the decision was taken not to undergo an early help assessment and the child's situation does not improve.

The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs co-ordinator (SENCO), general practitioner (GP), family support worker, and/or health visitor.

An inter-agency assessment will be undertaken where a child and their family could benefit from co-ordinated support from more than one agency. These assessments should identify what help the child and family require in preventing needs escalating to a point where intervention would be needed.

In the event of a child becoming a Looked After Child (LAC) or of a LAC entering the school, contact will be made with the Virtual Headteacher and appropriate reporting will take place as appropriate.

## 8.2 Pupils with special educational needs and disabilities (SEND)

The school recognises that pupils with SEND can face additional safeguarding challenges, and understands that further barriers may exist when determining abuse and neglect in this group of pupils. Staff will be aware of the following:

- Certain indicators of abuse such as behaviour, mood and injury may relate to the pupil's disability without further exploration
- Pupils with SEND can be disproportionately impacted by things like bullying, without outwardly showing any signs
- Communication barriers may exist, as well as difficulties in overcoming these barriers

When reporting concerns or making referrals for pupils with SEND, the above factors will always be taken into consideration.

## 8.3 Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half- siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a **mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement**. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The DSL/DDSL will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

## 8.4 Whistleblowing

Separate guidance is available for any member of staff wishing to use the Whistleblowing procedures. These can be found in the Gnosall St Lawrence Whistleblowing Policy. Note that:

A whistleblowing disclosure must be about something that affects the general public such as:

- a criminal offence has been committed, is being committed or is likely to be committed
- an legal obligation has been breached
- there has been a miscarriage of justice
- the health or safety of any individual has been endangered
- the environment has been damaged
- information about any of the above has been concealed.

The NSPCC runs a whistleblowing helpline on behalf of the Home Office, the number is 0808 800 5000.

## 9 GUIDELINES FOR STAFF

Staff must read and understand KCSIE 2016 (Part 1), the school's Code of Conduct and the Safeguarding Policy.

Staff must be vigilant and aware of the nature of child abuse, which is defined, along with Signs and Symptoms, in **Sections 1 and 4 of this policy**.

### 9.1 Mobile phones

All members of staff and Governors are to keep mobile phones in a secure place, away from pupils, during the school day. They are not to be on show to children at any time.

All visitors to Gnosall St Lawrence CE Primary Academy must hand in their mobile phones to the school office and collect them on signing out of the premises.

All visitors to Gnosall St Lawrence Pre-school must hand in their mobile phone to a member of staff within the pre-school setting, again, collecting this device on signing out of the premises.

### 9.2 Social Networking Sites Policy

Gnosall St Lawrence CE Academy and Gnosall St Lawrence Pre-school adhere to the school Social Networking Policy. All staff must read and agree this policy alongside the Code of Conduct, regarding this subject.

### 9.3 Evidence of injury

If a child enters school with an existing injury and a member of staff has concerns as to how that injury came about, they must follow the safeguarding procedures as set out above. Staff will record ALL existing injuries in their 'Existing Injuries Log'. Unless it has been necessary to follow safeguarding procedures, the injury will then be discussed with a parent/carer at the end of the school day, at which time parents will be asked to sign the entry as proof of this discussion.

### 9.4 Sensitivity & Responsibility

Although it is important to be sensitive when dealing with safeguarding issues, Staff should remember that these procedures have been established to protect the individual child, not to keep a comfortable relationship with individual families.

### 9.5 Use of physical force or restraint

Any use of physical force or restraint against pupils will be carried out and documented in accordance with the Physical Restraint Policy. If it is necessary to use physical action to protect a child from injury, to prevent a child from harming others, or if any child is injured accidentally during restraint, parents will be informed immediately. Children will not be punished within school by any form of hitting, slapping or shaking or other degrading treatment.

### 9.6 Complaints

Any complaints about staff behaviour may be made to the Headteacher, or to the chairperson of the governors, in accordance with the Academy's Complaints Procedure. All those involved will be entitled to a fair hearing, both children and staff. Complaints which raise safeguarding issues will be reported by the school under local inter-agency procedures for investigation outside the school.

