

Cayley Primary School



Safeguarding Manual

September 2023

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Date for next review: September 2024

Chair of Governor signature:

Aims

The School aims to ensure that:

- Appropriate action is taken to safeguard and promote children's welfare at the earliest opportunity.
- All staff are fully aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues – and are encouraged to develop their own safeguarding/child protection knowledge at every opportunity.

Policy Background / Statutory links

This policy is written in accordance to the regulations as stated in the September 2023 updated statutory guidance 'Keeping children safe in education' document and should be read in association with (but not exclusive to) the following linked policies:

- Child Protection
- Whistleblowing
- Health and Safety
- Safer recruitment
- Behaviour Policy

Other documentation referred to in the making of this policy include:

- 'Keeping Children safe in education – September 2023
- Working together to safeguard children – 2018
- 'The Prevent Duty' 2015 (Revised 2019 version)
- Section 175 (2) of the Education Act 2001
- Information Sharing Policy – 2015
- What to do if you're worried a child is being abused – 2015 (Revised 2018 version)
- Children and Family Act – 2014
- Teacher Standards 2012
- Mental health and behaviour in schools – 2018
- UNCRC: Article 19: Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect. Article 24: Children have the right to good quality health care, to clean water, nutritious food and a safe and clear environment and Article 36: Children should be protected from any activities that could harm their development.

The Governing Body of Cayley Primary School ensure appropriate policies and procedures are in place in order for appropriate action to be taken in a timely manner to safeguard children and promote children's welfare.

Purpose of Policy

The purpose of this policy is to document the systems and procedures in place within Cayley Primary School ensure the safeguarding and welfare of children and to ensure that there is a robust mechanism in place to monitor and review the effectiveness of these.

Effective safeguarding underpins the five elements of the 'Every Child Matters' agenda

- Be Safe
- Be Healthy
- Enjoy and Achieve
- Make a positive contribution
- Achieve economic well being

At Cayley Primary School we have a core objective to keep children safe by;

- providing a safe environment for children and young people to learn in education settings; and
- identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in the education setting.
- Ensuring all staff and adults working within our School are suitable vetted and cleared to work with our young people

Achieving this objective requires systems designed to:

- prevent unsuitable people working with children and young people;
- promote safe practice and challenge poor and unsafe practice;
- identify instances in which there are grounds for concern about a child's welfare, and initiate or take appropriate action to keep them safe; and
- contribute to effective partnership working between all those involved with young people.
- Maintain robust recording and monitoring systems that allow no child to 'slip through the net'.

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

At Cayley Primary School the health, safety and wellbeing of all children is of paramount importance. Parents send their children to school each day with the expectation that school provides a secure environment in which their children can flourish. The school therefore has to ensure that this expectation becomes reality.

School Vision and Values

Cayley Primary School takes a truly holistic approach to supporting all our pupils. We are a community where children's rights are at the heart of our school; they are learned, taught, respected, protected and promoted.

We are committed to ensure all pupils aspire to achieve their full potential in all areas of school life. This is underpinned by the core school values of respect, resilience, commitment, inclusivity and ambition.

Our values are supported by the UN Convention on the Rights of the Child. Everyone in our school has the right:

- To be treated with respect, dignity and equality
- To become the best that they can be
- To learn or to teach, or to do their job

We believe that all pupils have the right to a broad and balanced curriculum and be fully included in all aspects of school life. (DfE Special Educational Needs Code of Practice 2015) We provide a fully inclusive approach to supporting the needs of all pupils within a happy, secure and caring community where the achievements of all children are celebrated. We work together to promote a positive attitude to learning building confident, responsible and resilient pupils. We actively encourage parents to be involved in the education of their child and see effective home school partnerships as key to pupil's success. Our goal is to build a learning community with no limits to what we can all achieve.

Equality Statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face including protected characteristics (Equality act 2010). For those children who may come under these categories, consideration is given regarding opportunities for them to speak to designated staff.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence

- Are at risk of FGM, sexual exploitation, child marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after
- Are from a Travelling community
- Are already engaged in risk taking behaviours or anti-social behaviour

Roles and responsibilities

Key role of Staff

'Safeguarding and promoting the welfare of children **is everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, **at all times**, what is in the **best interests** of the child.

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

Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, **staff members should always act in the best interests of the child**

(Keeping Children Safe in Education – September 2023)

Staff responsibilities

At Cayley Primary School, **every** staff member must take responsibility for safeguarding and promoting the welfare of all children. This includes:

- Protecting children from maltreatment
- Preventing impairment of children's health and 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.

All Staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

All Staff

All staff will read and understand part 1 and Annex A of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education, and review this guidance at least annually.

All staff will be aware of:

- Our systems which support safeguarding, including this child protection and safeguarding policy, the staff safeguarding manual and code of conduct. The role and identity of the designated safeguarding lead (Appendix A) and deputies, the behaviour policy, and the safeguarding response to children who go missing from education.
- The early help process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), Child Criminal Exploitation (CCE), FGM and radicalisation (Appendix B)
- The Teachers' Standards 2012, which state that teachers (including headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

All staff and adults working in School will be required to sign annually:

- Staff code of conduct
- Acceptable User agreement
- DBS Confirmation form.

The Designated Safeguarding lead (DSL)

The DSL is a member of the senior leadership team. Our DSL is Mark Axworthy, Deputy Headteacher

The DSL takes lead responsibility for child protection and wider safeguarding. See Appendix A

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.

When the DSL is absent, the deputies – Graham Clifford (Head), Moneeza Syed (AHT), Laura Douglas (AHT) and Mohammed Ahmed (Pastoral Lead) will assume safeguarding responsibilities.

The DSL will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so

- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority children’s social care, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly

The DSL will closely liaise with local authority case managers and designated officers for child protection concerns as appropriate.

The Governing Body

The Governing Body will approve this policy at each review, ensure it complies with the law and hold the Headteacher to account for its implementation.

The Governing Body will appoint a link governor to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL.

The Chair of Governors will act as the ‘case manager’ in the event that an allegation of abuse is made against the Headteacher, where appropriate.

All Governors and trustees will receive appropriate safeguarding and child protection training at induction, and then at regular intervals. Training will provide them with the knowledge to ensure their school’s safeguarding policies and procedures are effective. All Governors will also be expected to read Keeping Children Safe in Education 2023.

The Head

The Head is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers are informed of our systems which support safeguarding, including this policy, as part of their induction
- Communicating this policy to parents when their child joins the school and via the school website
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly
- Ensuring weekly case-load supervision occurs between team members – ensuring no child slips through the net.
- Acting as the ‘case manager’ in the event of an allegation of abuse made against
- Ensuring the relevant staffing ratios are met, where applicable
- Making sure each child in the Early Years Foundation Stage is assigned a key person

Multi-agency working

Schools and colleges have a pivotal role to play in multi-agency safeguarding arrangements. Cayley Primary School’s governing body ensures that the school contributes to multi-agency working in line with statutory guidance ‘Working Together to Safeguard Children, 2019’.

New safeguarding partners and child death review partner arrangements are now in place. Locally, the three safeguarding partners (the local authority; a clinical commissioning group for an area within the local authority; and the chief officer of police for an area (any part of which falls) within the local authority area) will make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs.

Cayley Primary School works closely with a range of agencies and safeguarding partners. We work closely with Tower Hamlets safeguarding team and use their training and guidance to support safeguarding in school and co-operate with published arrangements.

