



**Safeguarding Policy**

**Date:**October 2020

**Review Date:**October 2021

**Chair of Governors**

Signature.....

Print Name **Mr Lee Mcrae** Date **1<sup>st</sup> October2020**

**Head Teacher**

Signature.....

Print Name **Mrs Jo Fantarrow** Date **1<sup>st</sup> October2020**

**Designated Safeguarding Lead**

Signature.....

Print Name **Mrs Michelle White** Date**1<sup>st</sup> October2020**

*NB Original copy is signed*

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## NAMED STAFF AND GOVERNOR CONTACTS

At Hopping Hill Primary School, the named personnel with designated responsibility for safeguarding are:

<b>Designated Safeguarding Lead</b>	Mrs. Michelle White Deputy Head Teacher <a href="mailto:michelle.white@hoppinghill.northants.sch.uk">michelle.white@hoppinghill.northants.sch.uk</a> Contact throughout term and non-term time via this address
<b>Deputy Designated Safeguarding Lead</b>	Mrs. Jo Fantarrow Head Teacher <a href="mailto:head@hopping.northants.ecl.gov.uk">head@hopping.northants.ecl.gov.uk</a> Contact throughout term and non-term time via this address
<b>Designated Safeguarding Lead Trained</b>	Mrs. Rebecca Cronin Miss Danielle Nossa
<b>Safeguarding Governor</b>	Mr. Lee McRae <a href="mailto:lee.mcrae@hoppinghill.northants.sch.uk">lee.mcrae@hoppinghill.northants.sch.uk</a> Contact throughout term and non-term time via this address

The named personnel with Designated Responsibility regarding allegations against staff are:

<b>Designated Senior Manager</b>	Mrs. Jo Fantarrow Head Teacher <a href="mailto:head@hopping.northants.ecl.gov.uk">head@hopping.northants.ecl.gov.uk</a>
<b>Deputy Designated Senior Manager</b>	Mrs. Michelle White Deputy Head Teacher <a href="mailto:michelle.white@hoppinghill.northants.sch.uk">michelle.white@hoppinghill.northants.sch.uk</a>
<b>Chair of Governors (in the event of an allegation against the head teacher)</b>	Mr. Lee McRae Contact details available from the school office 01604 751625 <a href="mailto:office@hoppinghill.northants.sch.uk">office@hoppinghill.northants.sch.uk</a>

### Local Authority Contacts for Referrals

Safeguarding Referrals must be made in one of the following ways:

Multi agency Safeguarding Hub (MASH) Team by  
telephone: **0300 126 1000**

By completing the Online Referral form found at

<https://www.northamptonshire.gov.uk/councilservices/children-families-education/help-and-protection-for-children/Pages/report-a-concern.aspx>

In an emergency outside office hours, contact the Emergency Duty Team 01604 626938 or the police

For advice regarding Prevent

By telephone **101 ext. 341166**

By email [prevent@northants.pnn.police.uk](mailto:prevent@northants.pnn.police.uk)

For advice regarding Prevent, The Department for Education 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. You can also email [counter.extremism@education.gov.uk](mailto:counter.extremism@education.gov.uk). Note that this is not for use in emergencies

**If a child is in immediate danger, left alone or missing, you should contact the police directly and/or an ambulance using 999**

### Referrals regarding Adults in Education:

#### (Local Authority) Designated Officers:

Designated Officer Administrator 01604 364031

Designated Officer Christine York 01604 362633

Designated Officer Andy Smith 01604 367862

<http://www.northamptonshirescb.org.uk/health-professionals/taking-action/designated-officer/>

# 1. INTRODUCTION

## Policy Statement

Hopping Hill Primary School fully recognises the contribution it can and should make to protecting children and supporting families and pupils in school. The aim of the policy is to safeguard and promote our pupils' welfare, safety and health by fostering an honest, open, caring and supportive climate and one in which all adults understand their roles and responsibilities in safeguarding children, and act accordingly to do so. We are committed to safeguarding children and young people and we expect everyone who works in our school (as staff or volunteers) to share this commitment.

## Policy principles

- Welfare of the child is paramount
- Adults should act in the best interests of the children
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity have equal rights to protection
- All staff have an equal responsibility to identify children who may benefit from Early Help and to act on any suspicion or disclosure that may suggest a child is at risk of harm
- There is a culture of transparency, openness and, if needed, challenge with regards to maintaining standards of safeguarding
- Pupils and staff involved in child protection issues will receive appropriate support

## Policy aims

- To provide all staff with the necessary information to enable them to meet their safeguarding and child protection responsibilities
- To ensure consistent good practice
- To demonstrate commitment to child protection to pupils, parents and other partners

Our school will therefore:

- Establish and maintain an ethos where children feel safe and are encouraged to talk, and are always listened to
- Ensure that children know that there are adults in the school whom they can approach if they are worried or feel unsafe
- Include in the curriculum and beyond, activities and opportunities for discussion and learning about personal safety to equip children with the skills they need to stay safe from abuse (including online) and to know to whom they can turn for help
- Provide opportunities to establish effective working relationships with parents and other agencies
- Operate safer recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children, including references, and Criminal Record and prohibition from teaching checks

## 2. LEGISLATION AND GUIDANCE

This policy is based on the **Department for Education's statutory guidance**, Keeping Children Safe in Education (KCSIE)2020 **and** Working Together to Safeguard Children 2018, **and the** Governance Handbook and the following legislation and statutory guidance: -

- **The Children Act 1989 and The Children Act 2004 amendment**-Section 11 of the Children Act 2004 places duties on a range of organisations and individuals to ensure their functions, and any services that they contract out to others, are discharged having regard to the need to safeguard and promote the welfare of children.
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the **Serious Crime Act 2015**, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- **Statutory guidance on FGM**, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- **The Rehabilitation of Offenders Act 1974**, which outlines when people with criminal convictions can work with children
- Schedule 4 of the **Safeguarding Vulnerable Groups Act 2006**, which defines what 'regulated activity' is in relation to children
- Statutory guidance on the Prevent duty, which explains schools' duties under the **Counter-Terrorism and Security Act 2015** with respect to protecting people from the risk of radicalisation and extremism
- Section 175 of the **Education Act 2002**, which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- The **School Staffing (England) Regulations 2009**, which set out what must be recorded on the single central record and the requirement for at least one person on a school interview/appointment panel to be trained in safer recruitment techniques
- Sexual Offences Act (2003)
- The Childcare (Disqualification) Regulations 2009 (and 2018 amendment) and Childcare Act 2006, which set out who is disqualified from working with children (All schools with pupils aged under 8)
- This policy also meets requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage. (All early years' providers)
- This policy forms part of a suite of documents and policies which relate to the safeguarding responsibilities of the school.
- Current DfE guidance relating to COVID-19