### 9.7 Security, child safety & abscondment

Trish Edwards, the Headteacher (Lynn Malone, Pre-School Manager in her absence) has overall responsibility for the safety of children both on and off school premises. The school has installed a door entry system as well as installing fencing around certain key parts of the school premises. CCTV is installed on key positions outside the front of the building; further installation, both inside and outside, is being considered by both Premises and Finance Committees, with a view to installation as soon as possible within current financial constraints.

Procedures have been established to ensure that all external (fire) doors are secure during the school day, either by being coded (coding cancelled automatically on operation of the Fire Alarm) or operated by keylock.

Two sets of external doors in the Hall are crash-bar operated. For fire safety reasons, these Hall doors are fitted with push bars to allow easy exit from within the school building and this does therefore present opportunities for children to leave the school building un-accompanied. If such an incident should occur:

- 9.7.1 The disappearance of any child should be brought to the immediate attention of the head teacher.
- 9.7.2 Witnesses to the incident should be brought to the head teacher. Evidence taken from children should be taken according to set protocol
- 9.7.3 Try to ascertain from witnesses whether the child has left the school grounds.  
If unsure, the head teacher will organise a search party of the building, with staff being detailed to check different areas of the building and grounds.
- 9.7.4 If the child is not found within 5 minutes, then the police and parents will be contacted immediately and a search will begin of the local area. Only the police will conduct the search. Staff will not be involved in a search outside of the school premises.
- 9.7.5 The incident must be kept confidential by staff and the chair of governors should be informed as soon as the police have attended the school premises.

## **9.8 Resources**

Safeguarding is important. The Governing Body will endeavour to ensure that sufficient resources are made available to enable the necessary tasks to be carried out properly under inter-agency procedures, including attending meetings, collating and writing assessment reports, staff training etc. The Governing Body will also ensure that all Governors have an understanding of safeguarding issues and the policies and procedures which are in place in the school to safeguard and promote the welfare of all pupils in the school.

## **9.9 Curriculum**

Safeguarding issues will be addressed through the curriculum as appropriate, especially in Personal, Social and Health Education and Sex Education. A general focus on bullying will be made periodically throughout the school. This could involve talks, discussion, stories, artwork, posters and booklets. Preventative measures will be made to discourage bullying and incidents will be handled in accordance with the Anti-Bullying Policy.

The school also pays particular attention to ‘cyber-bullying’, including ‘sexting’, and its effects. All children from Reception to Year 6 take part in regular learning on e-safety matters. More information can be found in the Gnosall St Lawrence CE Primary School E-safety Policy.

All trips away from the school premises will be carried out in accordance with the “Schools Educational Visits Policy”. The Health and Safety of pupils will be a priority and an appropriate Risk Assessment will be made prior to the approval of a trip.

The images and names of pupils to be included on any websites, school literature and local media will only be used once parental consent has been obtained. Pupil records held at school are covered under the Data Protection Act 1998.

## 10 Specific Gnosall St Lawrence Pre-School information and procedures

### Photograph and Mobile Telephone Policy

Photographs are taken in Gnosall St Lawrence Pre-School for individual profiles to demonstrate a child's development and attainment. There are also occasional photographs for things such as newspaper articles/official Pre-School website. This policy has been developed to support the appropriate taking of photographs in a safe and secure environment for these purposes.

#### Parental Consent.

The taking of photographs of children in Gnosall St Lawrence Pre-School requires tact and diplomacy. As a consequence it is not allowed without the formal consent of a parents/carer or an adult with parental responsibility.

#### Named person for developing/printing photographs.

In the following guidelines the named person for developing/printing photographs is, Mrs Lynn Malone - Pre-School Manager.

Within Gnosall St Lawrence Pre-School the following procedures must be adhered to all times by staff, parents and visitors:-

- Photographs will only be taken on the Gnosall St Lawrence Pre-School camera. Once developed/printed digital photographs will be deleted immediately.
- Only staff are allowed to take photographs.
- Two staff members will be present when taking photographs.
- Only the named person for developing/printing photographs can transfer photographs from the Gnosall St Lawrence Pre-School camera.
- The use of any other photography/video equipment or mobile phone cameras is not allowed within Gnosall St Lawrence Pre-School unless by pre-arrangement ie. Professional photographers, when signed parental permission will be sought.