We also work closely with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. We allow access for children's social care from the local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.

Confidentiality

At Cayley Primary School we have a consistent approach to confidentiality and data protection (GDPR); however, in the interests of safeguarding all children Cayley Primary School understands that:

- Timely information sharing is essential to effective safeguarding
- Fears about sharing information must not stand in the way of the need to promote the welfare, and protect the safety of children.
- THE Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe.
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests
- The government's information sharing advice for safeguarding practitioners includes 7 'golden rules' for sharing information and will support staff in making an effective judgement. (see Appendix C)
- If staff are in any doubt about sharing information, they should speak to the designated safeguarding lead.

Section B

General Safeguarding Information

Ensuring Suitable Adults work with our Children

The school operates and maintains a Single Central Record in line with the DCSF guidance 'Safeguarding Children and Safer Recruitment in Education' which records in one database the details of staff working and volunteering within the school. The record includes the following details;

- Name
- Address
- Date of Birth
- Qualifications (where required for the role)
- Evidence of identity
- DBS disclosure number
- Date of DBS check
- Review date of DBS
- Right to work in the UK

For regular visitors accessing the school site, evidence of identity is checked and disclosure number is taken and recorded on the Single Central Record. Copies of evidence of identity may be kept in the school safe for inspection by authorised authorities.

For people visiting the school on a 'one-off' or ad hoc basis and who will not have unsupervised access to pupils, photograph identification is requested and checked. A proportional risk-based approach will be applied when determining the amount and type of children's information being passed on to temporary staff and volunteers. Regular visitors and those visiting ad hoc, are made aware of safeguarding reporting procedures and who to contact to discuss concerns

Childcare Disqualification

School staff covered by the guidance may be judged unsuitable to work with children if the following is true of themselves:

- They have been convicted/cautioned for certain sexual and/or violent offences
- Their children have been subject to certain court orders.

- They have been disqualified from private fostering

Notifying parents

Where appropriate, we will discuss any concerns about a child with the child's parents. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will **only** talk to parents about any such concerns following consultation with the DSL.

If we believe that notifying the parents would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

Use of School Premises for Non-School Activities

Organisations that use the school premises, e.g. community groups, sports associations, providers that run extra-curricular activities are expected to have their own arrangements in place to keep children safe. The governing body should seek assurance that the provider concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place for the provider to liaise with the school on these matters where appropriate. This applies regardless of whether or not the children who attend any of these services or activities are children on the school roll. The governing body should also ensure safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement.

If school receive an allegation relating to an incident that happened when an individual or organisation was using our school premises for the purposes of running activities for children, as with any safeguarding allegation, we will follow our own safeguarding policies and procedures, including informing the LADO.

Pupils with Special Educational Needs or Difficulties

We recognise that pupils with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Pupils being more prone to peer group isolation than other pupils
- The potential for pupils with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers

There are some children at Cayley Primary School who are potentially at greater risk of harm.

- **Children who need a social worker**

Children may need a social worker due to safeguarding or welfare needs, such as abuse, neglect and complex family circumstances. These experiences can leave children susceptible to further harm, as well as potentially creating barriers to attendance, learning behaviour and mental health.

The Local Authority will inform school if a child has a social worker and the designated safeguarding lead (Deputy Headteacher) will hold and use this information in the best interests of the of the child's safety, welfare and educational outcomes such as how key decisions are made.

- **Children requiring mental health support**

Schools have an important role to play in supporting the mental health and wellbeing of their pupils. The schools governing body ensures there are clear systems and processes in place for identifying possible mental health problems including routes to escalate and clear referral and accountability measures. The school's pastoral team supports with the identification of children who require support and ensure appropriate interventions are put in place and evaluated.

Children in Our Care

The most common reason for children being looked after is as a result of abuse and/or neglect. Governing Bodies should ensure that staff have the skills, knowledge and understanding to necessary to keep children safe.

At Cayley Primary School, all staff are urged to be particularly observant around Looked after Children and to work with appropriate staff members to ensure their personal and educational needs are being full met.

It is also vitally important that all appropriate staff are fully aware of the terms around the Looked After arrangement – to ensure the safety and wellbeing of all children involved.

Mobile Phones and Cameras

Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present. Staff members' personal phones will remain in their bags or cupboards during contact time with pupils.

Staff will not take pictures or recordings of pupils on their personal phones or cameras.

We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school.

Complaints and Concerns about School Safeguarding Policies

Complaints against staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff.

Supply Staff

If a staff member has any concerns relating to a supply member of staff, these should be passed onto the DSL

Domestic Abuse / Operation Encompass

Cayley Primary School recognises that children living in a home with Domestic Violence, could very well be victim to or witness to physical or emotional abuse in the home. Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn. As a result, School is part of the Operation Encompass communication strategy to ensure School staff are fully aware of any instances of domestic violence in our children's homes.

Record Keeping

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

(Keeping Children Safe in Education – 2023)

We will hold records in line with our records retention schedule.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing on Safeguard My School. If you are in any doubt about whether to record something, discuss it with the DSL.

Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main pupil file. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

All records will ensure that they are

- A clear and comprehensive summary of the concern.
- Details of how the concern was followed up and resolved.
- A note of any action taken, decisions reached and the outcome.

Attendance

Persistent absence from School could indicate safeguarding concerns; as such attendance is scrutinised closely on a daily basis at Cayley Primary School.

Children who are absent are identified from the registers and first day response telephone calls are made to parents to establish the reason for absence. Correspondence is also sent home electronically. The pastoral Team liaises with parents of children whose attendance is highlighted as an issue with involvement from the Local Authority attendance service and other agencies where appropriate. Statistics and trends in pupil absence are also monitored and these are reported to governors. The school is committed to ensuring that children attend regularly and thereby receive the best possible education.

The Pastoral team meet weekly at Cayley School so there is early identification and investigation of children with poor or declining attendance.

Children who are Absent from Education

Children being absent from education for prolonged periods of time and/or on repeat occasions, and children missing education can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, 'honour'-based abuse or risk of child marriage.

Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child missing education in the future. If a child is absent from education for prolonged periods of time and/or on repeat occasions, we will liaise with the LA Attendance Team and parents.

Where a child is missing education, our procedures are designed to ensure that they are found and returned to effective supervision as soon as possible. This includes informing the local authority if a child leaves the school without a new school being named and adhering to requirements with respect to sharing information

with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and child marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

Non-Collection of Children

If children who are not collected at the end of the School day – the DSL or member of the Safeguarding/Pastoral Team will contact the School attendance team who will conduct a home visit. If unsuccessful, the local authority out of hours team will be informed.

Private Fostering

A Private fostering arrangement is one that is made privately (that is to say without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than the parent or immediate relative. If the arrangement is to last, or has lasted, for 28 days or more it is private fostering.

The Children Act 1989 defines an immediate relative as a grandparent, brother, sister, uncle or aunt (whether of full blood or half blood or by marriage or civil partnership), or a step parent.

People become involved in private fostering for all kinds of reasons. Examples of private fostering include:

- Children who need alternative care because of parental illness;
- Children whose parents cannot care for them because their work or study involves long or antisocial hours;
- Children sent from abroad to stay with another family, usually to improve their educational opportunities;
- Unaccompanied asylum seeking and refugee children;
- Teenagers who stay with friends (or other non-relatives) because they have fallen out with their parents;
- Children staying with families while attending an academy away from their home area.

