



ROYAL LATIN SCHOOL

“High Expectations For All”

CHILD PROTECTION & SAFEGUARDING POLICY AND PROCEDURE

Date agreed by the Latin People & Development Committee on behalf of the Governing Body	23rd September 2019
Date to be reviewed	October 2020
Governors’ Committee accountable for the review	Latin People & Development
Senior Leadership Team member accountable for review	Marcella McCarthy
Date approved by Full Governing Body	14th October 2019

Signed:.....(**Name:**.....)

Chair of the Governors

Date

Policy Title	Child Protection & Safeguarding
Date of Issue	14th October 2019

Expected Outcomes
<ul style="list-style-type: none"> • Students feel safe, secure, valued, respected and self-confident. • Staff are aware of their safeguarding responsibilities and procedures and put these into practice. • Accurate records are maintained of all events relating to safeguarding.
Additional Comments (e.g. Risks identified / Alternatives considered / Costs involved / 'Do nothing' option?)
<ul style="list-style-type: none"> • Child Protection training will form part of the induction of all staff. • When reviewing this policy regard has been paid to the Equalities duty (Equality Act 2010)

Date for review	14th October 2020
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Outcomes (with evidence)
Additional Comments (include any recommendations)

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1. Contacts

1.1 School contacts

- Designated Safeguarding Leads (DSL):
Dr M McCarthy, Deputy Headteacher (mmccarthy@royallatin.org)
Mr M Farrell, Associate Assistant Head and Head of Year (mfarrell@royallatin.org)
- Additional Safeguarding Leads:
Mr Iain Wilson, Assistant Headteacher (Cyber-Safeguarding Lead: iwilson@royallatin.org)
Mr Jason Skyrme, Associate Assistant Headteacher (Sixth-Form Safeguarding Lead: jskyrme@royallatin.org)
- Nominated Governor:
Mr P Dart (pdart@royallatin.org)
- Chair of Governors:
Mrs K Brown (kbrown@royallatin.org)

1.2 Contacts in County

Education Safeguarding Advisory Service ESAS offers support to education providers to assist them to deliver effectively on all aspects of their safeguarding responsibilities.	01296 382912
First Response Team (including Early Help, Channel) The First Response Team process all new referrals to social care, including children with disabilities. Referrals are assessed by the team to check the seriousness and urgency of the concerns and whether Section 17 and/or Section 47 of the Children Act 1989 apply. The First Response Team will ensure that the referral reaches the appropriate team for assistance in a quick and efficient manner.	01296 383962 Out of hours 0800 999 7677
Local Authority Designated Officer (LADO) The Buckinghamshire Local Authority Designated Officer (LADO) is responsible for overseeing the management of all allegations against people in a position of trust who work with children in Buckinghamshire on either a paid or voluntary basis	01296 382070
Bucks Family Information Service Information for families on a range of issues including childcare, finances, parenting and education	01296 383065
Buckinghamshire Safeguarding Children Partnership (BSCP) Procedures, policies and practice guidelines	
Schools Web School bulletin, Safeguarding links, A-Z guide to information and services	
BCC Equalities & School Improvement Manager	01296 382461

BCC Prevent Co-ordinator	01296 674784
Thames Valley Police	101 (999 in case of emergency)

Other contacts

NSPCC NSPCC	0800 800 5000
Childline Childline	0800 11 11
Kidscape – Parent Advice Line (bullying) (Mon-Weds from 9:30am to 2:30pm) Kidscape	020 7823 5430
Female Genital Mutilation Helpline (NSPCC) NSPCC FGM Helpline	0800 028 3550 fgmhelp@nspcc.org.uk
Samaritans - Helpline Samaritans	116 123
Forced Marriages Unit - Foreign and Commonwealth Office Forced marriage - GOV.UK	020 7008 0151 fmu@fco.gov.uk
Crimestoppers Crimestoppers	0800 555 111
R-U Safe? Barnardos - Children/Young People Sexual Exploitation Service Barnardos RUSafe Bucks	01494 785 552
CEOP (Child Exploitation and Online Protection)	

2. Introduction

Safeguarding is what we do for all students. Child Protection is what we do for students who have been harmed or are at significant risk of being harmed. Therefore other school policies and procedures linked to this policy are:

- Safeguarding Statement
- Health & Safety
- Central Record of Recruitment and Vetting Checks
- Allegations against Education Staff and Volunteers
- Risk Assessment General/Security
- Risk Assessment Vehicles on School Site
- Health & Safety for Visitors

- Anti-bullying
- E-safety and Personal Devices
- Misuse of Drugs & Other Substances
- Positive Behaviour
- Sex & Relationship Education
- Special Educational Needs & Disabilities
- Spiritual, Moral Social & Cultural
- Trips & Visits
- Conduct & Discipline
- Disaster/Emergency Recovery Management Plan
- Equalities
- Lettings
- Managing Medicines in School
- Staff Code of Conduct
- Supporting Students at School with Medical Conditions
- Use of Reasonable Force
- Whistle Blowing

2.1 At The Royal Latin School we believe that a policy on child protection is founded on the right of all children to be safe and feel safe, and that it is the fundamental obligation on all schools to robustly secure this right.

This aim of this policy is to provide staff, governors and volunteers with the framework they need to keep children in The Royal Latin School safe and secure and to provide parents and carers with the key information about how we will safeguard their children whilst in our care.