### **Northamptonshire Safeguarding Children Partnership (NSCP)**

The following **three safeguarding partners** are identified in KCSIE 2020 (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will arrange to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- A clinical commissioning group for an area within the LA
- The chief officer of police for a police area in the LA area

Hopping Hill complies with this guidance and the procedures set out by Northamptonshire Safeguarding Children Partnership. The new 2019 Northamptonshire Safeguarding Partnership arrangements can be found using the following link

<http://www.northamptonshirescb.org.uk/about-northamptonshire-safeguarding-children-partnership/policies/>

### 3. DEFINITIONS

**Safeguarding and promoting the welfare of children** is defined in Keeping Children Safe in Education 2020 as:

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

**Child protection** is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

**Abuse** is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm.

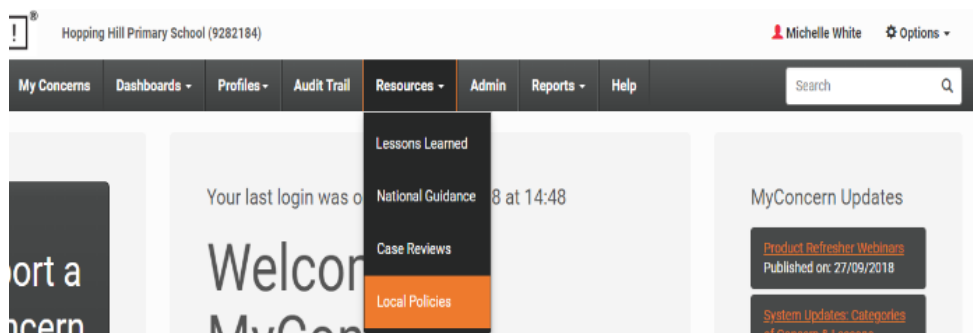
**Neglect** is a form of abuse and is a consistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

**Children** includes everyone under the age of 18.

**Safeguarding** is not just about protecting children from significant harm. It refers to broader aspects of care and education. The duty is to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports a range of other policies. In particular, this policy should be read in conjunction with the school's: -

- Safer Recruitment Policy,
- Behaviour Policy,
- Looked after and Previously Looked After Children Policy
- Anti-Bullying Policy,
- Staff Code of Conduct
- School Complaints Procedure
- Online Safety Policy and ICT Acceptable Usage Policy.
- Whistleblowing Policy

School staff can find copies of these policies and of other statutory guidance on My Concern in the Local Resources section.



Other members of the school community can find policies on the school's website in the information section

<https://www.hoppinghillprimary.co.uk/>

#### 4. SCOPE, ROLES AND RESPONSIBILITIES

*Named individuals cited at opening of this policy document.*

The school will ensure there is a member of the senior leadership team in the Designated Safeguarding Lead (DSL) role and that appropriate cover is provided if they are unavailable. This person will have the status and authority to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff. They will ultimately have lead responsibility, which will not be delegated, however, deputy leads will be trained to the same level.

This policy applies to all staff, governors, volunteers and visitors to the school. All adults working with or on behalf of children have a responsibility to safeguard and promote their welfare. This includes a responsibility to be alert to possible abuse and to record and report concerns immediately to staff identified within this policy. We ensure that all parents and other working partners are aware of our child protection policy by highlighting it on parents' information such as newsletters and on our school website, displaying appropriate information in our reception and by raising awareness at meetings with parents.

##### **Extended School Activities**

Where the Governing Body provides services or activities directly under the supervision or management of school staff, the school's arrangements for child protection will apply. Where services or activities are provided separately by another body, the Governing Body will seek assurance in writing that the body concerned has appropriate policies and procedures in place to safeguard and protect children and that there are arrangements to liaise with the school on these matters where appropriate.

##### **Responsibilities of School Staff**

- To read and understand Part I and Annex A of the Department for Education's statutory safeguarding guidance, *Keeping Children Safe in Education 2020* and review this guidance at least annually.
- To provide a safe environment in which children can learn.
- To be prepared to identify children who may benefit from Early Help and understand they should discuss Early Help requirements with the DSL.
- To support other agencies and professionals in Early Help Assessment.
- Any staff member who has a concern about a child's welfare should follow procedures outlined in *Keeping Children Safe in Education 2020* and school's reporting systems and understand they may make a referral directly to social care (Appendix 1).
- To be aware of the signs of different forms of abuse and neglect, as well as specific safeguarding issues (Appendix 4). Please refer to the NSCP Website for specific guidance on identification of neglect, NSCP Neglect Toolkit including roles and responsibilities for interventions. Please use the full suite of documents and guidance contained within the NSCP webpages.
- To understand and adhere to the school's Code of Conduct.
- Teachers, including head teachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards 2013).
- Teachers **must personally** report to the police cases where they discover that an act of Female Genital Mutilation (FGM) appears to have been carried out on a girl under the age of 18 (The Serious Crime Act 2015). In schools, this will usually come from a disclosure. Teacher must discuss any such cases with the safeguarding lead and children's social care. The duty does not apply in relation to at risk or suspected cases.

## **Responsibilities of DSL**

The DSL is a member of the Senior Leadership Team. The deputy DSL will be trained to the same standard as the DSL. The DSL will be given the time, funding, training, resources and support to:

### **Manage referrals**

- Refer cases of suspected abuse to the local authority Children's Social Care as required
- Refer concerns regarding young persons vulnerable to extremism and radicalisation to the MASH Team (advice can be sought from Prevent Engagement officers at Northamptonshire Police)
- Support staff who make referrals to local authority children's social care
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required
- Refer to the police, cases where a crime may have been committed

### **Work with others**

- Liaise with the Head Teacher to inform her of issues
- Liaise with staff on matters of safety and safeguarding
- Liaise with professionals from agencies e.g. Children's Social Care, Early Help & Health
- Act as a source of support, advice and expertise for staff

### **Training**

- Undergo training that is updated at least every two years
- In addition to the formal training set out above, refresh knowledge and skills at regular intervals, as required, but at least annually
- Undertake Prevent awareness training and support the staff with the requirements of this
- Understand the assessment process for providing Early Help and Intervention
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively
- Ensure staff receive regular safeguarding/ child protection updates as required but at least annually
- Ensure all staff have access to and understand the school's child protection policy and procedures
- Be alert to the specific needs of children in need, those with SEND and young carers
- Encourage a culture of listening to children and taking account of their wishes and feelings, among staff, in any measures the school may put in place to protect them

### **Raise Awareness**

- Ensure the school child protection policies are known, understood and used appropriately
- Ensure the school safeguarding policy is reviewed annually (as a minimum) and the procedures and implementations are updated and reviewed regularly, and work with governing bodies or proprietors regarding this
- Ensure the child protection policy is available and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this



