



Child Protection and Safeguarding Policy

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Introduction

Section 1:

This Child Protection and Safeguarding Policy forms part of a suite of documents and policies which relate to the safeguarding responsibilities of the school.

This policy should be read in conjunction with the:

- Safer Recruitment Policy
- Behaviour Policy
- Physical Intervention Policy
- Anti-Bullying Policy
- Code of Conduct/Staff Behaviour Policy
- E-safety Policy and ICT Acceptable Usage Policy
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Purpose of a Child Protection and Safeguarding Policy

To inform staff, parents/carers, volunteers and governors about the school's responsibilities for safeguarding children.

To enable everyone to have a clear understanding of how these responsibilities should be carried out.

**Northamptonshire
Safeguarding Children Board
Inter-agency Child Protection
and Safeguarding Children
Procedures
School Staff & Volunteers**

The school follows the procedures established by the Northamptonshire Safeguarding Children Board; a guide to procedure and practice for all agencies in Northamptonshire working with children and their families:
www.northamptonshirescb.org.uk

All school staff have a responsibility to provide a safe environment in which children can learn.

School staff and volunteers are particularly well placed to observe outward signs of abuse, changes in behaviour and failure to develop because they have daily contact with children.

All staff members should receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. This will ensure that they are knowledgeable and aware of their role in the early recognition of the indicators of abuse or neglect and of the appropriate procedures to follow.

Temporary staff and volunteers will be made aware of the safeguarding policies and procedures by the Designated Safeguarding Lead Person - including the Child Protection and Safeguarding Policy and staff behaviour policy (code of conduct).

Mission Statement

Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to when they have a worry or concern.

Establish and maintain an environment where school staff and volunteers feel safe, are encouraged to talk and are listened to when they have concerns about the safety and well-being of a child.

Ensure children know that there are adults in the school whom they can approach if they are worried.

Ensure that children, who have additional/unmet needs are supported appropriately. This could include referral to Early Help services or specialist services if they are a child in need or have been/are at risk of being abused and neglected.

Consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.

Policy

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

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

Implementation, Monitoring and Review of the Child Protection and Safeguarding

Lead Person and through staff performance measures.

Statutory Framework

To safeguard and promote the welfare of children, the school will act in accordance with the following legislation and guidance:

- The Children Act 1989
- The Children Act 2004
- Education Act 2002 (Section 175/157)
- Outlines that Local Authorities and School Governing Bodies have a responsibility to "ensure that their functions relating to the conduct of school are exercised with a view to safeguarding and promoting the welfare of children who are its pupils".
- Northamptonshire Safeguarding Children Board Inter-Agency Child Protection and Safeguarding Children Procedures

- Keeping Children Safe in Education (DfE, September 2019)
- Working Together to Safeguard Children (DfE 2018) (DfE 21st February 2019 as specified on website)
- The Education (Pupil Information) (England) Regulations 2005
- Sexual Offences Act (2003)
- Section 26, The Counter Terrorism and Security Act 2015 (PREVENT Duty)
- Female Genital Mutilation Act 2003 (Section 74, Serious Crime Act 2015)

Working Together to Safeguard Children (DfE 2019) requires each school to follow the procedures for protecting children from abuse which are established by the Northamptonshire Safeguarding Children Board.

Schools are also expected to ensure that they have appropriate procedures in place for responding to situations in which:

- A child may have been abused or neglected or is at risk of abuse or neglect
- A member of staff has behaved in a way that has or may have harmed a child or that indicates they would pose a risk of harm.

Definitions

Safeguarding and promoting the welfare of children is defined for the purpose of this guidance as:

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

Key Principles

- Safeguarding is everyone's responsibility
- Children's needs are at the heart of all safeguarding practice

Section 2: Aims

- To provide a safe environment in which our children can learn
- To identify children who are suffering or likely to suffer significant harm and take appropriate action with the aim of making sure they are kept safe both at home and in school
- To prevent unsuitable people from working with or coming into contact with children
- To contribute to effective partnership working between all those involved with providing services for children and facilitate effective communication between all relevant agencies
- To listen to the views of children and duly consider them

- To facilitate Early Help for children and families wherever possible and to take action to promote the welfare of a child in need of additional support, even if they are not suffering harm or at immediate risk

Section 3: Objectives

Prevention

At CCS we aim to establish and maintain an ethos where children feel secure and are encouraged to talk and are listened to. This is achieved through the pastoral system and the PSHE curriculum which is in place. All children have a form tutor as part of our pastoral provision with whom they have regular contact in school.

Our PSHE provision across the school is vibrant and revised in response to meeting the needs of our pupils. Developing emotional resilience is central to our PSHE programme. Student assemblies and the work of the pastoral team ensures that children know how to keep themselves and others safe and covers within its topics e-safety and guarding against injudicious use of social media.

We recognise that some of our children may need specific intervention to develop emotional resilience and protective behaviours. To facilitate this, opportunities for additional support are provided on an as needed basis.