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

- “Working Together to Safeguard Children 2018” - July 2018 [Working Together To Safeguard Children July 2018](#)
- “Keeping Children Safe in Education”- statutory guidance for schools and further education colleges - Sept 2019 [Keeping Children Safe in Education September 2019](#)
- Information Sharing Guidance for Safeguarding Practitioners [Information Sharing Guidance](#) – DfE July 2018
- Children Missing Education; Statutory Guidance for Local Authorities - Sept 2016 [Children missing education - GOV.UK](#)
- Statutory Guidance issued under section 29 of the Counter-Terrorism and Security Act - 2015 [Prevent Duty Guidance](#)
- Serious Crimes Act 2015

- Sexual Violence and Sexual Harassment between Children in Schools and Colleges – May 2018 [Sexual Violence and Sexual Harassment between Children in Schools and Colleges](#)
- Sexting in schools and colleges: Guidance for schools and colleges on responding in instances of 'sexting'. (UK Council for Internet Safety: Jan 2017)
- The Equality Act - 2010 [Equality Act 2010: guidance - GOV.UK](#)
- The United Nations Convention on the Rights of the Child (UNCRC) [United Nations Convention on the Rights of the Child](#)
- What to do if you're worried a child is being abused - March 2015 [What to do if you are worried a child is being abused](#)
- 'The Use of Reasonable Force, Advice for Headteachers, Staff and Governing Bodies' July 2013.
- BCC Child Protection Framework Policy September 2019
- Safeguarding and Child Protection Policy Checklist (Gateshead Council: 2018)

2.2 We believe clear governance and leadership is central to embedding a safeguarding culture. The Governing Body takes seriously its responsibility under section 175 of the Education Act 2002 (section 157 for Academies and Independent schools) to safeguard¹ and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm or whose welfare may be in question. Governors will ensure all staff at the school have read and understood their responsibilities pertaining to part 1 and Annex A of Keeping Children Safe in Education Sept 2019, and ensure that an auditable system is in place for ensuring this.

2.3 All staff are required to read and adhere to the **Staff Code of Conduct** which governs behaviours expected of them, as well as having an understanding of the **Behaviour Policy** for children and our **Attendance Policy**.

2.4 We recognise that all staff² and Governors have a full and active part to play in protecting our students from harm, and that the child's welfare is our paramount concern Each member of staff is responsible for contributing to a positive culture of safeguarding in The Royal Latin School.

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

2.6 The school recognises that as well as threats to the welfare of children from within their families, children may be vulnerable to abuse or exploitation outside their homes and from other children. Staff must remain vigilant and alert to these potential risks.

2.7. The aims of this policy are:

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

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

2.7.1 To support pupils' development in ways that will foster security, confidence and resilience, free from discrimination.

2.7.2 To provide an environment in which children feel safe, secure, valued and respected.

2.7.3 Children feel confident that they know how to approach adults if they are in difficulties.

2.7.4 To ensure all teaching staff, non-teaching staff and volunteers:

- are aware of the need to safeguard and promote the wellbeing of children
- identify the need for support early to promote well-being
- promptly report cases of actual or suspected abuse, in line with guidance from the Buckinghamshire Threshold Document
- are trained to recognise signs and indicators of potential abuse

2.7.5 To provide a systematic means of monitoring children known to be or thought to be at risk of harm and ensure contribution to assessments of need and support plans for those children.

2.7.6 To acknowledge the need for effective and appropriate communication, ensuring staff know how and when to share information to protect children in a way that is legal, ethical and timely.

2.7.7 To ensure The Royal Latin School has a clear system for communicating concerns and a model for open communication between children, teachers, parents/carers and other adults working with children.

2.7.8 To have a clearly understood structured procedure within the school which will, in cases of suspected abuse, be promptly followed by all members of the school community.

2.7.9 To ensure the school has robust systems in place to accurately record safeguarding and child protection concerns, which are clearly understood by staff and adhered to. Actions taken to address concerns and outcomes achieved are dealt with in a timely manner, clearly and accurately recorded. These records are securely stored.

2.7.10 To develop effective working relationships with all other agencies involved in safeguarding, supporting the needs of children at our school.

2.7.11 To ensure that all staff appointed have been through the safer recruitment process and understand the principles of safer working practices as set out in our **Staff Code of Conduct**, which stipulates their duty to report where behaviours of colleagues may have stepped outside of agreed safe practices. All staff must work to develop a positive culture of safeguarding in our school.

2.7.12 To provide clarity to other community users of our facilities with regard to our expectations of how they should maintain a safe environment, which supports children's welfare and development. We reserve the right to decline access to use the school facilities where we believe their ethos or practice is not aligned with this policy.

2.7.13 This policy is published on our website at <https://www.royallatin.org/policies/>, and hard copies are available from the school office.

3. Responsibilities

3.1 All staff at our school understand that safeguarding children is everyone's responsibility, and that they must be diligent to help secure children's safety and wellbeing.

3.1.1. Any

member of staff, volunteer or visitor to the school who receives a disclosure of abuse, an allegation or suspects that abuse may have occurred should report it immediately to the DSL (see contacts sheet) or, in their absence, to the Additional DSL (see contacts sheet) using the systems and processes our school has designed for this purpose. In the absence of either of the above, the latter should be brought to the attention of the most senior member of staff. Staff understand that if there is an immediate risk of harm then they should call the Police or Fire Response directly and update one of the DSLs at the earliest opportunity. They also understand the mandatory duty to report disclosures about FGM about a female under 18 personally to the police and the processes by which they should accomplish this.

3.1.2 Staff must maintain a good working knowledge of the [Buckinghamshire Threshold Document](#) and any updates, how it can be used to safeguard and promote the wellbeing of pupils and how it should be used to inform decision making regarding a referral to First Response as soon as there is a significant concern.

3.1.3 Staff understand that the most common reason for children becoming looked after is as a result of abuse and/or neglect and that previously looked after children remain vulnerable. Staff have the skills, knowledge and understanding to keep both looked after children and previously looked after children safe.

3.1.4. Staff understand increased vulnerability and that barriers exist when recognising abuse and neglect for children with Special Educational Needs or Disabilities.

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

3.2.1 Ensure that the Headteacher and the DSLs create and maintain a strong, positive culture of safeguarding within the school. 3.2.2 Ensure that the school has a robust Child Protection Policy reflecting the unique features of the community we serve and the needs of the pupils attending our provision, and that this is reviewed at least annually in line with changes to guidance and legislation.

Regularly monitor and evaluate the effectiveness of this Child Protection Policy and be satisfied that it is being complied with

3.2.3 Appoint a Designated Safeguarding Lead (DSL), who is a member of the Senior Leadership Team (SLT) and has the required level of authority, and also appoint at least one Deputy DSL, together with a Nominated Governor for Child Protection.

The roles and responsibilities of the DSLs will be made explicit in the post-holders' job descriptions.

3.2.4 Recognise the importance of the role of the DSLs ensuring he/she has sufficient time, training skills and resources, as necessary to be effective. Refresher training must be attended every 2 years, in addition knowledge and skills must be refreshed at regular intervals, at least annually. Ensure cover is provided when needed and appreciate the

additional duties taken on by the member of staff when carrying out this role especially when there are ongoing child protection issues.