- Ensure staff are aware of the NSCP site and their role

### **Child protection files and record keeping**

- DSL is responsible for ensuring well-kept records essential to good child protection practice
- Staff are made aware of the need to record and report concerns about a child within school
- My Concern (online recording system) is used for current child protection records. This is a secure system used by many educational establishments. All staff have received training on the system. The DSL has main administration rights. The DSL team has access to all information stored. Access to information by other staff is controlled by the DSL who makes the decision on what is appropriate and necessary. Additional records may be stored securely electronically or in paper format by the DSL.
- Child protection records are stored securely (via My Concern or in a locked cupboard) Access is confined to specific staff - the DSLs, the Head Teacher and family support workers in cases. As part of monitoring, this may also extend to other staff in school where appropriate.
- Child protection records are reviewed regularly to check whether any action or updating is needed.
- When children leave Hopping Hill, child protection records are transferred separately (as soon as possible) from other records and are sent by recorded delivery, electronically (via My Concern) or hand delivered to receiving schools. Original documents are transferred. Copies might be made. Confirmation of receipt will be obtained. Files requested by other agencies e.g. police, will be copied and shared as appropriate

### **Availability**

- During term time the DSL (or a deputy) will always be available (during school hours) for staff to discuss safeguarding concerns. If the DSL/deputy DSL are not available in person, face to face contact may not be possible, contact may be made via telephone or other such media.
- The DSL will provide contact details and days of availability during school holidays to the local authority. They will ensure all days have availability of appropriate staff
- The Deputy DSL is appropriately trained and, in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of pupils. However, the senior DSL holds lead responsibility

### **Responsibilities of the Governing Body**

To ensure that the school:

- Creates a culture where the welfare of students is paramount and staff feel confident to challenge over any concerns
- Complies with their duties under legislation - including the Prevent Duty 2015
- Contributes to interagency working and plans
- Takes into account NSCP procedures
- Has a nominated governor who liaises with the Designated Officer in the event of an allegation being made against the head teacher
- Ensures effective safeguarding procedures and policy are in place as well as staff behavior policy and both are provided to, and followed by, all staff in a timely manner

- Has an appropriate response to children who go missing from education and inform and report to the Local Authority when required
- Appoints a DSL who is a member of the senior leadership team, trained every 2 years, and that the responsibilities are explicit in the role holder's job description. The DSL should be given time, funding and training to support this. There should always be cover for this role.
- Has considered how children are taught about safeguarding.
- Has evidence of the child voice and that there are systems in place for pupils' views.
- Appoints a Designated Looked After and Previously Looked After Children teacher and ensures appropriate training.
- Ensures relevant staff have awareness of this group and their needs, including contact arrangements.
- Has procedures for dealing with allegations of abuse made against members of staff, including allegations made against the Head Teacher and allegations against other children.
- Procedures are in place for referral to the DBS (disclosure and barring service).
- Has safer recruitment procedures that include statutory checks on staff suitability to work with children and ensures recording of this. Ensures volunteers are appropriately risk assessed, inducted and supervised. Ensures at least one person on the appointment panel is safer recruitment trained.
- Develops a training strategy that ensures all staff, including site staff and the Head Teacher, receive information about the school's safeguarding arrangements on induction, and appropriate child protection training, which is regularly updated in line with any requirements of the NCSP
- All governors will read KCSIE 2020

### **Responsibilities of the Head Teacher**

- To ensure that the child protection policy and code of conduct are followed by all staff.
- To ensure appropriate online filter and monitoring systems are in place and ensure online safety is included in lessons.
- To allocate sufficient time, training, support and resources, including cover arrangements when necessary, to enable the DSL and deputy to carry out their roles effectively.
- To ensure that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistleblowing procedures.
- To ensure that pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online.
- To liaise with the Designated Officer where an allegation is made against a member of staff.
- To ensure that anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service
- Ensure that relevant staffing ratios are met, where applicable.
- Making sure every child in the Early Years Foundation Stage is assigned a key worker.

## 5. ABUSE OF POSITION OF TRUST

All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach. In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence, even if that pupil is over the age of consent. Clearly all of our pupils would be under the age of consent.

## 6 CHILDREN WHO MAY BE PARTICULARLY VULNERABLE

Some children may have an increased risk of abuse. It is important to understand that this increase in risk is due more to societal attitudes and assumptions, and child protection procedures that fail to acknowledge children's diverse circumstances rather than the individual child's personality, impairment or circumstances. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur.

To ensure that all of our pupils receive **equal** protection, we will consider children who are:

- missing education/missing from education
- disabled or have special educational needs
- young carers
- privately fostered children
- affected by domestic abuse
- affected by substance misuse/drug use
- affected by mental health issues including self-harm and eating disorders
- affected by poor parenting
- at risk of Fabricated or Induced Illness
- at risk of gang and youth violence
- asylum seekers
- living away from home
- Vulnerable to being bullied, or engaging in bullying including cyber, homophobic, racist etc.
- live transient lifestyles
- LGBT (lesbian gay bisexual transgender)
- missing from home/care
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- Vulnerable to extremism or radicalisation.
- vulnerable to faith abuse
- involved directly or indirectly in child sexual exploitation (CSE) or trafficking
- do not have English as their first language
- at risk of Honour Based Violence (HBV) including female genital mutilation and forced marriage
- have parents or carers with mental health issues
- are at risk of, or are homeless
- have parents or carers who are in prison
- are going through the court system

### **Children with Special Educational Needs/Disabilities**

Children and young people with special educational needs and disabilities (SEND) can face additional safeguarding challenges because there may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability, without further exploration. Children with SEND can

be disproportionately impacted by things like bullying without outwardly showing any signs; and difficulties may arise in overcoming communication barriers.

### **Looked After Children (LAC) and Previously Looked After Children**

We will ensure that staff have the skills, knowledge and understanding to keep looked after children and previously looked after children safe. In particular, we will ensure that:

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements.
- The DSL has details of children's social workers and relevant virtual school heads.
- We have appointed a designated teacher, (Michelle White) who is responsible for promoting the educational achievement of looked after children and previously looked after children
- The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role. As part of their role, the designated teacher will:
  - Work closely with the DSL team to ensure that any safeguarding concerns regarding looked after and previously looked after children are quickly and effectively responded to
  - Work with virtual school heads to promote the educational achievement of looked after and previously looked after children, including discussing how pupil premium plus funding can be best used to support looked after children and meet the needs identified in their personal education plans.
- The Designated Teacher will provide expertise and training on issues that are linked to LAC and previously LAC such as attachment awareness and emotion coaching.

This list provides examples of additional vulnerable groups and is not exhaustive.

### **Contact during COVID-19 related school absence**

We have contact plans for children with a social worker and other children who have safeguarding concerns or are considered vulnerable, for circumstances where:

They won't be attending school (for example in a local lockdown during Covid-19)  
or  
they would usually attend but have to self-isolate.