Recruitment Procedure

We follow governmental guidelines and adhere to relevant employment legislation to ensure that all staff are subjected to a rigorous safer recruitment procedure. Our procedures follow all guidelines within Part Three: Safer Recruitment of "Keeping Children Safe in Education".

Protection Procedure

A robust and clear procedure exists in school for staff to report any concerns about a student's welfare. All staff are aware of their safeguarding responsibilities and how to report any concerns they may have. This encompasses all adults on site and includes temporary supply staff who are routinely provided with a copy of our safeguarding referral procedure.

All safeguarding referrals are sent in the first instance to our Safeguarding team who will decide on the best course of action. Any referral to outside agencies that are deemed as necessary will be made by a member of the safeguarding team. The safeguarding team meet on a weekly basis to ensure against lone working and facilitate effective supervision.

In line with local LCSB procedures: if a referral is made to social services, they will aim to discuss this with parents. However, this may not always be possible. This decision will be made on a case by case basis and in the light of advice from Northamptonshire LCSB. Our information sharing protocols reflect "Information Guidance 2015".

Records

We recognise that well-kept records are essential to good safeguarding practice. We ensure that record keeping is robust and facilitates effective information sharing, whilst recognising the sensitive and confidential nature of these records. Our information sharing protocols

reflect "Information Guidance 2015". As a school we introduced CURA in 2017 so that all records are electronically stored and recorded.

Roles and Responsibilities

There is a Designated Safeguarding Lead (DSL) in place who is a member of the Senior Leadership Team, as well as three Deputy Designated Safeguarding Leads who would deputise in their absence.

The Designated Safeguarding Lead Person for child protection in this school is Lisa West and the Deputy Designated Safeguarding Leads are Katherine Patterson, June Miller-Chalk and Jenny Blaize.

The Designated Safeguarding Lead has direct accountability for ensuring that our safeguarding procedures and practices are robust. Additionally, there is a safeguarding team in place who aid the DSL with aspects of this role and are also able to deputise in her absence. The DSL or a member of the safeguarding team will attend case conferences and liaise with external agencies on safeguarding matters.

Confidentiality

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, and the child particularly in the context of safeguarding. The only purpose of confidentiality in this respect is to benefit the child. This will be discussed with all staff during CP training. Please refer to note in italics below which relates specifically to disclosures and data protection.

Support

Training

All staff on site access child protection training which is relevant and appropriate to their role. This includes training in procedures to follow, signs to note and appropriate record keeping. Refresher training is available annually for all staff, but bi-annually for the safeguarding team who receive training commensurate to their role.

Head teachers/managers and governing bodies must ensure that nominated members of staff have appropriate time and resources made available to them to enable them to fulfil their duties in this very sensitive area.

Appropriate safer recruitment training is completed by all those required to do so as part of their role in school.

Early Help

We understand the importance of Early Help for families and children in need of support. To facilitate Early Help we proactively work with a range of external agencies which may or not be within the framework of an Early Help Assessment. A number of key personnel on site, including some members of the safeguarding team, have undertaken training relevant to this role.

We recognise that children with behavioural difficulties and disabilities are statistically most likely to present as having safeguarding needs. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behaviour problems will need to be particularly sensitive to safeguarding needs. It must also be stressed that in a home environment where there is domestic violence, drug or alcohol abuse, mental health issues, children may also be vulnerable and in need of support or protection.

Disclosure: *Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (Data Protection Act 1998, European Convention on Human Rights, Article 8). Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, obtaining consent may not be possible or in the best interest of the child. The safety and welfare of that child necessitates that the information should be shared. The law permits the disclosure of confidential information necessary to safeguard a child or children. Disclosure should be justifiable in each case, according to the particular facts of the case, and legal advice should be sought if in doubt.*

Section 4: Specific Safeguarding Issues

Female Genital Mutilation

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia, or other injury, to the female genital organs for non-medical reasons. It has no health benefits and harms girls and women in many ways. It involves removing and damaging healthy and normal female genital tissue, and hence interferes with the natural function of girls' and women's bodies. The practice causes severe pain and has several immediate and long-term health consequences, including difficulties in childbirth also causing dangers to the child (source: Multi Practice Guidelines.)

At CCS, we believe that our pupils should be kept safe from harm. FGM affects girls particularly from North African countries, including Egypt, Sudan, Somalia & Sierra Leone. Our pastoral and safeguarding teams work closely to identify any students who may be vulnerable to these issues, and if there are concerns we are committed to working proactively with all relevant outside agencies in order to safeguard children.

As part of this duty, all parents/carers are advised of our legal responsibility to report suspected FGM.

Forced Marriage/Honour-Based Violence

A forced marriage is one in which one or both spouses do not consent to the marriage but are coerced into it. The terms "honour crime" or "honour-based violence" embrace a variety of crimes of violence (mainly but not exclusively against women), including assault, imprisonment & murder whereby the person is being punished by the family or their community for allegedly undermining what the family believe to be the correct code of behaviour (source: Multi-Practice Guidelines.)