3.2.5 Ensure measures are in place for the governing body to have oversight of how the school's delivery against its safeguarding responsibilities are exercised and evidenced. Ensure robust structures are in place to challenge the Headteacher where there are any identified gaps in practice or procedures are not followed.

3.2.6 Recognise the vital contribution that the school can make in helping children to keep safe, through incorporation of safeguarding within the curriculum. This will also be taught through the PSHE curriculum and relevant issues through the Relationship Education (primary schools) or Relationship Sex Education (secondary schools, mandatory from Sept 2020). Ensure that through curriculum content and delivery children in the school understand, at age and stage appropriate levels, safeguarding and how to keep themselves safe in a contextually appropriate way.

3.2.7 Ensure that there are safe and effective recruitment policies and disciplinary procedures in place, which adhere to *Keeping Children Safe in Education (KCSiE) (Sept 2019)* and legislation referred to therein.

3.2.8 Ensure resources are allocated, as a priority, to meet the needs of pupils requiring child protection or early intervention. Ensure the safeguarding needs of all students, their families and the school are fully understood and resources allocated to meet identified needs.

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

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

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

3.4 The governing body has a statutory duty to appoint a Nominated Governor for Child Protection. The Nominated Governor must be familiar with [Buckinghamshire Safeguarding Children Partnership](#) procedures, Local Authority procedures and guidance issued by the Department for Education.

3.5 The Nominated Governor must:

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

3.5.2 Undertake appropriate safeguarding training, to include prevent training.

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

3.5.4 Meet at least termly with the DSLs to review and monitor the school's delivery of its safeguarding responsibilities and to review the Single Central Record.

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

3.6 Overall responsibility for the safeguarding of pupils remains with the Headteacher, although tasks may be delegated to other members of the team, including the nominated DSLs if appropriate. We have two Designated Safeguarding Leads (DSLs) who are responsible for:

3.6.1 Creating a culture of safeguarding within the school, where children are protected from harm. Ensuring all staff receive an appropriate level of induction and training to support them to be professionally curious and vigilant in order to question behaviours and challenge perceptions if they have concerns for a pupil.

3.6.2 Ensuring children receive the right help at the right time using the Buckinghamshire Threshold Document to inform plans for support. Referring a child, to Early Help provisions or Social Care, via the First Response Team, if there are concerns for a child's care or welfare, or indications of: abuse or neglect. Following up any verbal referrals to partner agencies, in writing, within 24 hrs of initial contact

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

3.6.4 Ensuring a system is in place which enables records to be reviewed and an overview gained, enabling timely support to be offered, or partner agencies 'pressed', by school, for reconsideration if thresholds have previously not been deemed to have been reached by partner agencies. This includes use of the Escalation process found on the BSCB website.

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

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

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

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

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

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

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

- 3.6.12 Ensuring arrangements are in place to support staff outside of these times if students are off site and accompanied by staff.
- 3.6.13 Ensuring all school staff are aware of the school's Child Protection Policy and procedures, and know how to recognise and refer any concerns.
- 3.6.14 Contributing effectively to multi agency working for the purpose of safeguarding and promoting the welfare of students who have suffered or are likely to suffer significant harm, attending Child Protection Case Conferences and submitting reports to the conference, which have been shared in advance, with the parents. Contributing effectively to core group meetings, or other multi-agency planning meetings and contributing to the Framework for Assessments process.
- 3.6.15 Ensuring that if a student, about whom there have been child protection concerns, leaves the school, concerns and school medical records are forwarded under confidential cover to the DSLs at the student's new school as a matter of urgency. The original copy of significant documents will be retained at our school, and photocopies forwarded as above.
- 3.6.16 Having, in place a robust system for monitoring absences and addressing this quickly with parents and students to effect change. In addition this system will also support early identification of patterns of non-school attendance: these are seen under the banner of safeguarding in recognition of the NSPCC's comment on absenteeism being the single biggest indicator that something is going wrong for the child.
- 3.6.17 Ensuring any absence, without satisfactory explanation, of a student currently subject to a child protection plan is immediately referred to their social worker.
- 3.6.18 Providing the Headteacher with an annual report for the Governing Body, detailing any changes to the policy and procedures; training undertaken by the DSLs and by all staff and Governors; number and type of incidents/cases and number of children referred to Children's Social Care and subject to Child Protection Plans (anonymised). The Governing Body will use this report to fulfil its responsibility to provide the LA with information about their Safeguarding policies and procedures.
- 3.6.19 Meeting regularly (suggest minimum of once a term) with the Nominated Governor to share oversight of safeguarding provision within the school, monitor performance and develop plans to rectify any gaps in delivery notes.
- 3.6.20 Meeting the statutory requirement to keep up to date with knowledge, enabling them to fulfil their role, including attending relevant training, provided by the Buckinghamshire Safeguarding Children Board, or the Education Safeguarding Advisory Service.
- 3.6.21 Referring to the Police any cases where a criminal offence may have been committed or risk of harm is imminent.
- 3.6.22 Retaining responsibility for the safeguarding of students although tasks may be delegated to other members of the safeguarding team at the school.

4. Procedures

4.1 Our school procedures for safeguarding children are in line with Buckinghamshire County Council and Buckinghamshire Safeguarding Children Board Child Protection Procedures, “Working Together to Safeguard Children 2018” and “Keeping Children Safe in Education” 2019 and statutory guidance issued under section 29 of the Counter-Terrorism and Security Act 2015. The flow-chart at the end of this section makes clear our procedures.

4.1.1 We have a Designated Member of the Senior Leadership Team who has undertaken appropriate training for the role, as recommended by BSCB. Our Designated Safeguarding Leads (DSLs) will update their training every year in accordance with the learning pathway agreed by LSCB.

4.1.2 In the absence of an appropriately trained member of staff, the Headteacher will assume this role.

4.1.3 All adults (including supply teachers and volunteers) new to our school are made aware of the school’s policy and procedures for child protection, the name and contact details of the DSL, their role and responsibilities under Keeping Children Safe in Education 2019 and the booklet “What to do if you’re Worried a Child is Being Abused”, as part of their induction into the school.