There is a mandatory duty on the school to inform the Local Authority of a Private Fostering Arrangement. The Local Authority has a duty to check that the young person is being properly cared for and the arrangement is satisfactory.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The DSL and Deputies are aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

Health and Safety

Effective Health and Safety arrangements are a key part in ensuring the safeguarding of children within our care.

Risk assessments covering all aspects of school operations are in place and have been reviewed by the LA Senior Health and Safety Officer. The responsibility for health and safety is that of the governing body, however this is delegated to the Headteacher.

Day to day health and safety issues are reported to the Site Services Manager (Mr Keith Thompson) for remedial action, however more fundamental concerns are escalated to the Headteacher.

Child Abduction and Community Safety Incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers. Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. As children get older and are granted more independence (for example, as they start walking to school on their own) school provides practical advice on how to keep themselves safe. The lessons focus on building children's confidence and abilities rather than simply warning them about all strangers.

Curriculum

Relevant safeguarding issues including online safety will be covered through themed assemblies, awareness days, parents meetings and PSHE and ICT lessons

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children’s homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A young person’s involvement in county lines activity often leaves signs. A person might exhibit some of these signs, either as a member or as an associate of a gang dealing drugs. Any sudden changes in a person’s lifestyle should be discussed with them.

Some potential indicators of county lines involvement and exploitation are listed below, with those at the top of particular concern:

- persistently going missing from school or home and / or being found out-of-area;
- unexplained acquisition of money, clothes, or mobile phones
- excessive receipt of texts / phone calls and/or having multiple handsets
- relationships with controlling / older individuals or groups
- leaving home / care without explanation
- suspicion of physical assault / unexplained injuries
- parental concerns
- carrying weapons
- significant decline in school results / performance
- gang association or isolation from peers or social networks
- self-harm or significant changes in emotional well-being

If a staff member feels a child county be involved in County Lines activity or is in danger of being exploited – please follow the reporting procedures for any safeguarding incident, discuss your concerns with the DSO or if you feel the child is in immediate harm, contact the police.

Elective Home Education (EHE)

Where a parent / carer has expressed their intention to remove a child from Cayley Primary School with a view to educating at home, we would coordinate a meeting between ourselves and the Local Authority and any other relevant professionals to meet with parents /carers. This would be held before any final decision is made by the parents to ensure the parents/carers have considered what is in the best interests of the child. This is particularly important where a child has special educational needs or a disability, and/or has a social worker and/or is otherwise vulnerable. Where a child has an Education, Health and Care plan local authorities will need to review the plan, working closely with parents and carers.

Child Sexual Exploitation (CSE) Child Criminal Exploitation (CCE)

Child Sexual Exploitation (CSE) and child criminal exploitation (CCE) involves exploitative situations, contexts and relationships where young people receive something (for example accommodation, drugs, alcohol, gifts, money or affection) as a result of engaging in sexual activities.

- These are defined as forms of abuse where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity
- The imbalance can be due to age, as well as other factors like gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources
- In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (e.g. increased status) of the perpetrator or facilitator
- It can be perpetrated by individuals or groups, males or females, and children or adults
- It can be a one-off occurrence or be 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 can involve violence or threats of violence
- Victims can be exploited even when activity appears to be consensual
- It can happen online as well as in person
- The experience of girls who are criminally exploited can be very different to that of boys. Both boys and girls being criminally exploited may be at higher risk of sexual exploitation.
- CSE can affect any child who has been coerced into sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

If staff members have any concerns regarding children who may be a victim of child sexual exploitation; they must be discussed with the designated lead immediately.

Serious Violence

Staff should be aware of the indicators which may signal a child is at risk from or are involved with serious violent crime. This may include;

- Increased absence from school
- A change in friendships or relationships with older individuals or groups
- A significant decline in performance
- Signs of self-harm
- A significant change in well being
- Signs of assault or unexplained injuries.
- Unexplained new gifts or possessions could indicate that a child has been approached by, or are involved with, individuals associated with criminal networks or gangs.
-

Staff should be aware of risk factors that increase the likelihood of involvement in serious violence such as being late, frequent absence or exclusion from school and offending behaviour.

Trafficking

School recognises Trafficking is where children and young people are tricked, forced or persuaded to be moved or transported and then exploited, forced to work or sold. Children are trafficked for sexual and criminal exploitation, benefit fraud, child marriage, domestic slavery, forced labour, committing crime like theft, county lines.

If staff members have any concerns regarding children who may be a victim of trafficking; they must be discussed with the designated lead immediately.

Online Safety

Cayley Primary School has a duty to ensure all children and young people are safeguarded from potentially harmful and inappropriate online material. Our approach to online safety protects and educates pupils and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate,

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

Content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism.

Contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

Conduct: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying.

Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils or staff are at risk, this should be reported to the Anti-Phishing Working Group

As such, robust filtering and monitoring systems are in place and the effectiveness of this is regularly reviewed to ensure any potentially harmful or inappropriate material is not accessible to children. At Cayley Primary School, the DSL takes lead responsibility for this and safeguarding and Child Protection training also ensures that staff have an understanding of this.

The school Governing body will also regularly review the effectiveness of school filters and monitoring systems. They should ensure that the leadership team and relevant staff are:

- aware of and understand the systems in place
- manage them effectively
- know how to escalate concerns when identified.
-

Parents will also be notified of the monitoring and filtering systems in place. School will also consider the appropriateness of sites the children visit and any interaction on-line with school staff.

Cayley Primary School is also aware though, that many children have unlimited and unrestricted access to the internet outside of the School building via mobile phone networks and as such see it as their duty to educate our children effectively in online safety. We ensure all children are taught about the dangers of the internet and wider safeguarding issues to ensure all children are kept safe both inside and outside of School.

As part of the computing and PSHCE curriculum, children are taught about keeping themselves safe and appropriate use of technology.

All staff who access the school computer network are required to read and sign the acceptable use policy (Appendix E) which details the conditions with which access is granted. Information about audits and violations of use are also featured. Any member of staff who is found to have abused the ICT network will have access rescinded and will face disciplinary action.

If staff members believe any children may be involved in inappropriate use of the internet; or has evidence of a staff member inappropriately using the internet - the designated lead must be informed immediately.

Fabricated or Induced illness

The fabrication or induction of illness in children by a carer has been referred to by a number of different terms, most commonly Munchausen Syndrome by Proxy (Meadow, 1977), Factitious Illness by Proxy (Bools, 1996; Jones and Bools, 1999) or Illness Induction syndrome (Gray et al, 1995). This terminology is also used by some as if it were a psychiatric diagnosis.

If, as a result of a carer's behaviour, there is concern that the child is or is likely to suffer significant harm, this guidance should be followed. The key issue is not what term to use to describe this type of abuse, but the impact of fabricated or induced illness on the child's health and development, and consideration of how best to safeguard and promote the child's welfare.

There are three main ways of the carer fabricating or inducing illness in a child.

These are not mutually exclusive and include:

- fabrication of signs and symptoms. This may include fabrication of past medical history;
- fabrication of signs and symptoms and falsification of hospital charts and records, and specimens of bodily fluids. This may also include falsification of letters and documents;
- induction of illness by a variety of means.