The DSL (supported by the deputy DSL team) will agree a plan for contact, which will be according to an agreed level of need. The frequency of contact might be anything between daily and weekly. The staff who make contact with each family will as far as possible be those staff members who have the most positive and trusted relationships with the family. The method of contact could be over the phone, doorstep visit or a combination of both. Where appropriate (and agreed by parents/carers / social workers) school staff might have direct virtual contact with children to maintain direct support and trusted relationships. This will always involve at least two staff members.

School will endeavor to share and agree these plans with the child's social worker where relevant and will review them constantly. If we cannot make contact, we will visit the home and if necessary, contact social care or the police.

## 7.CHILD PROTECTION PROCEDURES - RECOGNISING ABUSE AND TAKING ACTION

### Categories and Definitions

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect. Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Abuse may be committed by adult men or women and by other children and young people. There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect (see Appendix 2)

### Extra Familial Harm

All staff should be aware that safeguarding incidents and / or behaviours can be associated with factors outside the school and / or can occur between children outside of these environments. All staff should consider whether children are at risk of abuse or exploitation in situations outside of their families. Extra Familial harms take a variety of forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation and serious youth violence.

### Indicators of abuse

The identification of abuse is complicated, as children may go to great lengths to hide injuries; they may be ashamed or embarrassed, or their abuser may threaten further violence or trauma if they 'tell'. Children may have no physical signs or they may be hard to see therefore staff need to be alert to behavioural indicators too (detailed in Appendix 3). See safeguarding noticeboard, My Concern Resources section and [www.NSPCC.org.uk](http://www.NSPCC.org.uk) for further information.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed. It is very important that staff report and record or voice their concerns – they do not need 'absolute proof' that the child is at risk. We actively encourage a 'never do nothing' attitude if staff have a concern about a child and promote discussion with the DSL if in any doubt. Any child, in any family in any school could become a victim of abuse. Staff should always maintain an attitude of "it could happen here". It is not school staff's responsibility or role to investigate or decide whether a child has been abused.

### Specific Issues

There are many issues of concern affecting children today and not all can be listed here. We will have a consistent approach of following our procedures and consulting with other agencies if there are any concerns with any of our pupils. Signs and indicators of some of these specific safeguarding issues can be found in Appendix 4

### Online safety

Our *Online Safety Policy* is set out in a separate document. We ensure that we have effective mechanisms to identify, intervene in, and escalate any incident where appropriate. Online safety is included in our curriculum at all levels and information is provided to parents/carers.

All staff are made aware of the school policy on Online Safety, which sets our expectations relating to:

- Creating a safer online environment – including training requirements, filters and monitoring
- Giving everyone the skills, knowledge and understanding to help children and young people stay safe online
- Inspiring safe and responsible use and behaviour
- Safe use of mobile phones both within school and on school trips/outings
- Safe use of camera equipment, including camera phone
- What steps to take if you have concerns and where to go for further help

Staff must read the *Online Safety Policy* in conjunction with our Code of Conduct

### **Peer on Peer Abuse - e.g. sexting/cyberbullying/sexual assaults**

We recognise that children are capable of abusing their peers. This is generally referred to as peer on peer abuse and can take many forms.

This can include but is not limited to:

- Bullying, including cyberbullying
- Sexual violence and sexual harassment
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm
- Sexting
- Initiation/hazing type violence and rituals

Abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. Most cases of pupils hurting other pupils will be dealt with under the school’s behaviour policy but this child protection and safeguarding policy will apply to any allegation that raises 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
- involves pupils being forced to use drugs or alcohol
- involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting)

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse. When considering whether behaviour is abusive, it is important to consider:

- Whether there is a large difference in power (for example age, size, ability, development) between the young people concerned.
- Whether the perpetrator has repeatedly tried to harm one or more other children.
- Whether there are concerns about the intention of the alleged perpetrator.

Peer on peer abuse can manifest itself in many ways and different gender issues can be prevalent. Severe harm may be caused to children by abusive and bullying behaviour of other children, which may be physical, sexual or emotional and can include gender-based violence/sexual assaults, sexting, domestic abuse, peer-on-peer exploitation, serious youth violence, sexual bullying or harmful sexual behaviour.

In order to minimise the risk of peer on peer abuse the school:

- Provides a developmentally appropriate PSHE curriculum, which develops students understanding of acceptable behaviour and keeping themselves safe.
- Have systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued. This is addressed through our protective behaviours curriculum
- Develop robust risk assessments and safety plans where appropriate.
- Have relevant policies in place (e.g. behaviour policy).

## **Sexually Harmful Behaviour**

The management of children and young people with sexually harmful behaviour is complex and the school will work with other agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Staff who become concerned about a pupil's sexual behaviour should speak to the DSL as soon as possible.

## **Upskirting**

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

## **Sexting or Youth Produced Sexual Imagery**

Is the sharing of sexual imagery (photos or videos) by children.

If you are made aware of an incident involving sexting (also known as 'youth produced sexual imagery'), you must report it to the DSL immediately.

### **You must not:**

- View, download or share the imagery yourself, or ask a pupil to share or download it. If you have already viewed the imagery by accident, you must report this to the DSL.
- Delete the imagery or ask the pupil to delete it.
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility).
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers.
- Say or do anything to blame or shame any young people involved.

## **Initial review meeting**

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the imagery in order to safeguard the young person (in most cases, imagery should not be viewed)
- What further information is required to decide on the best response
- Whether the imagery has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
- What the DSL knows about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the imagery is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of the imagery

(for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the Head Teacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care.

### **Further review by the DSL**

If at the initial review stage, a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review.

They will hold interviews with the pupils involved (if appropriate) to establish the facts and assess the risks. If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

### **Informing parents**

The DSL will inform parents at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

### **Referring to the police**

If it is necessary to refer an incident to the police, this will be done through dialing 101

### **Recording incidents**

All sexting incidents and the decisions made in responding to them will be recorded

You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

Pupils are taught about the issues surrounding sexting as part of our PSHE education and computing programmes. Pupils are taught about what to do if they feel unsafe and how they know they are feeling unsafe. They are also taught about their bodies and what is private. They also learn about safe and appropriate sharing of information.

### **Missing Children**

A child going missing from education, which includes within the school day, is a potential indicator of abuse and neglect, including sexual exploitation. Absences are monitored and followed up in line with LA procedures, particularly where children go missing on repeated occasions. Staff will be aware of the signs of risk including travelling to conflict zones, FGM and forced marriage.

All pupils will be placed on admission and attendance registers as required by law. We will inform the Local Authority of any child removed from our attendance register including when pupils:

- Leave school to be home educated.
- Move away from the school's location.
- Remain medically unfit beyond compulsory school age.
- Are in custody for four months or more (and will not return to school afterwards)
- Are permanently excluded

We will inform the local authority of any pupil who fails to attend for a continuous period in line with Northamptonshire procedures. We will ensure that pupils who are expected to attend the school, but fail to take up the place will be referred to the local authority. When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date

School will aim to have at least two emergency contact numbers for all children and will attempt to call until contact has been made with one of the adults named as a contact. If any child is deemed particularly vulnerable, staff will endeavor, wherever possible, to visit the family home to ascertain that the child is safe.