4.1.4 All members of staff are provided with opportunities annually (and with a full update every three years) to receive training arranged or delivered by the DSLs in order to develop their understanding of the signs and indicators of abuse, how to respond to a student who discloses abuse and the procedure to be followed in appropriately sharing a concern of possible abuse or a disclosure of abuse.

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

4.1.6 All staff, parents/carers and children are aware of the school’s escalation process which can be activated in the event of concerns not being resolved after the first point of contact. An individual’s safeguarding responsibility does not end once they have informed the DSL of any concerns, although specific details of further actions may be appropriately withheld by the DSL as information will only be shared on a need to know basis.

4.1.7 Our lettings policy will seek to reflect the ongoing responsibility the school has for safeguarding those using the site outside of normal school hours, ensuring the suitability of adults working with children on school sites at any time.

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

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

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

4.1.11 Allegations against members of staff are referred to the Local Authority Designated Officer (LADO). There are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to

safeguarding concerns or would have been had they not resigned. The school recognises that this is a legal duty and a failure to refer when the criteria are met is a criminal offence.

4.1.12 Our procedures will be annually reviewed and updated.

4.1.13 The names of the DSLs will be clearly shown in the school in appropriate locations including Reception and the staff room, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.

5. Prevention

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

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

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

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

5.4.1. "Keeping Children Safe in Education" (September 2019) [part one] with school leaders and staff working directly with children also reading Annex A

5.4.2 The "Staff Code of Conduct" for RLS

5.4.3 The RLS Child Protection and Safeguarding Policy

5.4.4 The RLS Behaviour Policy

Staff are also encouraged to familiarise themselves with 'What to do if you're worried a child is being abused'.

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

5.6 The school community will therefore:

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

5.6.2 Receive focused training to support learning and understanding of the changing landscape of safeguarding which is underpinned by legislation and includes issues such as Female Genital Mutilation (FGM), Child Sexual Exploitation (CSE), Child Criminal Exploitation, County Lines and radicalisation.

- 5.6.3 Ensure that all children know there is an adult in the school who they can approach if they are worried or in difficulty.
- 5.6.4 Provide, across the curriculum, opportunities which equip children with the skills they need to stay safe from both physical and emotional harm and to know to whom they should turn for help.
- 5.6.5 Staff will work effectively with partner agencies to seek advice, support and guidance, drawing on multi agency expertise, knowledge and experience to support students at risk of harm including emotional and intellectual harm via social media and use of the internet.
- 5.6.6 Be sensitive and alert to the possibility of the risk some children's behaviours may pose to their peers. Staff will be supported by the DSLs to assess and act on concerns highlighted to ensure school remains a safe place to learn.

6. Supporting Children

We recognise that a child who is abused, who witnesses violence or who lives in a violent environment may feel helpless and humiliated, may blame him/herself, and find it difficult to develop and maintain a sense of self-worth.

- 6.1 We recognise the young minds of our students can be vulnerable and exploited by others. Staff will be alert to the signs of vulnerability and/or susceptibilities to violent extremism or indoctrination.
- 6.2 We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm. We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- 6.3 We recognise that children with special educational needs and disabilities can face additional safeguarding challenges, and are alert to these.
- 6.4 Staff recognise the need for a culture of vigilance to be present in the school to support safeguarding. This includes awareness and sensitivity to attitudinal changes of student which may indicate they are at risk of radicalisation.
- 6.5 The changing landscape of safeguarding and protecting children from harm requires staff to be aware of children being trafficked both from abroad and locally as part of ongoing exploitation, financial or sexual.
- 6.6 Through training, staff are aware that children's behaviours may pose a risk to their peers, behaviours may range from bullying to those which are sexually abusive.
- 6.7 Our school will support all students by:
 - 6.7.1 Encouraging the development of self-esteem and resilience in every aspect of school life including through the curriculum.
 - 6.7.2 Promoting a caring, safe and positive environment within the school.
 - 6.7.3 Monitoring all absences from school and promptly addressing concerns about irregular attendance with the parent/carer. Any student absent for ten school days, where it has not been possible to make contact with a parent/carer, will be reported as a Child Missing in Education using

the CME Protocol.

<https://schoolsweb.buckscc.gov.uk/schools/documents/exclusionsreintegration/Children Missing Education Protocol.doc>

- 6.7.4 Liaising and working together with all other support services and those agencies involved in the safeguarding of children. Using the expertise and resources of colleagues in other service areas to promote the welfare of students.
- 6.7.5 If a student is thought to be vulnerable to or espousing radical political ideologies, staff will work with Prevent officers and the Channel panel to support and safeguard.
- 6.7.6 If a student has medical needs, we will liaise with the parent/carer, GP and/or school nurse to ensure that an appropriate care plan is in place.
- 6.7.7 Develop a good working knowledge of the Threshold document and notify Social Care (First Response) as soon as there is a significant concern.
- 6.7.8 Ensuring that a named teacher is designated for Children Looked After (CLA) and that an up to date list of children who are subject to a Care Order or are accommodated by the County Council is regularly reviewed and updated. The Virtual Schools Team must be made aware of all CLA in school.
- 6.7.9 Expecting staff to be sensitive to the needs of children who are “looked after”, recognising they are likely to have encountered difficulties and challenges which may mean they are disproportionately affected by the behaviours of their peers, e.g., teasing, bullying and hazing.
- 6.7.10 Notifying Social Care (First Response) when a child attending the school is privately fostered. This means when a child lives with someone other than their parent, step-parent, aunt, uncle or grandparent for a period of more than 28 days (this is a mandatory duty).
- 6.7.11 Seeking appropriate advice, support and guidance to enable us to critically evaluate safeguarding information and concerns, and to act on them appropriately.
- 6.7.12 Providing continuing support to a student (about whom there have been concerns) who leaves the school by ensuring that such concerns and school medical records are forwarded under confidential cover to the Designated Safeguarding Lead at the student’s new school as a matter of urgency/ within the first term. The original copy of significant documents will be retained at our school, and photocopies forwarded as above.
- 6.8 Our school has a Work Experience Policy and procedure which comply with national and local guidance and which are regularly reviewed and updated.
- 6.9 We are aware of our responsibilities for the safeguarding of students who are educated off site or who are in alternative provision and work with Bucks County Council to monitor and review this.
- 6.10 At our school we work hard to understand the impact on children of living in families experiencing difficulties relating to mental ill-health and/or substance misuse and/or domestic violence and know that the child/ren might experience abuse or neglect as a result of these difficulties.