At CCS, in order to safeguard children against forced marriage and honour-based violence, our pastoral and safeguarding teams work closely to identify any students who may be vulnerable to these issues and if there are concerns we are committed to working proactively with all relevant outside agencies in order to safeguard children. We recognise that such practices are illegal and are committed to safeguarding children within our remit of care.

Preventing Radicalisation

The Prevent Duty is defined as (having): "due regard to the need to prevent people from being drawn into terrorism" (source: The Prevent Duty: Departmental Advice for Schools.)

At CCS, in order to fulfil our responsibilities under The Prevent Duty, we endeavour to identify any children who may be vulnerable to radicalisation, and where necessary act proportionately to make appropriate referral to agencies such as Channel if and when appropriate. As part of this duty, we endeavour to build our pupils' resilience to radicalisation by promoting British values which are embedded within our CCS values and form the basis of our PSHE entitlement for all children across all phases of our school community.

Child Sexual Exploitation

Child sexual exploitation is defined as children and young people receiving favours or money in return for sexual activities. In all such exploitation the balance of power remains with the abusers through age, intellect or resources (source: NSPCC.)

At CCS, our safeguarding and pastoral teams work in tandem to ensure that children are appropriately safeguarded. As part of this duty, we routinely identify and investigate concerning attendance patterns and those classed as missing in education, as these can be indicators that a young person is vulnerable to the risks associated with child sexual exploitation. Investigations of this type would be in conjunction with local guidance and support from the Education Entitlement Service. Additionally, to guard against these risks we have a strong e safety programme throughout the school and encourage our young people to have open and supportive dialogue with the pastoral team.

Section 5: Child Protection

The Designated Safeguarding Lead Person (DSL)

Governing bodies and proprietors should ensure that the school designates an appropriate senior member of staff to take lead responsibility for child protection. This person should have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.

During term time the Designated Safeguarding Lead Person (DSL) and/or a deputy will always be available (during school hours) for staff in the school to discuss any safeguarding concerns.

To discuss any individual arrangements out of hours, the contact will be the **Multi-Agency Safeguarding Hub (MASH) and Child Protection Team:**

- **Non-Emergencies** (if there is no immediate danger but you are concerned about a child's welfare) - **0300 126 1000**
- **Out of Hours** - **01604 626938**

The Designated Safeguarding Lead Person for child protection in this school is Lisa West.

There should be a Deputy Designated Safeguarding Lead Person (DDSLP) in the absence of the lead DSLP. The Deputy Designated Safeguarding Leads for child protection in this school are:

- Katherine Patterson
- Jenny Blaize

The broad areas of responsibility for the Designated Safeguarding Lead Person are found in Annex B of "*Keeping Children Safe in Education*" 2019. They are:

- Liaise with the Principal to inform him/her of issues - especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies
- Support staff who make referrals
- Share information with appropriate staff in relation to a child's looked after (CLA) legal status (whether they are looked after under voluntary arrangements with consent of parents or on an Interim Care Order or Care Order) and contact arrangements with birth parents or those with parental responsibility
- Ensure they have details of the CLA's social worker and the name of the virtual school Principal in the authority that looks after the child

Managing Referrals and Cases

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

- By telephone contact to the Multi-Agency Safeguarding Hub (MASH): **0300 126 1000**
- By e-mail to: MASH@northamptonshire.gcsx.gov.uk
- By using the online referral form found at: <http://www.northamptonshirescb.org.uk/more/borough-and-district-councils/howto-make-an-online-referral/>
- In an emergency outside office hours, contact children's social care out of hours team on **01604 626938** or the Police

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

Multi-Agency Safeguarding Hub (M.A.S.H)

The Multi-Agency Safeguarding Hub (MASH) deals with referrals from professionals and members of the public who may have concerns about a child's welfare following contact with the helpline that is now also based in the Multi-Agency Safeguarding Hub.

It makes the process of dealing with referrals quicker and more effective by improving the way county council works with:

- Children's social care
- Northamptonshire Fire and Rescue Service (NFRS)
- Youth Offending Service (YOS) and education
- Other partner agency colleagues, including Northamptonshire police
- Northamptonshire health partners
- National Probation Service
- The East Midlands Ambulance Service (EMAS) to share information

Training

The Designated Safeguarding Lead Person should undergo formal training every two years. The DSLP should also undertake Prevent awareness training. In addition to this training, their knowledge and skills should be refreshed, (for example via e-bulletins, meeting other DSLPs, or taking time to read and digest safeguarding developments), at least annually to:

- Understand the assessment process for providing Early Help and intervention, for example through locally agreed common and shared assessment processes such as Early Help Assessments
- 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 when required to do so
- Ensure each member of staff has access to and understands the school's Child Protection and Safeguarding Policy and procedures, especially new and part time staff
- Ensure that all staff:
 - Understand what Early Help is
 - Understand what this looks like in their school
 - Understand how to identify children in need of Early Help
 - Understand the difference between a 'concern' and 'immediate danger or at risk of harm'
- Ensure that the school keeps a record of the children who are in receipt of Early Help
- Be alert to the specific needs of children in need, those with special educational needs and young carers
- Understand and support the school with regards to the requirements of The Prevent Duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation

- Be able to keep detailed, accurate, secure written records of concerns and referrals
- Obtain access to resources and attend any relevant or refresher training courses
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them

Raising Awareness

The Designated Safeguarding Lead Person (DSL) should:

- Ensure the school's policies are known, understood and used appropriately
- Ensure the school's Child Protection and Safeguarding Policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this
- Ensure the Child Protection and Safeguarding Policy is available publicly and parents/carers are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this
- Link with the Local Safeguarding Children's Board (LSCB) to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- Where children leave the school, ensure the file for safeguarding and any child protection information is sent to any new school as soon as possible but transferred separately from the main pupil file

Schools should obtain proof that the new school/education setting has received the safeguarding file for any child transferring and then destroy any information held on the child in line with data protection guidelines.

The Governing Body

Governing bodies and proprietors must ensure that they comply with their duties under legislation. They must also have regard to this guidance to ensure that the policies, procedures and training in their school is effective and comply with the law at all times.

The nominated governor for child protection is:

- Sue Robson

The responsibilities placed on governing bodies and proprietors include:

- Their contribution to inter-agency working, which includes providing a coordinated offer of Early Help when additional needs of children are identified
- Ensuring that an effective Child Protection and Safeguarding Policy is in place, together with a staff behaviour policy/staff code of conduct
- Ensuring staff are provided with Part One of Keeping Children Safe in Education (DfE 2019) and Annex A and are aware of specific safeguarding issues
- Ensuring that staff induction is in place with regards to child protection and safeguarding

- Appointing an appropriate senior member of staff to act as the Designated Safeguarding Lead Person. It is a matter for individual schools as to whether they choose to have one or more Deputy Designated Safeguarding Lead Persons
- Ensuring that all of the Designated Safeguarding Lead Persons (including deputies) should undergo formal child protection training every two years (in line with LCSB guidance) and receive regular (annual) safeguarding refreshers (for example via ebulletins, meeting other DSLPs, or taking time to read and digest safeguarding developments)
- Prioritising the welfare of children and young people and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns
- Ensuring that children are taught about safeguarding in an age appropriate way
- Ensuring appropriate filters and appropriate monitoring systems are in place to safeguard children from potentially harmful and inappropriate online material
- Additional information to support governing bodies and proprietors is provided in Annex C of **Keeping Children Safe in Education (DfE 2019)**
- Having a senior board level lead to take leadership responsibility for the organisation's safeguarding arrangements

Section 6: When to be Concerned

A Child Centred and Coordinated Approach to Safeguarding

Safeguarding and promoting the welfare of children is **everyone's responsibility**. In order to fulfil this responsibility effectively, all professionals should make sure their approach is **child centred**. This means that they should consider, at all times, what is in the best interests of the child.

Schools and their staff form part of the wider safeguarding system for children. This system is based on the principle of providing help for families to stay together where it is safe for the children to do so, and looking at alternatives where it is not, whilst acting in the **best interests** of the child at all times.

Children Who May Require Early Help

All staff should be aware of the **Early Help process**, and understand their role in identifying emerging problems, sharing information with other professionals to support early identification and assessment of a child's needs.

It is important for children to receive the right help at the right time to address risks and prevent issues escalating. This also includes staff monitoring the situation and feeding back to the Designated Safeguarding Lead Person any ongoing/escalating concerns so that consideration can be given to a referral to Children's Services if the child's situation does not appear to be improving.

Early Help Links:

- Follow this link: www.northamptonshirescb.org.uk/social-care/early-help/ to access Northamptonshire's information and support for professionals regarding Early Help

- Early Help Co-ordinator: www.northamptonshire.gov.uk/earlyhelp

Staff and volunteers working within the school should be alert to the potential need for Early Help for children who are more vulnerable. For example:

- Children with a disability and/or specific additional needs
- Children with special educational needs
- Children who are acting as a young carer
- Children who are showing signs of engaging in anti-social or criminal behaviour
- Children whose family circumstances present challenges, such as substance abuse, adult mental health or learning disability, domestic violence
- Children who are showing early signs of abuse and/or neglect

School staff members should be aware of the main categories of maltreatment: **physical abuse, emotional abuse, sexual abuse and neglect**. They should also be aware of the indicators of maltreatment and **specific safeguarding issues** so that they are able to identify cases of children who may be in need of help or protection.

See Appendix 5 of this policy for information on indicators of abuse and Appendix 1 for specific safeguarding issues.

Children with Special Educational Needs and Disabilities

Additional barriers can exist when recognising abuse and neglect in this group of children.