## 11 Contact numbers relating to this procedure/policy:

*First Response - 0800 1313 126*

8.30am - 5.00pm Monday to Thursday. 08.30am - 4.30pm Friday.

In an emergency outside these hours, please call **0845 6042886**

A telephone advice service is available for schools and colleges who are seeking advice and guidance in regards to Safeguarding of a non-urgent nature.

Telephone: **01785 895836**

Email: [esas@staffordshire.gov.uk](mailto:esas@staffordshire.gov.uk)

(Monday to Thursday 8.30am to 5pm and Friday 8.30am to 4.30pm)

#### Ofsted Early Years Directorate

0300 123 1231

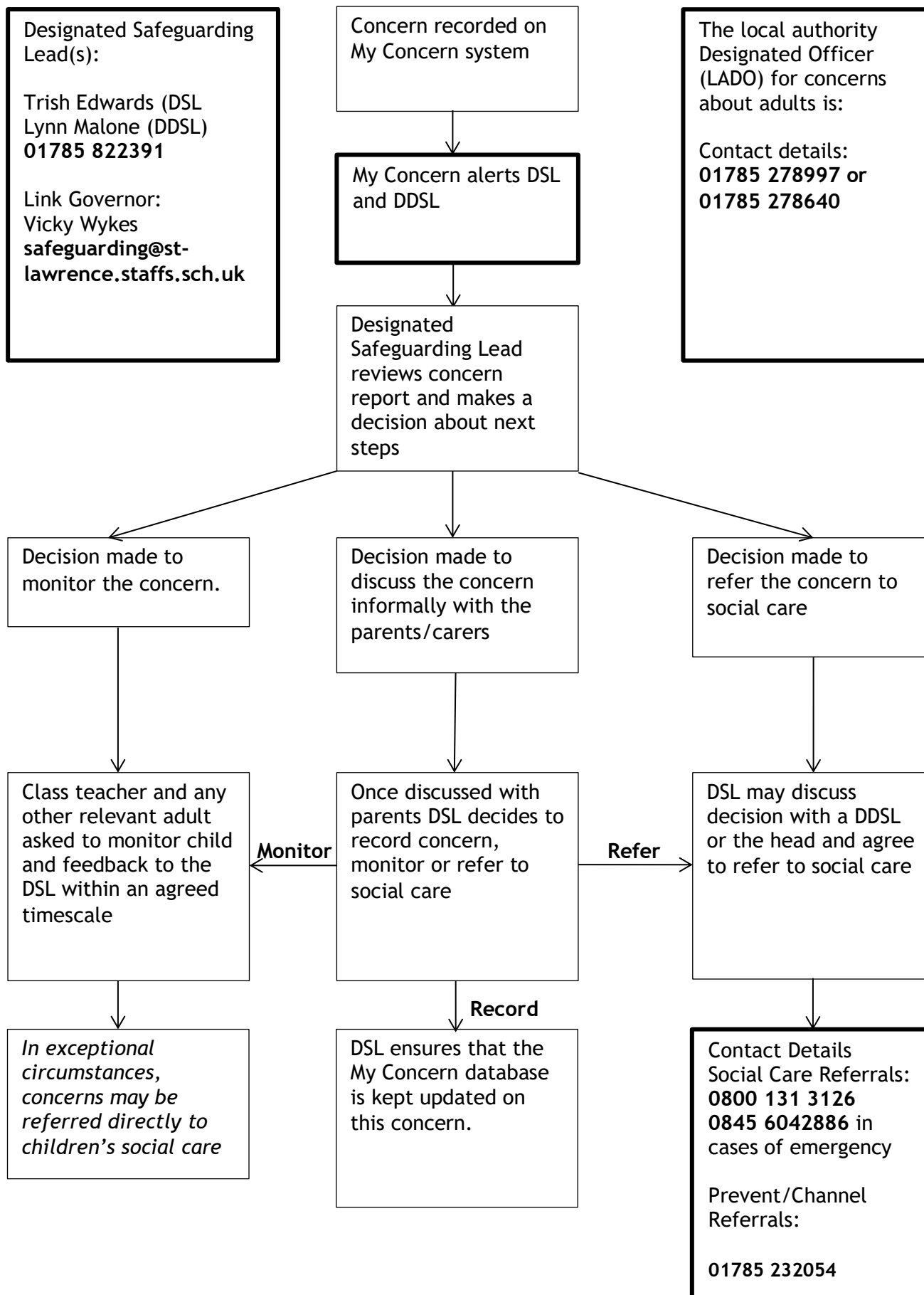
*Local Authority Designated Officer (LADO)*