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

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

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

7. Confidentiality

7.1 We recognise that all matters relating to child protection are confidential. The GDPR and Data Protection Act 2018 do not prevent, or limit, the sharing of information for the purposes of keeping children and young people safe. Poor or non-existent information sharing is a factor repeatedly identified as an issue in Serious Case Reviews (SCRs) carried out following the death of or serious injury to a child. In some situations, sharing information can be the difference between life and death. Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect. Every practitioner must take responsibility for sharing the information they hold, and cannot assume that someone else will pass on information, which may be critical to keeping a child safe.

To effectively share information:

7.1.1. all practitioners should be confident of the processing conditions, which allow them to store, and share, the information that they need to carry out their safeguarding role. Information which is relevant to safeguarding will often be data which is considered 'special category personal data' meaning it is sensitive and personal

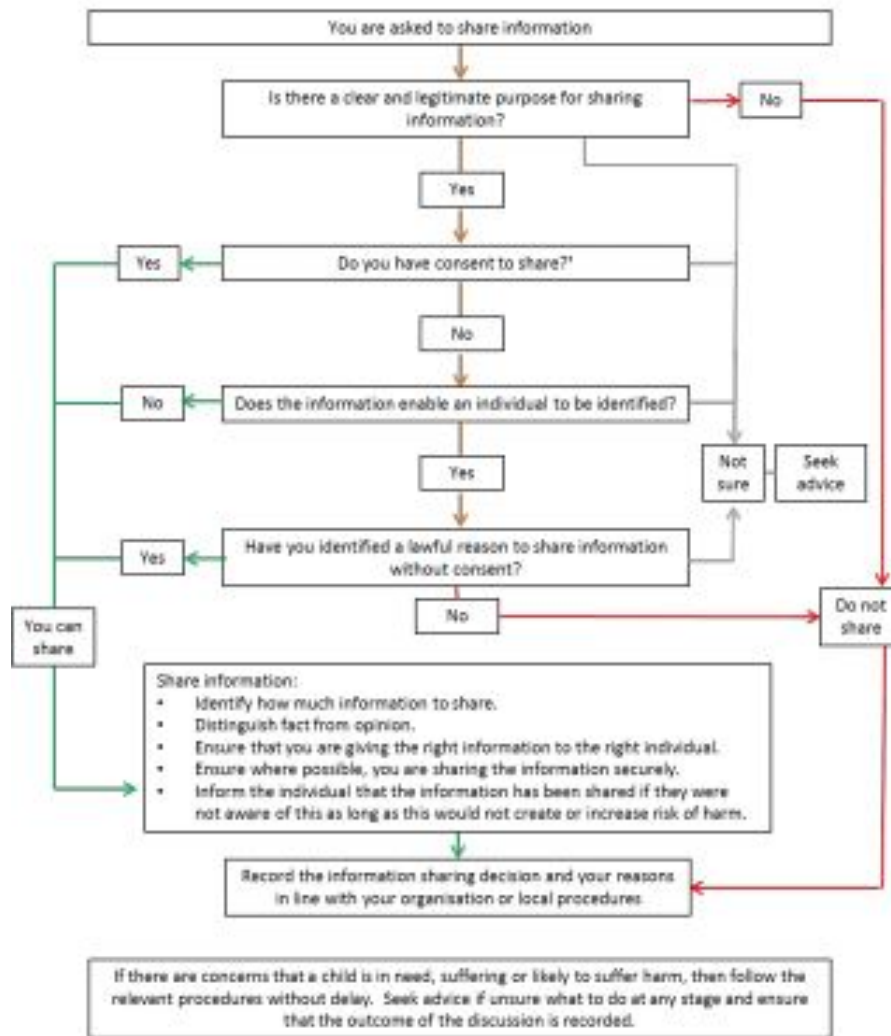
7.1.2. where practitioners need to share special category personal data, they should be aware that the Data Protection Act 2018 includes 'safeguarding of children and individuals at risk' as a condition that allows practitioners to share information without consent

7.1.3. information can be shared legally without consent, if a practitioner is unable to, cannot be reasonably expected to gain consent from the individual, or if to gain consent could place a child at risk.

7.1.4 relevant personal information can be shared lawfully if it is to keep a child or individual at risk safe from neglect or physical, emotional or mental harm, or if it is protecting their physical, mental, or emotional well-being.

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

7.3 However, all staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children. The flowchart below can be used in order to clarify when information-sharing is appropriate:



- 7.4 Staff will not keep duplicate or personal records of child protection concerns. All information will be reported to the Designated Safeguarding Leads and securely stored only in the designated location within the school, separate from the student records.
- 7.5 Provision is in place for the information to be accessed in the absence of the DSLs in an emergency.
- 7.6 All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another.
- 7.7 We will always undertake to share our intention to refer a child to Social Care (First Response) with their parents/carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the ESAS or Social Care on this point.
- 7.8 Staff must be familiar with the indicators in Appendix 1 and Appendix 2 that will help them to identify a child at risk of any kind of abuse, or vulnerable to harm. If a member of staff is concerned about the safety or wellbeing of a child because of something they have observed, or something that they have heard about from another child or adult, they will:
- Immediately inform one of the DSLs about their concern, either through wellbeing manager, e-mail, phone conversation or personal discussion.

- If the information is time-sensitive (eg involving a planned meeting after school), the DSL must be spoken to personally so that action can be taken urgently.
- All details should be immediately recorded by the DSL in receipt of the information, including time, date and name of the member of staff concerned, in agreement with the school's recordkeeping procedures.
- The staff member will be reassured that they have done the right thing in raising the concern, and informed of what will happen next.
- The DSL will then use the guidelines in the Thresholds document to help them in deciding upon appropriate action.
- In the unlikely event of the DSLs not being available, staff are aware they must ring First Response for advice.