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

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



of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

### **Child Criminal Exploitation – County Lines**

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, and market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism<sup>12</sup> should be considered. Like other forms of abuse and exploitation, county lines exploitation can:

- affect any child or young person (male or female) under the age of 18 years;
- affect any vulnerable adult over the age of 18 years;
- still be exploitation even if the activity appears consensual;
- involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- be perpetrated by individuals or groups, males or females, and young people or adults; and is typified by some form of power imbalance in favour of those perpetrating the exploitation.

Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

### **Domestic Abuse**

At Hopping Hill, we are working in partnership with Northamptonshire County Council and Northamptonshire Police to identify and provide appropriate support to pupils who have experienced domestic abuse in their household; nationally this scheme is called Operation Encompass. In order to achieve this, Northamptonshire County Council will share police information with the Designated Safeguarding Lead(s) of all domestic incidents where one of our pupils has been affected. On receipt of any information, the Designated Safeguarding Lead will decide on the appropriate support the child requires, this could be silent or overt.

All information sharing and resulting actions will be undertaken in accordance with the 'NSCB Protocol for Domestic Abuse – Notifications to Schools'. We will record this information and store this information in accordance with the record keeping procedures outlined in this policy.

### **Honour Based Violence HBV**

So called Honour Based Violence encompasses crimes that have been committed to protect or defend the honour of the family and/or community. It includes FGM (see below), forced marriage and practices such as breast ironing. All forms of HBV are abuse regardless of motivation and should be escalated as such.

### **Female Genital Mutilation FGM**

This is illegal in the UK and is a form of child abuse. It refers to procedures that intentionally alter or cause injury to female genital organs for non-medical reasons. FGM typically takes place between birth and 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Any **teacher** who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a pupil under 18, must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it. They should also discuss the case with the DSL and involve children's social care as appropriate.

**Any other member of staff** who discovers that an act of FGM appears to have been carried out on a pupil under 18 must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

Any member of staff who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out must speak to the DSL and follow our local safeguarding procedures.

## **Forced Marriage**

A marriage entered into without the full and free consent of one or both parties, where violence, threats or coercion is used. This is not the same as arranged marriage where both parties consent.

## **Concerns about Radicalisation**

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'. This is part of school's wider safeguarding duty. School will intervene where possible to prevent vulnerable children being radicalised. As with all other forms of abuse, staff should be confident in identifying pupils at risk and act proportionately and should pass this on through the school's usual procedures. School will work with other partners including the Channel Panel. The DSL is appropriately trained and is able to offer advice, support and information to other staff. School will ensure safe internet filters are in place and ensure our pupils are educated in online safety. Hopping Hill is committed to ensuring we offer a broad and balanced curriculum that aims to prepare them for life in modern Britain. We teach the school's core values alongside fundamental British Values to support quality teaching and learning. Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalized they should take the following action:

- 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, this should not delay appropriate action being taken. Speak to a member of the senior leadership team 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.

**In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:**

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

## **Dealing with issues relating to parental responsibility**

School follow government guidance 'Understanding and dealing with issues relating to parental responsibility 2016'

## **Private Fostering**

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt, and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.) Private fostering is not necessarily indicative of any risk of harm but schools are obliged to pass information to the Local Authority when they become aware of a private fostering arrangement so that enquiries can be made. Private fostering arrangements, which are unknown to the Local Authority, are a cause for concern as privately fostered children and young people, without the safeguards provided by law, are a particularly vulnerable group. Staff should pass on to the DSL if they become aware of a private fostering arrangement. The DSL will speak to the adult in question, and inform them of their responsibility to inform the LA. School will notify the LA of the situation. School will take steps through the use of data collection and follow up contact with adults in question to try to verify the relationship between the child and adult registering the child at school.

## **Children and the court system**

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them, or for crimes they have witnessed.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

## **Children with family members in prison**

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

## **Mental Health**

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Where children have suffered this, or other potentially traumatic adverse childhood experiences, this can have a lasting impact. Staff should be aware how these experiences can impact on mental health, behaviour and education

If staff do have a concern about a child's mental health, this should be discussed with the DSL and they will advise on how best to raise this with parents. If the mental health concern is a safeguarding concern, this should be treated as any other safeguarding concern.

School do not diagnose mental health concerns but will provide information and signpost services to children and families.

## **What to do if a child is suffering or likely to be suffer significant harm, or immediate danger**

**Make a referral to children's social care and /or the police immediately if you believe a child is suffering or likely to suffer from harm, or is in immediate danger.** Anyone can make a referral but if possible, gain the advice and support from the DSL in doing this. If this is not possible and puts the child at further risk as it will take time, ensure you inform the DSL as soon as possible.

The DSL will refer all cases of suspected abuse or neglect to the Multi Agency Safeguarding Hub (MASH), Police (cases where a crime may have been committed) and to the Channel Programme where there is a radicalisation concern. Details of ways to refer are at the beginning of this policy.

The local authority will make a decision within one working day of a referral about what course of action to take and will let the person who made the referral know about the outcome. The DSL or person who made the referral must follow up with the Local Authority if this information is not made available.

If the child's situation does not seem to improve, the DSL or person who made the referral must follow local escalation procedures.

<http://www.northamptonshirescb.org.uk/about-northamptonshire-safeguarding-children-partnership/policies/case-conflict-resolution-protocol/>

There will be occasions when staff may suspect that a pupil may be at risk, but have no 'real' evidence. In these circumstances, staff will talk to the DSL who will ensure an opportunity to give the child a voice and opportunity to talk and may, where appropriate, speak to parents or ask other staff members too. The signs they have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill. It is fine for staff to ask the pupil if they are OK or if they can help in any way.

## **If a pupil discloses to you**

It takes a lot of courage for a child to disclose that they are being abused.

If a pupil talks to a member of staff about any risks to their safety or wellbeing, **the staff member will need to let the pupil know that they must pass the information on.** The point at which they tell the pupil this, is a matter for professional judgement. If they jump in immediately, the pupil may think that they do not want to listen; if left until the very end of the conversation, the pupil may feel that they have been misled into revealing more than they would have otherwise.