Children have varying needs which change over time. Judgements on how best to intervene when there are concerns about harm to a child will often and unavoidably entail an element of risk – the two extremes being leaving a child for too long in a dangerous situation or removing a child unnecessarily from their family. The way to proceed in the face of uncertainty is through competent professional judgements based on a sound assessment of the child's needs, the parents' capacity to respond to those needs – including their capacity to keep the child safe from significant harm – and the wider family circumstances (Working Together, 2006).

If staff members have any concerns regarding children who may be a victim of fabricated or induced illness; they must be discussed with the designated lead immediately.

Mental Health

Mental health awareness and supporting children's mental health is a fundamental part of safeguarding children.

- Cayley Primary School has a designated mental health and well being lead – Nazmin Hashmi
- Staff need to be aware that mental health problems can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- School works with a range of professionals who will make a mental health diagnosis. All school staff can observe and record any observations or behaviours that suggest child may be suffering a mental health problem or be at risk of developing one.

- It is important for staff to be aware of how children's experiences, can impact on their mental health, behaviour and education.
- If staff have a mental health concern that is also a safeguarding concern, they should follow schools safeguarding policy and speak to the DSL or deputy DSL

Honour Based Abuse

So-called 'honour-based' Abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, child marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBA are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBV or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:
 - Having a mother, older sibling or cousin who has undergone FGM
 - Having limited level of integration within UK society
 - Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
 - Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
 - Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
 - Talking about FGM in conversation
 - Being unexpectedly absent from school
 - Having sections missing from her 'red book' (child health record)

The above indicators and risk factors are not intended to be exhaustive.

Child on Child Sexual Violence and Sexual Harassment

Sexual violence and sexual harassment can occur between two or more children of any age and sex, from primary through to secondary stage and into college. It can occur also through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face-to-face (both physically and verbally) and are never acceptable.

We recognise that children are capable of abusing their peers and recognise the importance of:

- Making it clear that there is a zero-tolerance approach to sexual violence and sexual harassment, that it is never acceptable, and it will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up” or “boys being boys”. Failure to do so can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it.
- Recognising, acknowledging, and understanding the scale of harassment and abuse and that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported.
- Challenging physical behaviour (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

Children who are victims of sexual violence and sexual harassment wherever it happens, may find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college.

Whilst any report of sexual violence or sexual harassment should be taken seriously, staff should be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys. Children with special educational needs and disabilities (SEND) are also three times more likely to be abused than their peers.

Ultimately, it is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe.

Sexual Violence

We recognise that sexual violence and the fact children can, and sometimes do, abuse other children in this way and that it can happen both inside and outside of school/college.

When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003¹³² as described below:

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

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

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (NOTE- Schools and colleges should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent, or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.)

Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (NOTE – this could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

Sexual Harassment

Sexual harassment means 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school/college. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

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

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- sexual "jokes" or taunting
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes. Schools and colleges should be considering when any of this crosses a line into sexual violence – it is important to talk to and consider the experience of the victim.
- displaying pictures, photos or drawings of a sexual nature
- upskirting
- online sexual harassment. This may be standalone, or part of a wider pattern of
- sexual harassment and/or sexual violence. It may include:
 - consensual and non-consensual sharing of nude and semi-nude images and/or videos. Taking and sharing nude photographs of U18s is a criminal offence. ○ sharing of unwanted explicit content ○ sexualised online bullying
 - unwanted sexual comments and messages, including, on social media
 - sexual exploitation; coercion and threats, and
 - coercing others into sharing images of themselves or performing acts they're not comfortable with online.

It is important that schools and colleges consider sexual harassment in broad terms. Sexual harassment (as set out above) creates a culture that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

Harmful Sexual Behaviour

Children’s sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful umbrella term is “harmful sexual behaviour” (HSB). HSB can occur online and/or face-to-face and can also occur simultaneously between the two.

When considering HSB, both ages and the stages of development of the children are critical factors. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years’ difference or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature.

HSB can, in some cases, progress on a continuum. Addressing inappropriate behaviour can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. Children displaying HSB have often experienced their own abuse and trauma.

Up Skirting

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

Prevent

There are many different types of individuals, organisations and institutions that may be targeted by extremist groups.

They may try to take advantage of these individuals or institutions as a way to share their story with others, particularly with people who may be vulnerable to their messages – it is the responsibility of everybody in School to be observant challenging to these issues in School.

Our Prevent lead is Evieh Akinde

All staff

All staff members will undertake safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring and whistle blowing procedures) at induction, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with advice from the local safeguarding board. See Appendix D and E.

All staff will have annual training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates (for example, through emails, e-bulletins and staff meetings) as required, but at least termly.

Volunteers will receive appropriate training, if applicable.

The DSL and Deputies

The DSL and Deputies will undertake child protection and safeguarding training at least every 2 years.

In addition, they will update their knowledge and skills at regular intervals and at least termly (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

They will also undertake Prevent awareness training.

Governors

All governors receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities. This training is on-going at regular intervals and provides them with the knowledge they need to ensure that schools safeguarding policies and procedures are effective.

As the chair of governors may be required to act as the 'case manager' in the event that an allegation of abuse is made against the Headteacher, they receive training in managing allegations for this purpose. Any Governors involved in the recruitment process of staff must have undertaken 'Safer recruitment' training.

Recruitment – Interview Panels

At least one person conducting any interview for a post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of the Department for Education's statutory guidance, Keeping Children Safe in Education, and will be in line with local safeguarding procedures.

Applications

A curriculum vitae (CV) should only be accepted alongside a full application form and is not sufficient on its own to support safer recruitment.

Checks

School will complete online searches as part of their due diligence checks on shortlisted candidates. Shortlisted candidates will be informed that online searches may be done as part of due diligence checks. Copies of documents used to verify the successful candidate's identity, right to work and required qualifications should be kept on their personnel file.

Staff who have contact with pupils and families

All staff who have contact with children and families will have supervisions which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

Monitoring Arrangements

This policy will be reviewed **annually** by Mark Axworthy and SLT staff. At every review, it will be approved by the full governing board.

Links with other policies

This policy links to the following policies and procedures:

- Behaviour
- Staff code of conduct
- Complaints
- Health and safety
- Attendance
- Online safety
- Equality
- Medical Needs
- Curriculum
- Whistle Blowing
- Acceptable User

Part C

Reporting Protocols

Recognising Signs of Abuse

'All School staff should be aware abuse, neglect and safeguarding issues are rarely standalone events than can be covered by one definition or label. In most cases multiple issues will overlap with one another'

(Keeping Children Safe in Education – 2023)

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

All staff should also be very aware of the possibility of **child on child abuse**. This is most likely to include, but not limited to bullying (including cyber bullying) gender based violence/sexual violence and sexual harassment and sexting. Staff should be very clear as to the school's policy with regards child on child abuse.

There are four categories of abuse:

- Physical abuse
- Emotional abuse
- Sexual abuse of exploitation
- Neglect

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and/or attention-seeking behaviour
- Suspicious bruises or marks with unsatisfactory explanations
- Lack of self-esteem / Depression
- Self-injury
- Age inappropriate sexual behaviour
- Child sexual exploitation
- Child criminal exploitation

School leaders and staff who work directly with children and young people should read Annex A of 'Keeping Children Safe in Education 2023' which contains additional information about specific forms of abuse. Please refer to Appendix B – Types of Abuse.