7.9 In the event of a child disclosing abuse, or information resulting in a child protection concern of any kind, staff will;

- Listen to the child. Allowing the child to tell what has happened in their own way, and at their own pace. Staff will not interrupt a child who is freely recalling significant events.
- Remain calm. Be reassuring and supportive but will endeavour to not respond emotionally.
- Not ask leading questions. Staff are reminded to ask questions only when seeking clarification about something the child may have said. Staff are trained to use TED; Tell, Explain, Describe.
- Make an accurate record in writing of what they have seen/heard using the school's record keeping processes, recording; times, dates or locations mentioned, using as many words and expressions used by the child as possible. Staff will not substitute anatomically correct names for body part names used by the child. Any words which are unclear to the staff member will be spelt phonetically.
- Reassure the child that they did the right thing in telling someone, they will reassure the child that they have not done anything wrong.
- Staff will explain to the child what will happen next and the need for the information to be shared with the DSLs.
- In the unlikely event of the DSLs not being available, staff are aware they must ring First Response for advice.

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

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

8. Supporting Staff

- 8.1 We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.
- 8.2 We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support. This could be provided by the Headteacher or another trusted colleague, Occupational Health, and/or a representative of a professional body or trade union, as appropriate.
- 8.3 In consultation with all staff, we have adopted a code of conduct for staff at our school. This forms part of staff induction and is in the staff handbook. We understand that staff should have access to advice on the boundaries of appropriate behaviour in order to define and underpin the safe working practices adhered to within our school.
- 8.4 All staff are required to sign that they have read, understood and agree to comply with the agreed standards of practice set out in the staff code of conduct.
- 8.5 We recognise that our DSLs should have access to support (as in 8.2 above) and appropriate workshops, courses or meetings as organised by BSCB.

9. Allegations against staff

- 9.1 All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults. (See also 8.3 above)
- 9.2 Staff should be aware of the school's behaviour/discipline policy.
- 9.3 We understand that a student may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher/DSLs who will then liaise with the Headteacher or the most senior teacher if the Headteacher is not present.
- 9.4 The Headteacher/senior teacher on all such occasions should immediately discuss the content of the allegation with the Local Authority Designated Officer (LADO). The purpose of an initial discussion is for the LADO and the case manager to consider the nature, content and context of the allegation and agree a course of action.
- 9.5 The Headteacher/Senior Teacher will;
 - 9.5.1 Follow all advice given by the LADO throughout the investigation process, including how to manage the staff member or volunteer against whom the allegation is made, as well as supporting other staff and volunteers within the workplace.
 - 9.5.1 Follow all advice given by the LADO relating to supporting the child or young person making the allegation, as well as other children and young people connected to the organisation.
 - 9.5.3 Ensure feedback is provided to the LADO about the outcome of any internal investigations within your agency.

- 9.6 If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult the LADO (as in 9.4 above) without notifying the Headteacher first.
- 9.7 The School Policy and procedure for managing allegations against staff will be followed if required.
- 9.8 Suspension of the member of staff against whom an allegation has been made needs careful consideration, and we will consult (as in 9.4 above) in making this decision, as well as being guided by HR.
- 9.9 If a suspension is made, following School procedures (as in 9.6 above) restrictions will apply to all staff regarding contact whilst suspended including the use of social media such as Facebook and Twitter.
- 9.10 Our lettings agreement for other users requires that the organiser will follow School procedures for managing allegations against staff and, where necessary, the suspension of adults from school premises.

10. Transfer of Risk

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

11. Whistleblowing

- 11.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- 11.2 All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. If necessary, they should speak to the delegated 'whistleblowing' Governor or the Local Authority Designated Officer (LADO).

12. Physical intervention/Positive handling

- 12.1 Our policy on 'use of reasonable force by staff to control and restrain students' will be followed. It complies with the Department for Education Guidance, 'The Use of Reasonable Force, Advice for Headteachers, Staff and Governing Bodies' July 2013. Use of Reasonable Force, 2013. This policy states that staff may only use 'reasonable force', meaning no more force than is needed, to prevent students from hurting themselves or others, from damaging property, or from causing disorder. It is always unlawful to use force as a punishment.
- 12.2 Headteachers and authorised staff can use such force as is reasonable in the circumstances to conduct a search for the following 'prohibited items': knives and weapons, alcohol, illegal drugs, stolen items, cigarettes and tobacco, fireworks, pornographic images, or any article that has been
or
is likely to be used to commit an offence, cause personal injury or damage property.
- 12.3 If the use of force is necessary, reasonable adjustments for disabled children and children with special educational needs will be made.

- 12.4 Any use of force or restraint, should be recorded and signed by a witness. The parent/carer will be informed of the incident.
- 12.5 Staff who are likely to need to use physical intervention must be appropriately trained.
- 12.6 We understand that physical intervention of a nature which causes injury or unnecessary distress to a child may be considered under child protection or disciplinary procedures.

13. Anti-Bullying

- 13.1 At our school, we have an agreed definition of bullying that is understood by students, staff, parents and carers.
- 13.2 We have an Anti-Bullying policy and measures in place to prevent and respond to all forms of bullying, which acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.
- 13.3 This policy is available to all staff, parents and carers and students. The policy is written in language that is accessible to students and a child-friendly version is made available to all students.
- 13.4 Staff, students and parents are made aware of how mobile technologies are increasingly being used to bully children both in and outside of the school environment. Cyber bullying is therefore referenced within our Anti-Bullying Policy.

14. Racist Incidents

Our policy on racist incidents (appendix 3 of Equalities policy) is set out in a separate policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

15. Health and Safety

Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment and, for example, in relation to internet use, and when away from the school when undertaking school trips and visits.

16. E-Safety

- 16.1 All staff should be aware of the school policy on e-safety which sets out our expectations relating to:
- Creating a safer online environment. Giving everyone the skills, knowledge and understanding to help children and young people stay safe online.
 - Inspiring safe and responsible use and behaviour.
 - Use of mobile phones both within school and on school trips/outings.
 - Use of camera equipment, including camera phones.
 - What steps to take if you have concerns and where to go for help.
 - Staff use of social media as set out in the Staff Code of Conduct.
- 16.2 Cyber-bullying by children, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.

- 16.3 Students, staff and parents are supported to understand the risks posed by CONTENT - CONDUCT- CONTACT on-line.
- 16.4 We have a separate mobile phone policy which sets out the acceptable use of mobile technologies by students whilst onsite. This includes sanctions which will be applied when these boundaries are not adhered to.
- 16.5 Visitors to our school are respectfully requested to turn all mobile devices off. This is a safeguarding measure for our students.

17. Sexting

'Sexting', also referred to as 'youth produced sexual imagery', is one of a number of 'risk-taking' behaviours associated with the use of digital technologies, social media or the internet. It is accepted that young people experiment and challenge boundaries and therefore the risks associated with 'online' activity can never be completely eliminated.

- 17.1 Staff, students and parents are supported via training to understand the creation and sharing of sexual imagery, such as photos or videos, of under 18s is illegal. This includes imagery of students themselves if they are under the age of 18.
- 17.2 Any youth produced sexual imagery disclosures will follow the normal safeguarding practices and protocols for our school. We will also use the guidelines for responding to incidents, as set out in the publication '[Sexting in Schools and Colleges](#)' produced by the UK Council for Child Internet Safety (rev 2017).
- 17.3 If the incident meets the threshold it may be necessary to refer to the police in a timely manner; contact will be through a safer schools officer, a PCSO (Police Community Security Officer), local neighbourhood police or by dialling 101. Such a report will result in an outcome 21 record being generated by the police. We will always endeavour to speak to the parents/carers of the pupils involved prior to any report being made to the police.

18. Peer on Peer Abuse

The Royal Latin School believes that all children have a right to attend school and learn in a safe environment free from harm by both adults and other pupils. We recognise that some safeguarding concerns can occur via peer on peer abuse.

- 18.1 All staff operate a zero-tolerance policy to peer on peer abuse and will not pass off incidents as 'banter' or 'just growing up'.
- 18.2 All staff recognise that peer on peer issues may include, but may not be limited to:
 - 18.2.1 Bullying (including cyber bullying)
 - 18.2.2 Racial abuse
 - 18.2.3 Physical abuse, such as hitting, hair-pulling, shaking, biting or other forms of physical harm
 - 18.2.4 Sexual violence and sexual harassment

- 18.2.5 Abuse related to sexual orientation or identity
- 18.2.6 Sexting as set out in section 17
- 18.2.7 Initiation type violence and rituals
- 18.2.8 Emotional abuse
- 18.3 The following will be considered when dealing with incidents:
 - Whether there is a large difference in power between the victim and perpetrator i.e. size, age, ability, perceived social status or vulnerabilities, including SEND, CP/CIN or LAC
 - Whether the perpetrator has previously tried to harm or intimidate pupils
 - Any concerns about the intentions of the alleged perpetrator
- 18.4 In order to minimise the risk of peer on peer abuse taking place, school must:
 - Deliver PSHE to include teaching pupils about how to keep safe and understanding what acceptable behaviour looks like
 - Ensure that pupils know that all members of staff will listen to them if they have concerns and will act upon them
 - Have systems in place for any pupil to be able to voice concerns
 - Develop robust risk assessments if appropriate
 - Refer to any other relevant policies when dealing with incidents, such as the **Behaviour Policy** and/or the **Anti-Bullying Policy**
- 18.5 We recognise that 'Upskirting' involves taking a photograph under an individual's clothing without their knowledge. We understand that it causes the victim distress and humiliation. Staff recognise that 'Upskirting' is a criminal offence and must promptly report any such incidence to the Headteacher, DSL or most senior member of staff.
- 18.6 Reference will be made to the following government guidance and part 5 of the **Keeping Children Safe in Education, Sept 2019** to ensure that all staff have an understanding of the serious nature of sexual violence and sexual harassment between children in schools. [Sexual violence and sexual harassment between children in schools and colleges - GOV.UK](https://www.gov.uk/guidance/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges)

19. Cultural Issues

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

- 19.1 As a staff team we are aware of the harm to children that can be caused by practices linked to culture, faith and beliefs. We promote awareness through training and access to resources.
- 19.2 Staff will report concerns about abuse linked to culture, faith and beliefs in the same way as other child protection concerns.

- 19.3 We support students, via targeted sessions and delivery through our curriculum, to understand that some aspects of cultural or religious practice and beliefs could cause harm and they should turn to someone they trust or an organisation such as ChildLine for help and support.
- 19.4 We would make links with local services, community organisations and faith leaders to provide support and helpful information on what is safe and unsafe practice within the culture/faith, groups of our school community where appropriate.
- 19.5 At our school we are aware of a range of practices and belief which can be classified as honour based violence, we include within this female genital mutilation, forced marriage and breast ironing.
Whilst this may be a part of a long held tradition within communities we categorise this as child abuse and will act according to our safeguarding processes to safeguard the student concerned.
- 19.6 Teachers at our school understand there is a personal legal duty to report known cases of FGM to the police and they will do this with the support of the DSLs.
- 19.7 At our school we are aware of the need to respond to concerns relating to forced marriage and understand that it is illegal, a form of child abuse and a breach of children's rights.
- 19.8 We recognise that both male and female students may be subject to honour based abuse e.g. where young people's cultural background are at odds with their behaviours such as homosexuality, under-age sex, relationships or life style choices.
- 19.9 We promote awareness through training and access to resources, ensuring that the signs and indicators are known and recognised by staff, any suspicions or concerns for forced marriage are reported to the DSLs.
- 19.10 Staff understand that whilst we try always to work in partnership with families, sharing information with a parent or member of the family is not appropriate in these instances. Staff will report concerns to the DSLs who will liaise with Children's Social Care, the police or the Forced Marriage Unit and follow advice given regarding protective strategies to safeguard the student.

20. Retention of Records

- 20.1 When a disclosure of abuse, or an allegation against a member of staff or volunteer, has been made,
our school will have a record of this. These records will be maintained in a way that is confidential and secure, in accordance with our Record Keeping Policy.
- 20.2 There is a statutory requirement for our school to pass any child protection records to the child's next school. We are also required to retain these records securely and confidentially until the concerned reaches the age of 25 years.
- 20.3 If an allegation is made against a member of staff, a comprehensive, confidential summary of the allegation will be kept on their personnel file.

This record will be kept by the school until normal retirement age, or 10 years after the allegation if longer. This record will include a clear outcome, including when cases have been investigated and found to be without substance.

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

repeated allegations.