**01785 278997/8640**

The Staffordshire Police Prevent Team can be contacted via: **01785 23205**

Email: [prevent@staffordshire.pnn.police.uk](mailto:prevent@staffordshire.pnn.police.uk)

FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD



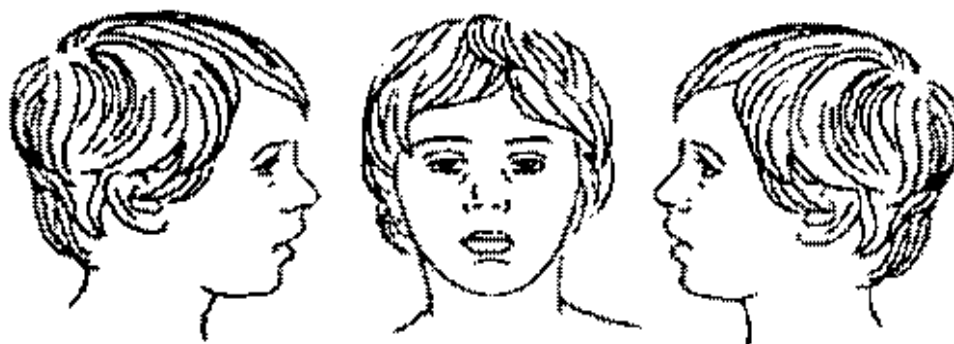
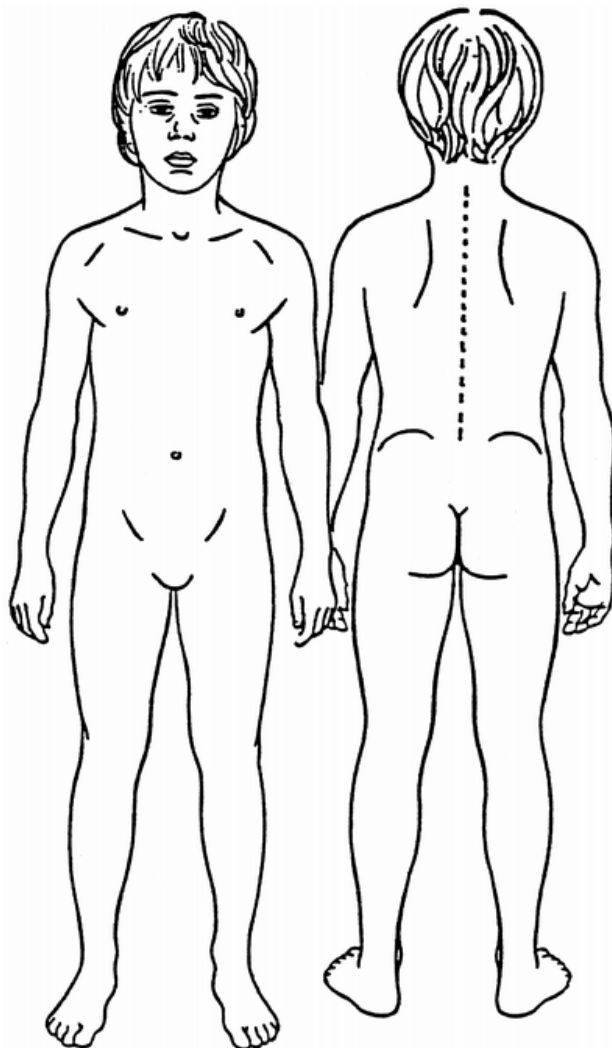
**Body Chart**

Name of Child \_\_\_\_\_

This chart may be used when recording a concern using the My Concern database, to which it must be attached.

Show clearly the location of your concern and label with a number and a brief description, eg. '1. Burn about 4cm.' Do NOT photograph any injuries.