Please also refer to 'What to do if you're worried a child is being abused – Advice for practitioners' (2018 revised edition)

If a child is suffering or likely to suffer from harm, or in immediate danger

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent you from having a professional curiosity and speaking to the DSL if you have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

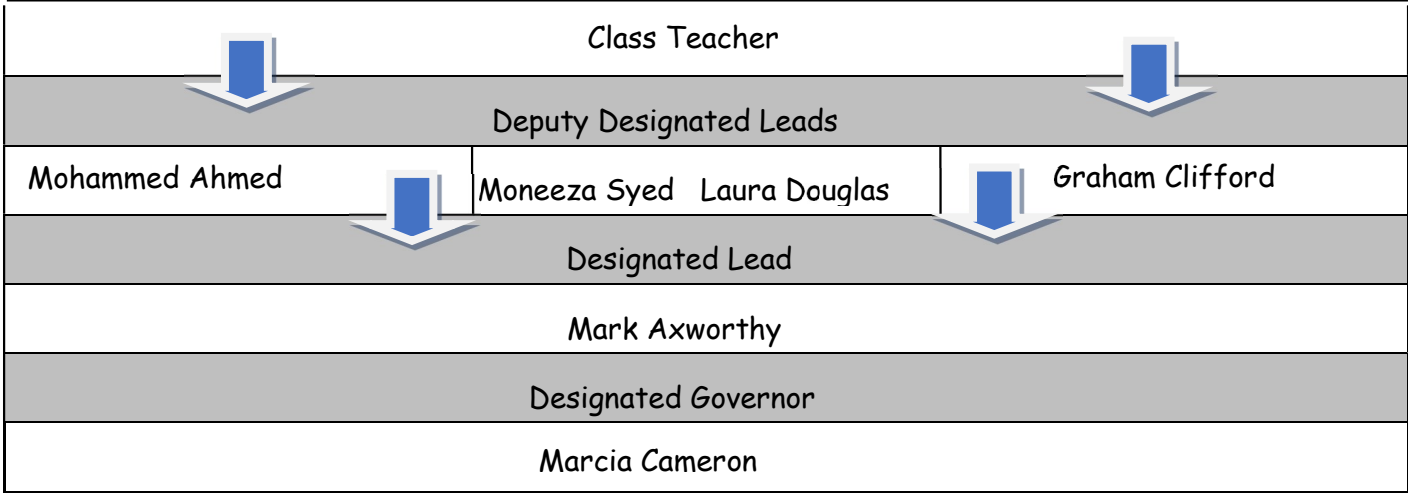
If a child makes a disclosure to you...

If a child discloses a safeguarding issue to you, you should:

- Listen to and believe them. Allow time for them to talk and do not ask any leading questions.
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them that they should have told you sooner.
- Explain what will happen next and that you will have to pass the information on. Do not promise to keep it a secret.
- Write up your conversation as soon as possible on Safeguard My School – and keep it in the children's words. Stick to the facts, and do not put your own judgement on it.
- Make sure the DSL is informed of the incident as soon as possible.
- Reassure children/victims they are being taken seriously and they will be supported and kept safe.
- The child/victim is never made to feel ashamed for making a report.

If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)

If you have concerns about a child’s welfare follow this protocol:



Early help

If early help is appropriate, the DSL will support you in liaising with other agencies and setting up an inter-agency assessment as appropriate. Fareda Miah (Pastoral Key Worker) is our Early Help lead and will support staff and parents to access the Early Help Hub.

The DSL will keep the case under constant review and the school will consider a referral to local authority children’s social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

Referral

If it is appropriate to refer the case to local authority children’s social care or the police, the DSL will make the referral or support you to do so.

If you make a referral directly you must tell the DSL as soon as possible.

The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child’s situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child’s situation improves.

Cayley Primary School will always provide as much information as possible as part of the referral process to support social care assessments.

Concerns about a staff member or volunteer

If you have concerns about a member of staff or volunteer, or an allegation is made about a member of staff or volunteer posing a risk of harm to children, speak to the Headteacher. If the concerns/allegations are about the Headteacher, speak to the chair of governors:

If a Staff member or volunteer is suspected of behaving in a way that could have harmed a child, then School Safeguarding procedures will be followed and a referral made to the Local Authority Safeguarding Officer (LADO).

Where a staff member acts in a way that;

- Is inconsistent with the staff code of conduct, including in appropriate conduct outside of work
- Does not meet the allegations threshold or is not considered serious enough to refer to the local authority designated officer (LADO)
-

These will be designated as low-level concern. This may be;

- Being over friendly with children
- Having favourites
- Taking photographs of children on their mobile phone
- Engaging with a child one-to-one in a secluded area or behind a closed door
- Using in appropriate sexualized, intimidating or offensive language.

If there is a low-level concern relating to a staff member, the DSL will record these concerns and they will be reviewed so that patterns of concerning behaviour can be recognised and appropriate action taken. In this circumstance, LADO would be contacted to discuss if low-level meets the threshold for additional actions to be taken. Any low level concerns which are shared about supply staff and contractors should be notified to their employers.

Concerns about Extremism

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, speak to one of the deputy DSLs and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include Channel, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil.

Concerns of allegations of Child on Child Abuse

Child on child abuse is most likely to include but not be limited to;

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

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Invo

Part D

Appendix

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Appendix A – Role and responsibilities of DSL

The role of the designated lead

The designated safeguarding member of staff will:

- Circulate the Safeguarding and Child Protection Policy to all adults and volunteers working within the school and to the extended services of the school.
- Support teachers, volunteers and governing body members on matters of child protection.
- Act as a point of reference for child protection concerns.
- Ensure all staff and volunteers receive regular safeguarding and child protection updates (at least annually) to provide them with the relevant skills and knowledge to safeguard children effectively.
- Ensure that chronologies are on the files of all Looked after children, Children in need, Children in need of protection and those of young people with mental health issues where harm (actual or potential) to themselves or others is a factor and all other pupils as agreed/advised.
- Take responsibility for collating and securely storing records of incidents and concerns.
- Attend Child Protection Case Conferences and Core Groups on pupils in their school and provide written reports. Where this is not possible, any member of staff must act on their behalf and be fully briefed prior to attending.
- Attend strategy meetings on children from their school.
- Provide the schools' Safeguarding and Child Protection Policy to any parent upon request and publish it on the website.
- Ensure that all new staff, including supply staff, receive safeguarding induction and are given a copy of the induction document and sign upon receipt. (See Induction Policy)
- That the policy is reviewed annually and any amendments are recorded and dated.
- Ensure whole school safeguarding training every 3 years.
- Attend manager update training every 2 years.
- Ensure work related placements follow the agreed safeguarding guidelines.
- Provide an annual safeguarding report to school Governors.
- Undertake safeguarding self-assessment every 2 years.
- Undertake school risk management meeting of children and young people who pose a risk.
- That pupils, staff and parents/carers are aware who the Designated teacher for Child protection is and how they can be contacted.
- Promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues that children (including those with a social worker) are experiencing, or have experiences, with teachers another staff.