21. Use of Photography

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

21.1 As confirmed in the Data Protection Act, our school will ensure written consent is sought from the parent or carer of any child under the age of 18 before any photographs are taken. If consent is given, we will make a clear agreement with the parent or carer as to how the image will be used

(for

example, in a school brochure or website) and how widely (as part of a schools' bulletin for all parents, on the child's individual development record etc).

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

22. Policy Review and monitoring

22.1 This policy will be monitored and evaluated by:

- Governing Body visits to the school.
- SLT 'drop- ins' and discussions with children and staff.
- Student surveys and questionnaires.
- Scrutiny of Attendance data.
- Logs of bullying/racist/behaviour incidents for SLT and HOY to monitor.
- Review of parental concerns and parent questionnaires.

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

Appendix One - Child Protection

Everyone who works with children has a duty to safeguard and promote the welfare of children. They should be aware of the signs and indicators of abuse and know what to do and who to speak to if they become concerned about a child or if a child discloses to them. They should be aware that children with special educational needs and disabilities can face additional safeguarding challenges.

The following is intended as a reference for school staff and parents/carers if they become concerned that a child is suffering or likely to suffer significant harm.

Recognising signs of child abuse

Categories of Abuse:

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse
- Neglect

Signs of Abuse in Children:

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

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

Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:

- Appear frightened of the parent/s
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a "cry for help" and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

Bruising

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint.

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical.

The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scape-goated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self esteem and lack of confidence
- Withdrawn or seen as a "loner" – difficulty relating to others

Recognising Signs of Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

Sexual Abuse by Young People

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

Developmental Sexual Activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate Sexual Behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. it may also be that the behaviour is "acting out" which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

Assessment

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- **Equality** – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- **Consent** – agreement including all the following:
 - Understanding that is proposed based on age, maturity, development level, functioning and experience
 - Knowledge of society's standards for what is being proposed
 - Awareness of potential consequences and alternatives
 - Assumption that agreements or disagreements will be respected equally
 - Voluntary decision
 - Mental competence
- **Coercion** – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide.

Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and unresponsive with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

Child Sexual Exploitation

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress

- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

Child Criminal Exploitation and County Lines

“**Child criminal exploitation**” occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18. The victim may have been criminally exploited even if the activity appears consensual. Child Criminal Exploitation does not always involve physical contact; it can also occur through the use of technology.

“**County lines**” is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of “deal line”. They are likely to exploit children and vulnerable adults to move and store the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons. County lines activity and the associated violence, drug dealing and exploitation has a devastating impact on young people, vulnerable adults and local communities.

Child Criminal Exploitation is common in county lines, but Criminal exploitation of children is broader than just county lines, and includes for instance children forced to work on cannabis farms or to commit theft.

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;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can 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.

One of the key factors found in most cases of county lines exploitation is the presence of some form of exchange (e.g. carrying drugs in return for something). Where it is the victim who is offered, promised or given something they need or want, the exchange can include both tangible (such as money, drugs or clothes) and intangible rewards (such as status, protection or perceived friendship or affection). It is important to remember the unequal power dynamic within which this exchange occurs and to remember that the receipt of something by a young person or vulnerable adult does not make them any less of a victim. It is also important to note that the prevention of something negative can also fulfil the requirement for exchange, for example a young person who engages in county lines activity to stop someone carrying out a threat to harm his/her family.

The national picture on county lines continues to develop but there are recorded cases of:

- children as young as 12 years old being exploited or moved by gangs to courier drugs out of their local area; 15-16 years is the most common age range
- both males and females being exploited
- White British children being targeted because gangs perceive they are more likely to evade police detection but a person of any ethnicity or nationality may be exploited
- the use of social media to make initial contact with children and young people
- class A drug users being targeted so that gangs can takeover their homes (known as ‘cuckooing’).

We do know that county lines exploitation is widespread, with gangs from big cities including London, Manchester and Liverpool operating throughout England, Wales and Scotland. Gangs are known to target vulnerable children and adults; some of the factors that heighten a person’s vulnerability include:

- having 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)
- social isolation or social difficulties
- economic vulnerability
- homelessness or insecure accommodation status
- connections with other people involved in gangs
- having a physical or learning disability
- having mental health or substance misuse issues;
 - being in care (particularly those in residential care and those with interrupted care histories)
- being excluded from mainstream education, in particular attending a Pupil Referral Unit.

A young person's involvement in county lines activity often leaves signs. A person might exhibit some of these signs, either as a member or as an associate of a gang dealing drugs. Any sudden changes in a person's lifestyle should be discussed with them. Some potential indicators of county lines involvement and exploitation are listed below, with those at the top of particular concern:

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

Any practitioner working with a vulnerable person who they think may be at risk of county lines exploitation should follow the usual safeguarding pathway in school so as to share this information with local authority social services. If you believe a person is in immediate risk of harm, you should contact the police.

The school's DSLs have the responsibility for linking in with the local authority's social services. If you are not satisfied with the local authority's response, you should follow up your concerns by discussing these with your safeguarding lead.

Appendix Two – Forced Marriage (FM) and Female Genital Mutilation (FGM)

Forced Marriage (FM)

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party.

Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/total removal of clitoris and labia minora

Type 3 Infibulation -- entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is **illegal** in most countries including the UK.

Circumstances and occurrences that may point to FGM happening

- Child talking about getting ready for a special ceremony

- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinary tract infection
- Disclosure

The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges take action **without delay**.

Cultural Variation

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

Fear of being accused of racism can stop people acting when they otherwise would. Fear of being thought unsympathetic to someone of the same race can change responses.

Every organisation concerned with the welfare and protection of children should have mechanisms in place to ensure equal access to services of the same quality, and that each child, irrespective of colour or background, should be treated as an individual requiring appropriate care.

Victoria Climbié Inquiry Report

Research also tells us that children with special needs are at an increased risk of abuse. There are fewer signs and indicators and more possible explanations. Children with communication difficulties may be especially vulnerable.

Some children and young people may be more vulnerable to abuse due to particular circumstances such as:

- Young women subject to honour based violence (where for instance they have transgressed the expectations of them as young women in their family and community).

- Children at risk of harm from abuse linked to a belief in spirit possession on the part of their parent, carer or wider community.
- Girls at risk of genital mutilation (usually being taken back to their country of origin for this procedure to be carried out).
- Children being trafficked from abroad.
- Girls and/or boys at risk of being forced into marriage.