This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration
- Assumptions that children with SEN and disabilities can be disproportionately impacted by things like bullying - without outwardly showing any signs
- Communication barriers and difficulties
- Reluctance to challenge carers, (professionals may over empathise with carers because of the perceived stress of caring for a disabled child)
- Disabled children often rely on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased
- A disabled child's understanding of abuse
- Lack of choice/participation
- Isolation

Northamptonshire's Local Offer:

<https://www3.northamptonshire.gov.uk/councilservices/children-familieseducation/SEND/Pages/default.aspx>

Peer on Peer Abuse

Education settings are an important part of the inter-agency framework not only in terms of evaluating and referring concerns to Children's Services and the Police, but also in the assessment and management of risk that the child or young person may pose to themselves and others in the education setting.

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, teenage relationship abuse, peer-on-peer exploitation, serious youth violence, sexual bullying or harmful sexual behaviour.

Guidance on responding to and managing sexting incidents as well as other information on E-Safety can be found at:

<http://www.northamptonshirescb.org.uk/health-professionals/safeguarding-topics/esafety/>

This includes a link to the document: *Sexting in Schools and Colleges: Responding to Incidents and Safeguarding Young People UK Council for Child Internet Safety*.

Staff should recognise that children are capable of abusing their peers and should not be tolerated or passed off as "banter" or "part of growing up".

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
- Develop robust risk assessments where appropriate.
- Have relevant policies in place (e.g. behaviour policy)

Dealing with a Disclosure

If a child discloses that he or she has been abused in some way, the member of staff/volunteer should:

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the child to talk freely
- Reassure the child, but not make promises which it might not be possible to keep

- Never promise a child that they will not tell anyone - as this may ultimately not be in the best interests of the child
- Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Listen, only asking questions when necessary to clarify
- Not criticise the alleged perpetrator
- Explain what has to be done next and who has to be told
- Make a written record (see Record Keeping)
- Pass the information to the Designated Senior Person without delay.

Support

Dealing with a disclosure from a child, and safeguarding issues can be stressful. The member of staff/volunteer should, therefore, consider seeking support for him/herself and discuss this with the Designated Safeguarding Lead Person.

If a school staff member receives a disclosure about potential harm caused by another staff member, they should see section 8 of this policy – *Allegations involving school staff/volunteers*.

For referrals regarding adults in education and other information on the role of the Designated Officer (formerly LADO) follow the link below:

- <http://www.northamptonshirescb.org.uk/about-northamptonshire-safeguardingchildren-board/who-is-who/designated-officer/>

Record Keeping

All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements staff should discuss with the Designated Safeguarding Lead Person.

When a child has made a disclosure, the member of staff/volunteer should:

- Record as soon as possible after the conversation.
- Use the Expression of Concern Form (the electronic Expression of Concern Form can be found on the school's intranet)
- Do not destroy the original notes in case they are needed by a court
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child
- Draw a diagram to indicate the position of any injuries
- Record statements and observations rather than interpretations or assumptions

All records need to be given to the Designated Safeguarding Lead Person promptly. No copies should be retained by the member of staff or volunteer.

The Designated Safeguarding Lead Person will ensure that all safeguarding records are managed in accordance with the Education (Pupil Information) (England) Regulations 2005.

If a pupil who is/ or has been the subject of a Child Protection Plan changes school, the Designated Safeguarding Lead Person will inform the social worker responsible for the case and transfer the appropriate records to the Designated Safeguarding Lead Person at the receiving school, in a secure manner, and separate from the child's academic file.

Confidentiality

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

- All staff in schools, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Children's Services and the Police)
- If a child confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tells the child in a manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe. This may ultimately not be in the best interests of the child
- 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

Section 7: School Procedures

Please see the below documents that form part of our school procedures and are around the school:

- Appendix 3: CCS Internal Safeguarding Referral Flowchart (Staff)
- Appendix 4: CCS Internal Safeguarding Referral Flowchart (Student)
- Appendix 5: Indicators of Abuse and Neglect
- Appendix 6: Safeguarding Overview

If any member of staff is concerned about a child, he or she must inform the Designated Safeguarding Lead Person. The Designated Safeguarding Lead Person will decide whether the concerns should be referred to Children's Services. If it is decided to make a referral to Children's Services this will be discussed with the parents, unless to do so would place the child at further risk of harm.

Whilst it is the DSLP's role to make referrals, **any staff member** can make a referral to Children's Services. If a child is in immediate danger or is at risk of harm (e.g. concern that a family might have plans to carry out FGM), a referral should be made to Children's Services and/or the Police immediately. Where referrals are not made by the DSLP, the DSLP should be informed as soon as possible.

If a teacher (persons employed or engaged to carry out teaching work at schools and other institutions in England), in the course of their work in the profession, discovers that an act of Female Genital Mutilation (FGM) appears to have been carried out on a girl under the age of

18, the teacher must report this to the police after informing the Designated Safeguarding Lead Person. This is a mandatory reporting duty. See Appendix 1: Keeping Children Safe in Education (DfE 2019): Annex A for further details.