Appendix B: Types of Abuse

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

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

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse may involve:

- Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve:

- Physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (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 is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

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

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure access to appropriate medical care or treatment

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

Appendix C: 7 Golden Rules of Information Sharing

1. **Remember that the Data Protection Act is not a barrier to sharing information** but provides a framework to ensure that personal information about living persons is shared appropriately.
2. **Be open and honest** with the person (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be, shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. **Seek advice** if you are in any doubt, without disclosing the identity of the person where possible.
4. **Share with consent where appropriate** and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, that lack of consent can be overridden in the public interest. You will need to base your judgement on the facts of the case.
5. **Consider safety and wellbeing:** base your information-sharing decisions on considerations of the safety and wellbeing of the person and others who may be affected by their actions.
6. **Necessary, proportionate, relevant, accurate, timely and secure:** ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those people who need to have it, is accurate and up to date, is shared in a timely fashion, and is shared securely.
7. **Keep a record** of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

Appendix D

Safeguarding and Child Protection Manual Acknowledgement

I have received and read:

- Keeping Children Safe in Education 2023 - Part 1
- Safeguarding and Child Protection Manual

I have received Safeguarding training on: _____

I can recognise the signs of abuse and I understand what is meant by the term disclosure.

I know I can access key safeguarding guidance, documents and other relevant material from the school system

I understand my role and my responsibility within school and as part of the wider community.

I have been made aware of my duty to safeguard and promote children's welfare and to support this, I will attend further training as provided.

I know which staff are the designated safeguarding leads within school.

The procedure for reporting concerns about a pupil has been explained to me and I am able to follow this confidentially.

I am aware that I must pass my concerns onto to a designated safeguarding lead immediately if a child is deemed 'at risk of harm.'

I am aware of the code of conduct and professional boundaries.

Name: _____

Post: _____

Signed: _____

Date: _____

Volunteers/Students/Supply Staff

I have read the Child Protection and Safeguarding Policy and will ensure that I adhere to the expectations of this policy and all associated policies as listed below to ensure that all children are safeguarded to the best of our ability.

Name: _____

Position: _____

Signed: _____

Date: _____

Appendix E

Acceptable Use Agreement for Staff, Governors and Volunteers

All adults within the school must be aware of their safeguarding responsibilities when using any online technologies, such as the internet, email or social networking sites. They are asked to sign this agreement so that they provide an example to children and young people for the safe and responsible use of online technologies. This will educate inform and protect adults so that they feel safeguarded from any potential allegations or inadvertent misuse themselves.

- I know that I must only use the school equipment in an appropriate manner and for professional uses
- I understand that I need to obtain/check permissions for children and young people before they can upload images to the internet.
- I know that images should not be inappropriate or reveal any personal information of children.
- I have read the procedures for incidents or misuse in the ICT Acceptable Use Policy so that I can deal with any problems that may arise, effectively.
- I will report accidental misuse.
- I will report any incidents of concern for a child's safety to the headteacher or the Designated Safeguarding Lead.
- I know who the nominated Safeguarding Officers are.
- I know that I am putting myself at risk of misinterpretation and allegation should I contact children via personal technologies, including my personal email. I know I should use the school email address and telephones to contact parents.
- I know that I must not use the school system for personal use unless this has been agreed by the headteacher.
- I know that I should complete virus checks on my laptop, memory sticks or any other devices so that I do not transfer viruses, especially where I have downloaded resources.
- I will ensure that I follow the Data Protection Act 1998 and know what this involves.
- I will ensure that I keep my password secure and not disclose any security information unless to appropriate personnel. If I feel someone inappropriate requests my password I will check with the headteacher or ICT lead prior to sharing this information.
- I will adhere to copyright and intellectual property rights.
- I will not install hardware and software on any device unless I have been given appropriate permission to do so by a member of the ICT team.
- I accept that the use of any technology designed to avoid or bypass the school filtering system is forbidden.
- I understand that intentional violation of this rule may result in disciplinary procedures being initiated
- Should I be a member of social networking sites, I will keep my profile secure and will avoid contact with parents, pupils and/or ex pupils related to the school. I understand that any action or comment made by myself that brings the school or colleagues into disrepute or compromises pupil or staff confidentiality will be classed as a disciplinary matter.
- I understand my computer usage will be monitored by the monitoring and filtering software. Any inappropriate use identified by this software could lead to disciplinary action.

I have read, understood and agree with this Agreement as I know that by following them I have a better understanding of e-safety and my responsibilities to safeguard children and young people when using online technologies.

Signed:

Date:

Name (Printed)

Appendix F
A-Z of Safeguarding Terms

A	
Abuse	A form of maltreatment of a child. Somebody may abuse or neglect by inflicting harm or failing to prevent harm.
Additional Needs	Children with additional needs are a particularly vulnerable group they are at greater risk of being abused.
Advocate	A person who supports people to say what they want, secure their rights, represent their interests and obtain services they need. Advocacy support can be provided informally by a family member or friend or formally through advocacy organisations.
Allegations (staff)	If you have any concerns regarding staff, pass on to Head Teacher unless it is about the Head Teacher then refer to another SLT member, Chair of Governors or Local Authority Designated Person (LADO)
Always	Always do something. Don't delay in passing on concerns to the Designated Safeguarding Lead (DSL)
Attendance	The careful monitoring of attendance is key to improving the overall performance of schools, but it is equally important in keeping children safe. Knowing who is absent, and why , is fundamental to effective safeguarding and, for that reason, detailed scrutiny of a school's attendance procedures is now at the heart of Ofsted's approach to the inspection of safeguarding.
B	
Behaviour	Staff should follow the school's behaviour management policies to ensure situations are dealt with appropriately.
Best interests	A term from Keeping Children Safe in Education (KCSIE) stating we should act in the best interests of the child.
Breast Ironing	A form of abuse where the breasts are flattened to deter male attention.
Bullying	Can be a form of child on child abuse.
C	
CAMHS	Child and Adolescent Mental Health Service. Help children and young people aged 0-18 years , and in some cases up to the age of 25, with emotional and behavioural difficulties or when they are finding it hard to cope with family life, school, college or the wider world.

Channel	Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. The programme uses a multi-agency approach to protect vulnerable people by: identifying individuals at risk and assessing the nature and extent of that risk.
Child in Need	Section 17 of the Children's Act places a general duty on all local authorities to safeguard and promote the welfare of children within their area who are in need. Basically, a 'child in need' is a child who needs additional support from the local authority to meet their potential and to ensure their safety and wellbeing is adequate.
Child in Our Care	A child is looked after by a local authority if a court has granted a care order to place a child in care. Parents may agree (section 20) to this or a court may demand it (section 49)
Child Protection	Often the phrases 'Child Protection' and 'Safeguarding' are used synonymously, but they are quite distinct. Safeguarding refers to all children and processes used to keep them safe. Child Protection refers distinctly to children at risk of harm and who are placed on a Child Protection Plan
Children in the court system	Children giving evidence for crimes committed against them or that they have witnessed.
Child Sexual Exploitation	A form of sexual abuse. An individual or a group take advantage, manipulate, deceive and coerce a child or young person into a sexual activity. Sexual activity exchanged for something the victim wants such as alcohol, food, money or drugs.
Confidentiality	Staff should not discuss safeguarding concerns with other staff members. Safeguarding is on a need-to-know basis. If a child discloses, staff should not promise confidentiality as the concern would need to be shared with the DSL.
Contextual Safeguarding	Staff should consider wider factors that can increase risk to children – what affects our community?
Core Group Meetings	Meetings held between professionals and a family who have been placed on a Child Protection Plan. The idea is to support the family to make progress and ensure safety of the child is paramount.
County Lines	County Lines is when illegal drugs are transported from one area to another, often across police and local authority boundaries (although not exclusively), usually by children or vulnerable people who are coerced into it by gangs.
Child Criminal Exploitation	A form of abuse where children are targeted and exploited by individuals and gangs to commit criminal acts.

Cuckooing	Cuckooing is a form of crime , termed by the police, in which the home of a vulnerable person is taken over by a criminal in order to use it to deal, store or take drugs, facilitate sex work, as a place for them to live, or to financially abuse the tenant. Cuckooing is associated with county lines drug trafficking.
Cyber bullying	Cyberbullying or cyber-harassment is a form of bullying or harassment using electronic means. Cyberbullying and cyberharassment are also known as online bullying. It has become increasingly common. It could also be a form of child on child abuse.
D	
Disclosure and Barring Service (DBS)	Disclosure and Barring Service check carried out on staff working with children. Staff should not leave adults unsupervised who do not have the relevant checks.
Disabilities and complex issues	Children with disabilities and complex issues are more vulnerable to abuse. This may be due to their ability to communicate, number of carers, increased stress within the home or indicators being mistakenly identified as a sign of the child's additional need.
Domestic Abuse	Any incident or pattern of incidents of controlling, coercive, threatening behaviour or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality.
Drug /Alcohol Misuse	A specific safeguarding issue that can increase risk to children. From parents misusing drugs resulting in harm of a child, to children experimenting with drugs / alcohol.
DSL	Designated Safeguarding Lead (responsible for safeguarding within a school) DDSL = Deputy Designated Safeguarding Lead who supports the DSL to fulfil their role.
E	
Early Help	Early identification is key in protecting children from suffering harm. In practice, it is a team which sits just below the Social Worker arena and aims to provide timely intervention at an early stage – usually after we have done all we can in school.
Emergency Protection Order - EPO	An emergency protection order is an order from the court that allows the child to be removed from home if the child is in imminent danger, and grants parental responsibility to the local authority. The order lasts up to eight days, but can be extended once, for a maximum of seven days.
Emotional Neglect	Failure in meeting a child's emotional needs, not spending time with them, showing a lack of interest, not engaging
Emotional Wellbeing	A useful definition of emotional wellbeing is offered by the Mental Health Foundation: 'A positive sense of wellbeing which enables an

	individual to be able to function in society and meet the demands of everyday life; people in good mental health have the ability to recover effectively from illness, change or misfortune’.
Everyone’s Responsibility	A key message in KCSIE: Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children has a role to play.
F	
Faith or Belief Abuse	Faith or belief abuse are not confined to one faith, nationality or ethnic community. Belief in witchcraft, spirit possession and other forms of the supernatural can lead to children being blamed for bad luck, and are often subsequently abused
FGM	Female Genital Mutilation (FGM), also known as female genital cutting and female circumcision, is the ritual cutting or removal of some or all of the external female genitalia. The practice is found in Africa, Asia and the Middle East, and within communities from countries in which FGM is common. There is a legal duty for staff to report any concerns that a child may have or may be undergoing FGM.
FII	Fabricated or Induced Illness. FII is a form of abuse often carried out by a parent/carer who exaggerates OR deliberately causes symptoms of illness in the child. In some cases, this may result in unnecessary surgery or death.
Child Marriage	Can be a form of honour-based violence (HBV). This can happen in secret and can also be planned by parents, family or religious leaders. This can include children (child marriage).
G	
GBV	Gender-based violence (GBV) is violence that is directed at an individual based on his or her biological sex or gender identity. It includes physical, sexual, verbal, emotional and psychological abuse, threats, coercion, and economic or educational deprivation, whether occurring in public or private life.
Gangs	The Government guidance Safeguarding Children and Young People who may be affected by gang activity (published in 2010) distinguishes between: <ul style="list-style-type: none"> ● ‘Peer Group’ – a relatively small and transient social grouping which may or may not describe themselves as a gang, depending on the context ● ‘Street Gang’ – “groups of young people who see themselves (and are seen by others) as a discernible group for whom crime and violence is integral to the group’s identity” ● ‘Organised Criminal Gangs’ – “A group of individuals for whom involvement in crime is for personal gain (financial or

	otherwise). For most, crime is their occupation”
GDPR	The GDPR and Data Protection Act 2018 place greater significance on organisations being transparent and accountable in relation to their use of data. All organisations handling personal data need to have comprehensive and proportionate arrangements for collecting, storing, and sharing information. The GDPR and Data Protection Act 2018 do not prevent, or limit, the sharing of information for the purposes of keeping children and young people safe.
Governor	The safeguarding governor should have a clear focus on the way the school’s Child Protection and Safeguarding Policy and safeguarding procedures are implemented within the school and ensure safeguarding is embedded within the school ethos.
H	
Homelessness	Homelessness can obviously impact on children in a variety of ways. It can affect mental health, self-esteem, security and attachment. It may mean losing materials required for school, being unable to complete homework and presenting as tired. Friendships can be impacted upon and families can experience financial difficulties.
Hate Crimes	A hate crime, typically one involving violence, that is motivated by prejudice on the basis of race, religion, sexual orientation, or other grounds.
HBV - Honour Based Abuse	Honour-based abuse encompasses incidents / crimes that have been committed to protect or defend the honour of the family or community. Examples include: child marriage, FGM, breast ironing and restrictions of freedom.
I	
It could happen here	A key message from KCSIE: Staff working with children are advised to maintain an attitude of “it could happen here” where safeguarding is concerned.
Indicators	The indicators of child abuse aren’t always obvious and a child might not feel able to tell anyone what’s happening to them. There are different types of abuse and the indicators may depend on the type. Common factors can include changes in behaviour or personality.
Immediate Danger	A threshold level in KCSIE. If a child is thought be at risk of significant harm, an immediate response is required. Ensure you inform the DSL or if unable to locate them contact the police or social care direct. Do not leave school without passing on your concern.
Initial Child protection Conference (ICPC)	A meeting after a section 47 assessment has taken place – this is usually after grave concerns have been raised. It decides if the family should be subject to a Child Protection Plan and involves the family and all relevant professionals

Information sharing	Early information sharing is vital for effective identification of risk but must be shared sensitively and on a need to know basis.
Injuries	If an injury is visible, make sure you complete a body map and include a description of location, colour, size and shape.
Induction	As part of the induction process you will be given key safeguarding information that you must read. If you have any further questions regarding safeguarding please see your DSL.
Initiation	Some members of criminal gangs are "jumped in" (by going through a process of initiation), or have to prove their loyalty and right to belong by committing certain acts, usually theft or violence
Inter-Agency Working	It is imperative that schools work with outside agencies to support children and families.
K	
Keeping Children Safe in Education	KCSIE is the statutory guidance that schools must have regard to when carrying out their duties to safeguard children. All staff must read and fully understand Part 1 and Annex A.
L	
LADO	Local Authority Designated Officer. This is the person who should be notified when it has been alleged that a professional or volunteer who works with children has caused them harm or if their behaviour is unprofessional or a risk to children.
Local Safeguarding Children Board - LSCB	<p>Local Safeguarding Children Boards (LSCBs) are organisations that bring together senior representatives from health, education, social care, police, probation and the voluntary sector. They meet regularly to ensure that agencies are working together to safeguard children and promote their welfare.</p> <p>All LSCBs will have a website – as will the local authority – so that you can find the details you need on referral routes, thresholds/eligibility criteria and service provision in your area.</p>
Lone-working	Do not put yourself at risk: Be aware of location, position of body, do not cover windows or enter an area alone with a child. Avoid situations that may lead to allegations. If you feel vulnerable when alone with a child, inform your DSL.
M	
Mental Health	Poor mental health can include ailments such as depression, anxiety and conduct disorder, and are often a direct response to what is happening in a child's life. The emotional wellbeing of children is just as important as their physical health.
Multi-agency working	Multi-agency working could involve anyone whose job or voluntary work puts them in contact with children, young people and

their families. It is likely to include people from professional backgrounds including social work, health, education, early years, youth work, police and youth justice.