During their conversations with the pupils, it is best practice for staff to:

- Allow pupils to speak freely
- Remain calm and not overreact – the pupil may stop talking if they feel they are upsetting their listener
- Give reassuring nods or words of comfort -‘This isn’t your fault’, ‘You are doing the right thing in talking to me’
- Not be afraid of silences, and allow space and time for the pupil to continue
- Clarify or repeat back to check what they have heard if needed but do not lead the discussion in any way and do not ask direct or leading questions – such as... whether it happens to siblings too. Use questions such as tell me..... Is there anything else?
- Explain who you will need to tell, so that they can be helped.
- Remember professional boundaries and do not share personal experiences such as ‘that happened to me’
- Avoid admonishing the child for not disclosing earlier. Saying things such as ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be the staff member’s way of being supportive but may be interpreted by the child to mean that they have done something wrong
- Write up their conversation as soon as possible and hand it to the DSL signed and dated.
- Seek support if they feel distressed

### **Early Intervention**

If the concern is low level and does not require other agency involvement, early intervention might be initiated. This will involve inviting the parents/carers into school for a meeting to demonstrate professional concerns and discuss a supportive working partnership for the best interests of the student and also to information gather. The next plan of action, should the situation not improve, will be discussed. Monitoring of the student will be undertaken. This will demonstrate the frequency of concerns and help to build patterns.

### **Notifying parents**

The school will normally seek to discuss any concerns about a pupil with their parents. This will be handled sensitively. However, if by notifying parents children will be at increased risk of harm, parents will not be notified. The DSL or Deputy DSL are in the best position to make this decision.

### **Concerns against a staff member or Volunteer**

- If you have concerns about a member of staff or volunteer, speak to the head teacher.
- If you have concerns about the head teacher, speak to the chair of governors.
- You can also discuss any concerns about any staff member or volunteer with the DSL
- The Head Teacher/Chair of Governors/DSL will then follow the procedures set out in the ‘Managing Allegations Against Staff’ policy, if appropriate.
- The DSL (or chair of governors, in the case of a concern about the head teacher) will also inform the designated officer for the local authority.
- Where appropriate, the school will inform Ofsted of the allegation and actions taken, within the necessary timescale.
- An allegation is any information which indicates that a member of staff/volunteer may have:
  - Behaved in a way that has, or may have harmed a child
  - Possibly committed a criminal offence against/related to a child
  - Behaved towards a child or children in a way which indicates she/he would pose a risk of harm if they work regularly or closely with children.

This applies to any child the member of staff/volunteer has contact with in their personal, professional or community life.

## **What school or college staff should do if they have concerns about safeguarding practices within the school or college**

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or education setting's safeguarding arrangements. Appropriate **whistleblowing procedures**, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school's or college's senior leadership team.

If staff members have concerns about another staff member then this should be referred to the Head Teacher. Where there are concerns about the Head Teacher, this should be referred to the Chair of Governors

In the event of allegations of abuse being made against the Head Teacher, where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, allegations should be reported directly to the Designated Officer (formerly LADO). Staff may consider discussing any concerns with the Designated Safeguarding Lead if appropriate make any referral via them.

The person to whom an allegation is first reported should take the matter seriously and keep an open mind. She/he should not investigate or ask leading questions if seeking clarification; it is important not to make assumptions. Confidentiality should not be promised and the person should be advised that the concern will be shared on a 'need to know' basis only.

Actions to be taken include making an immediate written record of the allegation using the informant's words – including time, date and place where the alleged incident took place; brief details of what happened; what was said and who was present. This record should be signed, dated and immediately passed on to the Head Teacher. The recipient of an allegation must **not** unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.

The Head Teacher/Chair of Governors will not investigate the allegation itself, or take written or detailed statements, but will assess whether it is necessary to refer the concern to the Designated Officer (formerly LADO):

If the allegation meets any of the three criteria set out at the start of this section, contact should always be made with the Designated Officer (formerly LADO) without delay.

If it is decided that the allegation does not meet the threshold for safeguarding, it will be handed back to the employer for consideration via the school's internal procedures.

The Head Teacher should, as soon as possible, **following briefing** from the Designated Officer, inform the subject of the allegation.

### **Whistleblowing**

Where there are concerns about the way that safeguarding is carried out in the school, staff should refer to the Whistleblowing Policy which can be found on My Concern in the resources section and on the staff notice board.

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

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

The NSPCC runs a whistleblowing helpline on behalf of the government; the number is 0808 800 5000.

Where a staff member feels unable to raise an issue with their employer/through the whistleblowing procedure, or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- Multi agency Safeguarding Hub: **0300 126 1000 (Option 1)**
- NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: **0800 028 0285** – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: **help@nspcc.org.uk**

## **8 CONFIDENTIALITY AND SHARING INFORMATION**

Information sharing is vital in identifying and tackling all forms of abuse and neglect. GDPR does not prevent, or limit, the sharing of information for the purposes of keeping children safe. Lawful and secure information sharing between schools, Children's Social Care, and other local agencies, is essential for keeping children safe and ensuring they get the support they need.

**The Data Protection Act 2018 introduced 'safeguarding' as a reason to be able to process sensitive, personal information, even without consent (DPA, Part 2,18; Schedule 8, 4)**

When Designated Safeguarding Leads in schools are considering whether, or not, to share safeguarding information (especially with other agencies) Hopping Hill School will record who they are sharing that information with, and for what reason. All relevant information can be shared without consent if to gain consent would place a child at risk. Fears about sharing information **must not be allowed** to stand in the way of promoting the welfare and protecting the safety of children. As with all data sharing, appropriate organisational and technical safeguards should still be in place.

The Working Together on Safeguarding Children 2018 statutory guidance states the following:

- 1. Effective sharing of information is essential for early identification of need, assessment, and service provision to keep children safe.*
- 2. All professionals responsible for children should be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to local authority children's social care (e.g. they are being supported as a child in need or have a child protection plan). You should be alert to sharing important information about any adults with whom that child has contact, which may affect the child's safety or welfare.*
- 3. Information sharing is also essential for the identification of patterns of behaviour when a child has gone missing, when multiple children appear associated to the same context or locations of risk, or in relation to children in the secure estate where there may be multiple local authorities involved in a child's care.*
- 4. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children, which must always be the paramount concern.*

To ensure effective safeguarding arrangements:

- *You should have arrangements in place that set out clearly the processes and the principles for sharing information. The arrangement should cover how information will be shared within your own organisation/agency, and with others who may be involved in a child's life*
- *All professionals responsible for children should not assume that someone else will pass on information that they think may be critical to keeping a child safe. If a member of staff has concerns about a child's welfare and considers that they may be a child in need or that the child has suffered or is likely to suffer significant harm, then they should share the information with local authority children's social care and/or the police. Staff should be particularly alert to the importance of sharing information when a child moves from one school to another, due to the risk that knowledge pertinent to keeping a child safe could be lost.*

- *You should aim to gain consent to share information, but should be mindful of situations where to do so would place a child at increased risk of harm. Information may be shared without consent if you have good reasons to do so, and believe that sharing the information will enhance the safeguarding of a child in a timely manner. When decisions are made to share or withhold information, you should record who has been given the information and why.*

Safeguarding children raises issues of **confidentiality** that must be clearly understood by all staff/volunteers in schools.

Staff should never promise a child that they will not tell anyone about an allegation, as this may not be in the child's best interests. Staff/volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts. Timely information sharing is essential to effective safeguarding. Information must only be shared on a 'need-to-know' basis, but you do not need consent to share information if a child is suffering, or at risk of, serious harm.