On the My Concern report refer to the injury using the same number and description.







Gnosall St Lawrence CE Primary Academy:

Employee, Governor and Volunteer Disqualification Declaration - existing and new employees.

Further to Department for Education (DfE) advice issued in October 2014, as an update to its Statutory Guidance "Keeping Children Safe".

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Schools are advised to take action to ensure that they comply with this guidance.

This update requires schools which provide care for pupils under the age of 8, to ensure that staff and volunteers working in these settings are not disqualified from doing so under the Childcare (Disqualification) Regulations 2009. Reference: <http://www.legislation.gov.uk/uksi/2009/1547/schedule/3/made>

A person may be disqualified through

1. having certain orders or other restrictions placed upon them
2. having committed certain offences
3. living in the same household as someone who is disqualified by virtue of 1 or 2 above

(this is known as disqualification by association)

You must therefore read the information carefully and sign the declaration below confirming that you are not disqualified under those Regulations from working in this school or provide the relevant declaration information.

If you fail to complete and return the form, this will be regarded as a disciplinary matter for staff, which may result in dismissal and in the case of volunteers, will mean that you can no longer work at the school.

A disqualified person is not permitted to continue to work in a setting providing care for children under age 8, unless they apply for and are granted a waiver from OFSTED.

Reference: <http://www.ofsted.gov.uk/resources/applying-waive-disqualification-early-years-and-childcare-providers>. Support will be provided with this process.



**Gnosall St Lawrence CE Primary Academy:****Employee, Governor and Volunteer Disqualification Declaration**

Name: \_\_\_\_\_

Post/role: \_\_\_\_\_

Please circle one option for every question

**Section 1 – Orders or other restrictions ..**

Have any orders or other determinations related to childcare been made in respect of you ? YES / NO

Have any orders or other determinations related to childcare been made in respect of a child in your care ? YES / NO

Have any orders or other determinations been made which prevent you from being registered in relation to child care, children's homes or fostering ? YES / NO

Are there any other relevant orders, restrictions or prohibitions in respect of you as set out in the Schedule 1 of the Regulations ? YES / NO

(Schedule 1 available from the school office or at the link below):

<http://www.legislation.gov.uk/ukxi/2009/1547/schedule/1/made>

Are you barred from working with Children (Disclosure and Barring (DBS)) ? YES / NO

Are you prohibited from Teaching ? YES / NO

**Section 2 – Specified and Statutory Offences**

Have you ever been cautioned, reprimanded, given a warning for or convicted of:

Any offence against or involving a child ? (a child is a person under the age of 18) ? YES / NO

Any violent or sexual offence against an adult ? YES / NO

Any offence under the Sexual Offences Act ? YES / NO

Any other relevant offence ? YES / NO

(Sexual Offences Act available from the school office or at the links below):

<http://www.legislation.gov.uk/ukxi/2009/1547/schedule/2/made>

<http://www.legislation.gov.uk/ukxi/2009/1547/schedule/3/made>

Have you ever been cautioned, reprimanded, given a warning for or convicted of any similar offence in another country ? YES / NO

**Section 3 – Disqualification by Association**

To the best of your knowledge, is anyone including family, lodgers, house-sharers, household employees in your household, disqualified from working with children under the Regulations?

This means does anyone in your household have an Order or Restriction against them as set out in Section 1 or have they been cautioned, reprimanded, given a warning for or convicted of any offence in Section 2.

YES / NO

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**Section 4 – Provision of Information**

If you have answered YES to any of the questions above you should provide the details below in relation to yourself, or as relevant a member of your household.

You may supply this information separately if you so wish, but you must do so without delay.

Details of the order, restriction, conviction caution includes dates

The relevant court(s) or body(ies)

You should also provide a copy of the relevant order, caution, conviction etc. In relation to cautions/convictions a DBS Certificate may be provided.

**Section 4 - Declaration**

In signing this form, I confirm that the information provided is true to the best of my knowledge and that:

1. I understand my responsibilities to safeguard children.
2. I understand that I must notify my headteacher immediately of anything that affects my suitability including any cautions, warnings, convictions, orders or other determinations made in respect of me or a member of my household that would render me disqualified from working with children.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_