The member of staff must record information regarding the concerns on the same day (and use the [Expression of Concern Form \(Student\)](#) found on the school's intranet.) The recording must be a clear, precise, factual account of the observations. Particular attention will be paid to the attendance and development of any child about whom the school has concerns, or who has been identified as being the subject of a Child Protection Plan and a written record will be kept.

If a pupil who is/or has been the subject of a Child Protection Plan changes school, the Designated Safeguarding Lead Person will inform the social worker responsible for the case and transfer the appropriate records to the Designated Safeguarding Lead Person at the receiving school, in a secure manner, and separate from the child's academic file.

The Designated Safeguarding Lead Person is responsible for making the senior leadership team aware of trends in behaviour that may affect pupil welfare. If necessary, training will be arranged.

Communication with Parents/Carers

Caroline Chisholm School will ensure the Child Protection and Safeguarding Policy is available publicly either via the school's website or by other means.

Parents/carers should be informed prior to referral, unless it is considered to do so might place the child at increased risk of significant harm by:

- The behavioural response it prompts e.g. a child being subjected to abuse, maltreatment or threats/forced to remain silent if alleged abuser informed
- Leading to an unreasonable delay
- Leading to the risk of loss of evidential material

(The school may also consider not informing parent(s) where it would place a member of staff at risk).

Ensure that parents have an understanding of the responsibilities placed on the school and staff for safeguarding children.

Section 8: Allegations Involving School Staff/Volunteers

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 within their personal, professional or community life.

What school staff should do if they have concerns about safeguarding practices within the school:

- 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 senior leadership team

If staff members have concerns about another staff member then this should be referred to the Principal. Where there are concerns about the Principal, this should be referred to the Chair of Governors/Chair of the Management Committee/Proprietor as appropriate.

The Chair of Governors in this school is:

- Andrew Sortwell

In the absence of the Chair of Governors, the Vice Chair should be contacted. The Vice Chair in this school is:

- Louise Samways

In the event of allegations of abuse being made against the Principal, or 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):

- Designated Officer (formerly LADO) - doreferral@northamptonshire.gov.uk
- Multi-Agency Safeguarding Hub: **0300 126 1000**

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. This should include:

- Time
- Date
- Place - where the alleged incident took place
- Brief details of what happened (what was said and who was present)

This record should then be signed, dated and immediately passed on to the Principal. 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 Principal/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).

For referrals regarding adults in education and other information on the role of the Designated Officer (formerly LADO) follow the link below:

- <http://www.northamptonshirescb.org.uk/about-northamptonshiresafeguarding-children-board/who-is-who/designated-officer/>

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

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**
- NSPCC whistle blowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: **0800 0800 5000** – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk

Safer Working Practice

To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the staff handbook/school code of conduct/staff behaviour policy and Safer Recruitment Consortium document ***Guidance for safer working practice for those working with children and young people in education settings (September 2015)***.

The document seeks to ensure that the responsibilities of school leaders towards children and staff are discharged by raising awareness of illegal, unsafe, unprofessional and unwise behaviour. This includes guidelines for staff on positive behaviour management in line with the ban on corporal punishment (School Standards and Framework Act 1998). Please see the school's behaviour management policy for more information.

Useful Links:

NSCB

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

NSCB Schools

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

National Society for Prevention of Cruelty to Children (NSPCC) <http://www.nspcc.org.uk/>

0808 800 5000

Childline <https://www.childline.org.uk/>

0800 1111

Child Exploitation and Online Protection (CEOP)

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

On publication of this Child Protection Policy the guidance Keeping Children Safe in Education commenced on 5th September 2019. The DfE have confirmed that this guidance will be updated annually thereafter.

The DfE have published guidance on Children Missing from Education September 2019: <https://www.gov.uk/government/publications/children-missing-education>

Keeping Children Safe in Education September 2019 mentions that there will be also be updates likely to the definition of Child Sexual Exploitation.

It is **essential** that **all** staff have access to this online document and read Part 1 and Annex A, which provides further information on:

- Children missing from education
- Child sexual exploitation
- 'Honour based' violence
- FGM mandatory reporting duty
- Forced marriage
- Preventing radicalisation

This is to assist staff to understand and discharge their role and responsibilities as set out in this guidance.

We highly recommend that staff are asked to sign to say they have read these sections (please see Appendix 2) and should subsequently be re-directed to these online documents again should any changes occur.

Link to Keeping Children Safe in Education:

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

Appendix 2: Declaration for All Staff

School's Name: Caroline Chisholm School

Academic Year:

Please sign and return to: Lisa West (DSL)P

By (Date)

.....