## **9 WORKING WITH PARENTS/CARERS**

The school will:

- Ensure that parents/carers have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations on the school website
- Undertake appropriate discussion with parents/carers prior to involvement of Children's Social Care or another agency, unless to do so would place the child at risk of harm or compromise an investigation

## **10 THE TEACHING AND LEARNING OF SAFEGUARDING**

Through the vehicle of Protective Behaviours (PB) children are taught about personal safety. The two main themes of PB encourage and support children to make safe choices. The themes are:

- Everyone has the right to feel safe all of the time
- We can talk with someone about anything even if it feels awful or small

Children are guided to listen to their Early Warning Signs, recognise when a situation does not feel safe and how to take action. Children are taught to consider who they feel they can talk to about worries and things that make them feel unsafe. This is called their safety network.

The teaching of personal safety and safeguarding is also addressed extensively through the computing curriculum (online safety), Expect Respect and Love Rocks Units of Study (respectful and healthy relationships) drugs education and Relationship, Sex and Health Education (RSHE) units of study.

RSHE is compulsory. As a school, we have developed our approaches to meet statutory requirements and the teaching of this. This will include equality, diversity and difference. We acknowledge that there may be times during the teaching of RSHE issues might be discussed that cause children to become worried or realise their own circumstances are unsafe; The teaching and learning of protective behaviours in school and safety networks encourages and supports this.

## **11 SAFER RECRUITMENT**

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 2020, and will be in line with local safeguarding procedures. (See Appendix 5)

## **12 SUPPORT FOR PUPILS AND SCHOOL STAFF**

### **Support for pupils**

Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and view the world in a positive way. For such children school may be one of the few stable, secure and predictable aspects of their lives. Other children may be vulnerable because, for instance, they have a disability, are in care, or are experiencing some form of neglect. We will

actively seek to provide such children with the necessary support and to build their self-esteem and confidence. This school recognises that children sometimes display abusive behaviour and that such incidents must be referred on for appropriate support and intervention.

Complaints or concerns raised by pupils will be taken seriously and followed up in accordance with the school's complaints procedures.

### **Support for Staff**

As part of their duty to safeguard and promote the welfare of children and young people staff may hear information, either from the child/young person as part of a disclosure, or from another adult, that will be upsetting. Where a member of staff is distressed as a result of dealing with a child protection concern, he/she should in the first instance speak to the DSL about the support he/she requires. The DSL should seek to arrange the necessary support.

The DSL team support and challenge each other to manage difficult cases and to ensure cases don't drift.

### **13 TRAINING**

All staff members will undertake safeguarding and child protection training at induction, including on whistleblowing procedures, 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 three safeguarding partners.

- All staff will have 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 annually.
- Contractors who are provided through a private finance initiative (PFI) or similar contract will also receive safeguarding training.
- Volunteers will receive appropriate training.

### **The DSL and Deputy DSLs**

The DSL and Deputy DSLs 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 annually (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.

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 Head Teacher, they should receive training in managing allegations for this purpose.

### **14 COMPLAINTS PROCEDURE**

Our complaints procedure will be followed where a pupil or parent raises a concern about poor practice towards a pupil. Complaints are managed by senior staff, the Head Teacher and governors.

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

Complaints from staff are dealt with under the school's complaints procedures.

### **15 IMPLEMENTATION, REVIEW AND MONITORING OF THE POLICY**

The policy will be reviewed annually by the governing body. It will be implemented through the school's induction and training programme, and as part of day to day practice. Compliance with the policy will be monitored by the Designated Safeguarding Lead and through staff performance measures.



## **Useful Links**

### **Local**

**Northampton Safeguarding Children Partnership NSCP ):**

<http://www.northamptonshirescb.org.uk/>

### **Early Help**

<http://www.northamptonshirescb.org.uk/social-care/social-care/early-help/>

### **CSE**

<http://www.northamptonshirescb.org.uk/schools/cse-professionals/>

### **Safeguarding Themes for Schools**

<http://www.northamptonshirescb.org.uk/schools/safeguarding-themes/>

### **Thresholds and Pathways**

<http://www.northamptonshirescb.org.uk/schools/toolkits-docs-schools/thresholds-and-pathways/>

### **National**

**National Society for Prevention of Cruelty to Children (NSPCC):**

<http://www.nspcc.org.uk/>

**0808 800 5000**

### **Childline:**

<http://www.childline.org.uk/Pages/Home.aspx>

**0800 1111**

**Child Exploitation and Online Protection (CEOP):**

<http://ceop.police.uk/>

**0870 000 3344**

**NSPCC Whistleblowing Helpline**

**0800 028 0285**

## APPENDIX 1: PROCEDURE TO FOLLOW IN CASES OF POSSIBLE, ALLEGED OR SUSPECTED ABUSE

### Be alert

- Be aware of the signs of abuse and neglect
- Identify concerns early to prevent escalation.
- Know what systems the school has in place regarding support for safeguarding, e.g. induction training, staff behaviour policy / code of conduct and the role of the Designated Safeguarding Lead (DSL).

### Question behaviours

- Talk and listen to the views of children, be non-judgemental.
- Observe any change in behaviours and question any unexplained marks / injuries.
- To raise concerns about poor or unsafe practice, refer to the HT or principal; if the concerns is about the HT or Principal, report to Chair of Governors. Utilise the whistleblowing procedure.

### Ask for help

- Record and share information appropriately with regard to confidentiality.
- If staff members have concerns, raise these with the school's Designated Safeguarding Lead (DSL)
- Responsibility to take appropriate action, do not delay.

### Refer

- DSL will make referrals to children's services but in an emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to MASH on 0300 126 1000 (Option 1)

## APPENDIX 2: CATEGORIES OF ABUSE AND NEGLECT

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
- Seeing or hearing the ill-treatment of another
- 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.