N

Neglect

Failure to meet a child's basic physical and psychological needs.

There are 6 areas of neglect:

1. Medical neglect
2. Educational neglect
3. Clothing and warmth
4. Food-related
5. Emotional
6. Safety and supervision

O

Online safety

All schools are required to put in place strengthened measures to protect children from harm online - including cyber bullying, pornography and the risk of radicalisation.

Operation Encompass

Operation Encompass is a police and education early information sharing partnership enabling schools to offer immediate support for children and young people experiencing domestic abuse. Information is shared by the police with the school prior to the start of the next school day if officers have attended a domestic violence incident.

P

Child on child

Child on child abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in child on child abuse is under the age of 18. It can involve:

- bullying (including cyber bullying)
- physical abuse, hitting, kicking, shaking, biting, hair-pulling or otherwise causing physical harm
- gender-based violence/sexual assaults
- sexting (also known as youth-produced sexual imagery)
- initiation / hazing type violence and ritual

Personal Education Plan

PEP – meetings used to monitor and evaluate progress of our children in care – usually held 3 times per year aiming to ensure these vulnerable children are receiving every support in school to help them achieve

Physical Abuse

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

<p>Policies and procedures</p>	<p>In order to safeguard children staff should refer to and be aware of the following:</p> <ol style="list-style-type: none"> 1. Safeguarding / Child Protection Policy 2. Behaviour Policy 3. Staff Code of Conduct / Staff Behaviour Policy 4. Part One and Annex A of 'Keeping Children Safe in Education' DfE (2020); 5. Information of who your Designated Safeguarding Lead (DSL) and Deputy DSLs are. <p>All staff are expected to read these key documents and fully understand their responsibility. They will also be provided with the school's recording procedures.</p>
<p>Prevent</p>	<p>The Prevent Duty became law in 2015. This is a duty on all schools and registered Early Years providers to have due regard to preventing people being drawn into terrorism. In order to protect children in your care, you must be alert to any reason for concern in the child's life at home or elsewhere. This includes awareness of the expression of extremist views.</p>
<p>Private Fostering</p>	<p>Private fostering is when a child under the age of 16 (under 18 if SEND) 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. Staff should inform the DSL if a child is not living at home.</p>
<p>R</p>	
<p>Relationship Abuse</p>	<p>In KCSIE 2018 the term was amended and the word 'teenage' was removed as evidence suggests that even young children may be involved in the abuse of other children. Relationship abuse is not always violent and can include controlling behaviours and verbal abuse.</p>
<p>Review Child Protection Conference - RCPC</p>	<p>Review child protection case conferences assess progress on the protection plan and may decide that there has been enough progress and a protection plan is no longer needed. The first review is held within three months of the initial conference and at least every six months after that.</p>
<p>Risk of harm</p>	<p>A threshold level in KCSIE. All staff have a responsibility to report risk of harm concerns about children and young people. Without intervention the child may be harmed so a response is required.</p>

S

Safeguarding	<p>In theory, Safeguarding means protecting children from abuse and maltreatment; preventing harm to children's health or development; ensuring children grow up with the provision of safe and effective care</p> <p>In practice, Safeguarding is the policies and practices that schools and Governing Bodies employ to keep children safe and promote their well-being.. <i>NSPCC 2020</i></p>
Safer Recruitment	<p>Safer Recruitment is designed to protect children's welfare at every point where they come into contact with professionals. The overall purpose of Safer Recruitment is to help identify and deter or reject individuals who are deemed to be at risk of abusing children. This includes all pre-appointment checks and activity beyond taking up appointment in schools. It is a compliance requirement. If you feel someone is unsuitable please follow the whistleblowing policy or speak to a Senior Leader.</p>
Section 47	<p>Where a child is suffering, or is likely to suffer harm, social care will carry out a statutory assessment. (Section 47) - this often leads to Child Protection status. The enquiry will involve an assessment of the child's needs and the ability of those caring for the child to meet them. The aim is to decide whether any action should be taken to safeguard the child. The child's parents/carers will be interviewed, as well as the child (unless the child is too young). The assessment will also include information from the child's school, doctor and other professionals.</p>
Sexual abuse	<p>Contact abuse involves forcing or enticing a child to physically engage in sexual activities. This may involve, penetration, touching, use of objects, undressing etc</p> <p>Non-contact abuse is forcing a child to watch sexual interactions .It also involves the making or sharing of child abuse images or online abuse with a child.</p>
Sexual Violence & Harassment	<p>KCSIE introduced a new section in 2018 (part 5). Sexual violence can occur between two children of any age and sex. It can also occur through a group of children assaulting or sexually harassing a single child or group of children. It can include non-consensual activity: touching, sexual name-calling, removing items of clothing and unwanted sexual acts, such as rape/assault.</p>
Self-harm	<p>Self-harm is any behaviour where a person intentionally sets out to harm themselves. This may be an impulsive act or may be planned. Self-harm is a relatively common problem that is frequently misunderstood and kept hidden. It may include: scratching or picking skin, cutting body, tying something around body, inserting things into</p>

	body, scouring/scrubbing body excessively, hitting or, punching self, pulling out hair, over/under eating, excessive drinking of alcohol, taking non-prescription drugs, burning or scalding, hitting walls with head and/or fist, taking an overdose or swallowing something dangerous, self-strangulation or risky behaviours such as running into the road.
Serious Case Review	Serious case reviews (SCRs) are undertaken by the safeguarding partners (Formally LSCBs) for every case where abuse or neglect is known - or suspected - and either a child dies or is seriously harmed. It looks at how organisations or professionals worked together to protect the child.
Sexting	Sexting (or “sex texting”) is sending or receiving sexually explicit or suggestive images, messages, or videos on a smartphone, computer, tablet, or other device. Sexting includes sending or receiving nude or nearly nude photos or selfies or videos that show nudity, sex acts, or simulated sex. Creating or sharing explicit images of a child is illegal, even if the person doing it is a child.
Social Media	There are increasing risks to children on social media which may include: <ul style="list-style-type: none"> • Cyberbullying / Cyber predators • Posting private information • Phishing (fraudulently acquiring personal details) • Falling for scams • Accidentally downloading malware • Posts that come back to haunt a child later in life
Special Guardianship Order SGO	When a child is placed with a person who then become legally responsible for the child and can exercise that legal responsibility.
Strategy Meetings	A strategy meeting happens when immediate concerns have been raised about the safety and/wellbeing of a child or children. Professionals meet to share information with a view to planning an immediate response to keep a child safe. Often a section 47 is initiated as a course of action.
T	
Thresholds	Each Local Authority has a threshold document that schools should adhere to. Staff are encouraged to ensure they pass on all concerns, as lower level issues may be significant where there are previously identified or ongoing concerns.
Toxic Trio	This term is used when families demonstrate issues around domestic abuse, mental ill-health and substance misuse. Children who belong to families where these issues occur, are likely to suffer significant harm or abuse.