I have read and am familiar with the contents of the following documents and understand my role and responsibilities as set out in these document(s):

(1) The school's Child Protection and Safeguarding Policy

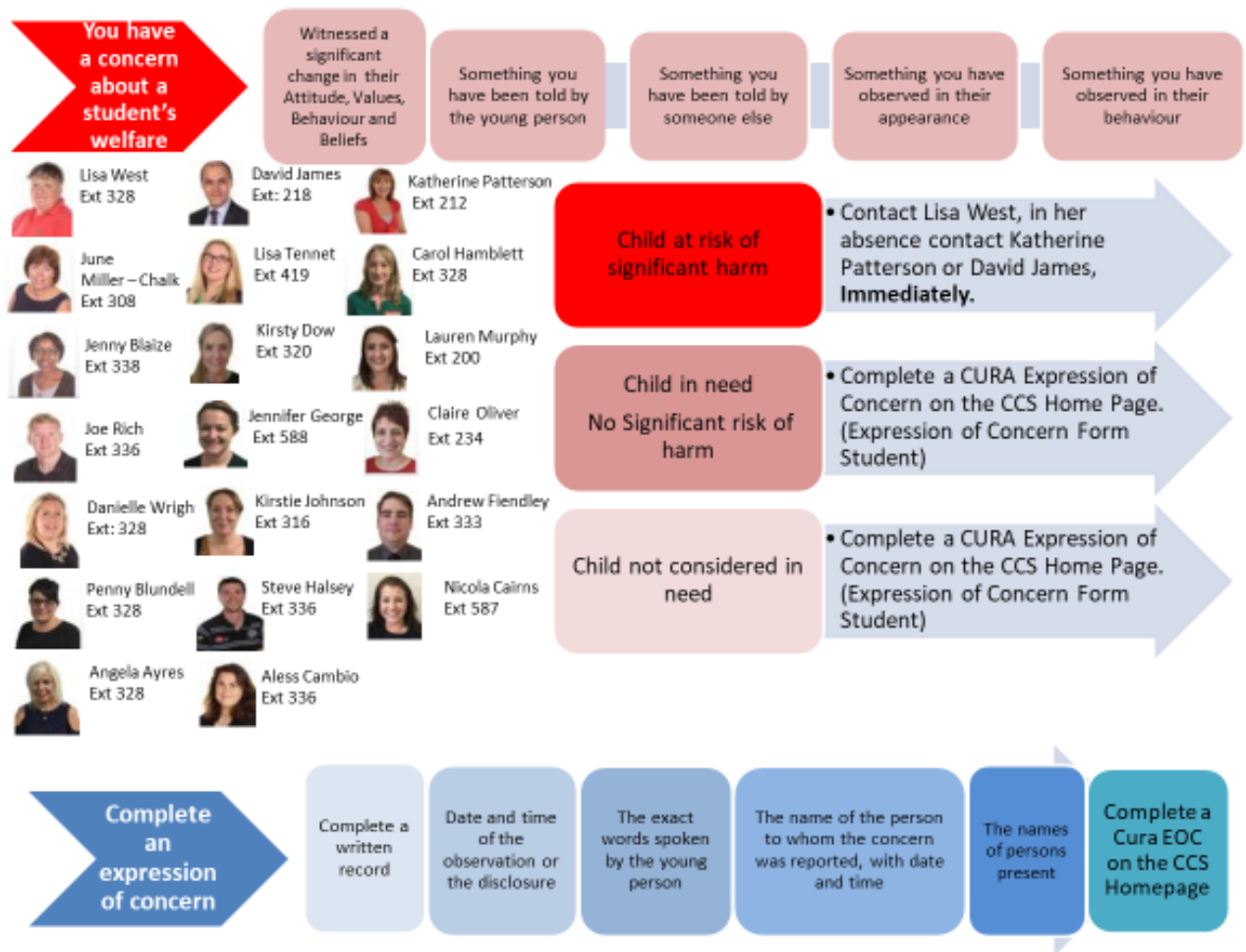
(2) Part 1 and Annex A of 'Keeping Children Safe in Education' DfE Guidance, 2019

I am aware that the DSLP is **Lisa West** and DDSLPs are **Katherine Patterson, Jenny Blaize** and I am able to discuss any concerns that I may have with them. I know that further

guidance, together with copies of the policies mentioned above, are available both on the school intranet and on the school website.

Signed:_____ **Date:**_____

Appendix 3: CCS Internal Safeguarding Referral Flowchart (Staff)



Appendix 4: CCS Internal Safeguarding Referral Flowchart (Student)

DO YOU NEED SOME HELP?

Feeling Sad?

You have a problem and want to talk to someone

Maybe feeling frightened or worried about a friend or family member



Caroline Chisholm School Safeguarding Team



Mr James
Upper E Block



Miss West
Upper C Block DSP



Mrs Patterson
Primary Office



Mrs Langridge
Primary Phase



Miss Tennet
Upper E Block



Mrs Dow
Upper E Block



Vikki Jewel
Upper E Block



Jennifer George
Primary Phase



Mrs Blaize
Upper E Block



Miss Wright
Upper C Block DSP



Mrs Kirstie Johnson
Lower B Block



Mrs Nicola Cairns
Primary Phase



Miss Ellis Johnson
Upper E Block



Mr Rich
Lower A Block



Miss Abbie Little
Lower B Block



Miss Cambio
Lower B Block



Mr Halsey
Lower A Block



Mrs Claire Oliver
Upper D Block



Mrs Angela Ayres
Upper C Block DSP



Mr Andrew Fiendley
E Block

Appendix 5: Indicators of Abuse and Neglect

The framework for understanding children's needs:



Working Together to Safeguard Children (DFE, 2015)

| | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|
| Physical abuse Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. | |
| Child | |
| Bruises – shape, grouping, site, repeat or multiple | Withdrawal from physical contact |
| Bite-marks – site and size Burns and Scalds – shape, definition, size, depth, scars | Aggression towards others, emotional and behaviour problems |
| Improbable, conflicting explanations for injuries or unexplained injuries | Frequently absent from school |
| Untreated injuries | Admission of punishment which appears excessive |
| Injuries on parts of body where accidental injury is unlikely | Fractures |
| Repeated or multiple injuries | Fabricated or induced illness |
| Parent | Family/environment |
| Parent with injuries | History of mental health, alcohol or drug misuse or domestic violence. |

| | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| Evasive or aggressive towards child or others | Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault |
| Explanation inconsistent with injury | Marginalised or isolated by the community. |
| Fear of medical help / parents not seeking medical help | Physical or sexual assault or a culture of physical chastisement. |
| Over chastisement of child | |
| <p>Emotional abuse</p> <p>Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, not giving the child opportunities to express their views, 'making fun' of what they say or how they communicate - hearing the ill-treatment of another and serious bullying (including cyber bullying).</p> | |
| Child | |
| Self-harm | Over-reaction to mistakes / Inappropriate emotional responses |
| Chronic running away | Abnormal or indiscriminate attachment |
| Drug/solvent abuse | Low self-esteem |
| Compulsive stealing | Extremes of passivity or aggression |
| Makes a disclosure | Social isolation – withdrawn, a 'loner' Frozen watchfulness particularly pre school |
| Developmental delay | Depression |
| Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking) | Desperate attention-seeking behaviour |
| Parent | |
| Observed to be aggressive towards child or others | Marginalised or isolated by the community. |
| Intensely involved with their children, never allowing anyone else to undertake their child's care. | History of mental health, alcohol or drug misuse or domestic violence. |
| Previous domestic violence | History of unexplained death, illness or multiple surgery in parents and/or siblings of the family |
| History of abuse or mental health problems | Past history in the care of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault |
| Mental health, drug or alcohol difficulties | Wider parenting difficulties |
| Cold and unresponsive to the child's emotional needs | Physical or sexual assault or a culture of physical chastisement. |

| | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|
| Overly critical of the child | Lack of support from family or social network. |
| <p>Neglect</p> <p>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.</p> | |
| Child | |
| Failure to thrive - underweight, small stature | Low self-esteem |
| Dirty and unkempt condition | Inadequate social skills and poor socialisation |
| Inadequately clothed | Frequent lateness or non-attendance at school |

| | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| Dry sparse hair | Abnormal voracious appetite at school or nursery |
| Untreated medical problems | Self-harming behaviour |
| Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold | Constant tiredness |
| Swollen limbs with sores that are slow to heal, usually associated with cold injury | Disturbed peer relationships |
| Parent | Family/environment |
| Failure to meet the child's basic essential needs including health needs | Marginalised or isolated by the community. |
| Leaving a child alone | History of mental health, alcohol or drug misuse or domestic violence. |
| Failure to provide adequate caretakers | History of unexplained death, illness or multiple surgery in parents and/or siblings of the family |
| Keeping an unhygienic dangerous or hazardous home environment | Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault |
| Unkempt presentation | Lack of opportunities for child to play and learn |
| Unable to meet child's emotional needs | Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals |
| Mental health, alcohol or drug difficulties | |
| <p>Sexual abuse</p> <p>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 or non-contact activities, such as involving children in looking at sexual images or being groomed on line / child exploitation.</p> | |
| Child | |

| | |
|-----------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| Self-harm - eating disorders, self-mutilation and suicide attempts | Poor self-image, self-harm, self-hatred |
| Running away from home | Inappropriate sexualised conduct |
| Reluctant to undress for PE | Withdrawal, isolation or excessive worrying |
| Pregnancy | Sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit |
| Inexplicable changes in behaviour, such as becoming aggressive or withdrawn | Poor attention/concentration (world of their own) |
| Pain, bleeding, bruising or itching in genital and /or anal area | Sudden changes in school work habits, become truant |
| Sexually exploited or indiscriminate choice of sexual partners | |
| Parent | Family/environment |
| History of sexual abuse | Marginalised or isolated by the community |
| Excessively interested in the child | History of mental health, alcohol or drug misuse or domestic violence |
| Parent displays inappropriate behaviour towards the child or other children | History of unexplained death, illness or multiple surgery in parents and/or siblings of the family |
| Conviction for sexual offences | Past history in the care of childhood abuse, selfharm, somatising disorder or false allegations of physical or sexual assault |
| Comments made by the parent/carer about the child | Grooming behaviour |
| Lack of sexual boundaries | Physical or sexual assault or a culture of physical chastisement. |

SAFEGUARDING OVERVIEW