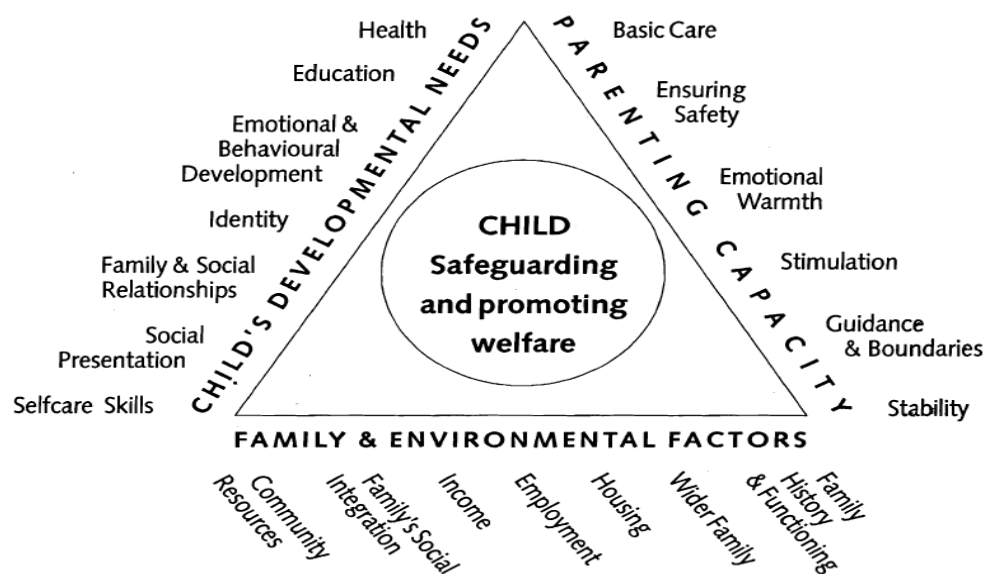
**Neglect** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

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 adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment

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

**The framework for understanding children's needs:**



In addition to the above, from Working Together to Safeguard Children (DfE 2018), refer to the latest Thresholds and Pathways document: [Northamptonshire Thresholds and Pathways](#)

## APPENDIX 3: SIGNS AND INDICATORS OF ABUSE AND NEGLECT

### *What to do if you are worried a child is being abused 2015*

#### **Some of the following signs might be indicators of abuse or neglect:**

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed
- Children with clothes which are ill-fitting and/or dirty
- Children with consistently poor hygiene
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason
- Children who don't want to change clothes in front of others or participate in physical activities
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry
- Children who talk about being left home alone, with inappropriate carers or with strangers
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason
- Children who are regularly missing from school or education
- Children who are reluctant to go home after school
- Children with poor school attendance and punctuality, or who are consistently late being picked up
- Parents who are dismissive and non-responsive to practitioners' concerns
- Parents who collect their children from school when drunk, or under the influence of drugs
- Children who drink alcohol regularly from an early age
- Children who are concerned for younger siblings without explaining why
- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movements

#### **Some of the following signs may be indicators of emotional abuse:**

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong
- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder'
- Parents or carers blaming their problems on their child
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons

**Some of the following signs may be indicators of physical abuse:**

- Children with frequent injuries;
- Children with unexplained or unusual fractures or broken bones; and
- Children with unexplained:
  - bruises or cuts;
  - burns or scalds
  - bite marks.

**Some of the following signs may be indicators of sexual abuse:**

- Children who display knowledge or interest in sexual acts inappropriate to their age
- Children who use sexual language or have sexual knowledge that you wouldn't expect them to have
- Children who ask others to behave sexually or play sexual games
- Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy.

**Some of the following signs may be indicators of neglect:**

- Children who are living in a home that is indisputably dirty or unsafe;
- Children who are left hungry or dirty;
- Children who are left without adequate clothing, e.g. not having a winter coat;
- Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence;
- Children who are often angry, aggressive or self-harm;
- Children who fail to receive basic health care;
- Parents who fail to seek medical treatment when their children are ill or are injured.

## APPENDIX 4: SIGNS AND INDICATORS OF SEPCIFIC SAFEGUARDING ISSUES (CSE, FGM and Preventing Radicalisation)

### **The following may be indicators of child sexual exploitation:**

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

Although the following vulnerabilities increase the risk of CSE, it must be remembered that not all children with these indicators will be exploited. CSE can occur without any of these issues:

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories);
- Sexual identity.

**The following may be indicators and risk factors of radicalisation or extremism:**

- Showing sympathy for extremist causes
- Glorifying violence, especially to other faiths or cultures
- Making remarks or comments about being at extremist events or rallies outside school
- Evidence of possessing illegal or extremist literature
- Advocating messages similar to illegal organisations or other extremist groups
- Out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- Secretive behaviour
- Online searches or sharing extremist messages or social profiles
- Intolerance of difference, including faith, culture, gender, race or sexuality
- Graffiti, art work or writing that displays extremist themes
- Attempts to impose extremist views or practices on others
- Verbalising anti-Western or anti-British views
- Advocating violence towards others

**The following may be indicators and risk factors of female genital mutilation:**

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM.

Indications that FGM may have already taken place may include:

- Difficulty walking, sitting or standing and may even look uncomfortable.
- Spending longer than normal in the bathroom or toilet due to difficulties urinating, bladder or menstrual problems.
- Frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- Reluctance to undergo normal medical examinations.
- Confiding in a professional without being explicit about the problem due to embarrassment or fear.
- Talking about pain or discomfort between her legs



## APPENDIX 5: SAFER RECRUITMENT PROCEDURES

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

### **New staff**

When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent
- Academies, including free schools, and independent schools add:
- Check that candidates taking up a management position are not subject to a prohibition from management (section 128) direction made by the secretary of state

Schools with pupils aged under 8 add:

- We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

All schools continue with:

- We will ask for written information about previous employment history and check that information is not contradictory or incomplete.
- We will seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments. The references requested will ask specific questions about the suitability of the applicant to work with children.

**Regulated activity** means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

### **Existing staff**

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult following the government guidance

*Making barring referrals to the DBS Disclosure and Barring service (DBS) guidance about making referrals. Also includes information about relevant offences November 2017*

### **Agency and third-party staff**

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

### **Contractors**

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children
- We will obtain the DBS check for self-employed contractors.
- We will not keep copies of such checks for longer than 6 months.
- Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.
- We will check the identity of all contractors and their staff on arrival at the school.

Schools with pupils aged under 8 add:

- For self-employed contractors such as music teachers or sports coaches, we will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

### **Trainee/student teachers**

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children. In both cases, this includes checks to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

### **Volunteers**

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment

Schools with pupils aged under 8 add:

- Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought

### **Governors**

All schools include:

- All governors [in academies: All trustees, local governors and members] will have an enhanced DBS check without barred list information.
- They will have an enhanced DBS check with barred list information if working in regulated activity.

Maintained schools add:

- All governors will also have a section 128 check (as a section 128 direction disqualifies an individual from being a maintained school governor).

Academies (including free schools), and independent schools add:

- The chair of the board will have their DBS check countersigned by the secretary of state.

**All proprietors, trustees, local governors and members will also have the following checks:**

- A section 128 check (to check prohibition on participation in management under section 128 of the Education and Skills Act 2008). [Section 128 checks are only required for local governors if they have retained or been delegated any management responsibilities.]
- Identity
- Right to work in the UK
- Other checks deemed necessary if they have lived or worked outside the UK

Non-maintained special schools add:

- The chair of the board will have their DBS check countersigned by the secretary of state.

**All governors will also have the following checks:**

- Identity
- Right to work in the UK
- Other checks deemed necessary if they have lived or worked outside the UK

**Staff working in alternative provision settings**

Where we place a pupil with an alternative provision provider, we obtain written confirmation from the provider that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform.