

## **Aylestone, Broadlands and Withington Federation Child Protection Policy**

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Reviewed: S L Alderton

Designated Child Protection officer and Safeguarding Manager- Mrs S Alderton- ABEC, Mr N O Neil Broadlands and Withington, Deputy DSL's Mr S Robertson, Mrs C Hendry, Mrs K Austin- Bailey, Mrs C Whitehall, Mrs N Hoon, Mrs L Goodson

Child Protection Governor: Ms R Kirk

The Federation of Aylestone Business and Enterprise College, Broadlands Primary School and Withington Primary School, along with the Local Authority for Herefordshire are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share its commitment. The Federation recognises the important role that all staff play in safeguarding children and all members of staff are aware of their important role in safeguarding children. We recognise that safeguarding children is everyone's responsibility with in the Federation.

### **1. Introduction**

The Federation recognise that because their staff are in regular and frequent contact with children, they are particularly well placed to observe signs of abuse. The Federation is aware of the responsibilities which all staff have with regard to the protection of children from abuse and from inappropriate and inadequate care. Therefore, the Federation is committed to reacting in accordance with the Local Authority procedures in all cases where there is concern.

This policy has been developed in accordance with the principles established by the Children Act 1989 and the DFE guidance provided by Keeping Children safe in education ( 2016), and Working Together To Safeguard Children (July 2015) and What to do if you are worried a child is being abused (July 2015), and Information Sharing – a guide for professionals (July 2015), and the Governments PREVENT agenda. It also takes note of guidance from the Herefordshire Safeguarding Children's Board. These documents are held in school and can be accessed by all school staff. The Governors and staff take seriously our responsibility to

safeguard and promote the welfare of all the children and young people entrusted to our care.

## **2. Designated Safeguarding Manager**

2.1 The Headteacher has designated Mrs S Alderton to act as the Safeguarding Manager and designated teacher for LAC for Aylestone Business and Enterprise College. The Headteacher has advised the Governing Body and all members of staff of this and informed them of any changes. Mrs Linda Goodson is the Safeguarding Manager and Mrs Sarah Houchen is the designated teacher for LAC for Withington primary school, and Mr Nigel O'Neil is the Safeguarding Manager and the designated teacher for LAC Broadlands primary school. All designated Safeguarding Managers have their training updated bi annually, and train all other staff at least once a year, with other updates on all safeguarding issues as they arise .

2.2 The Headteacher shall also ensure that all staff and Governors are aware that the Safeguarding Manager's responsibilities include:

- Ensuring that effective communication and liaison takes place between the Federation and Social Care, and any other relevant agencies, where there is a child protection concern in relation to a Federation student;
- Ensuring that all staff have an understanding of child abuse and its main indicators; and
- Advising staff on the Federation's and their own child protection responsibilities and supporting staff in their child protection role.

## **3. Aims**

As part of the ethos of the Federation we are committed to:

- Maintaining children's welfare as our paramount concern
- Providing an environment in which children and young people feel safe, secure, valued and respected; confident to talk openly and sure of being listened to.
- Providing suitable support and guidance so that students have a range of appropriate adults whom they feel confident to approach if they are in difficulties.
- Using the curriculum to provide opportunities for increasing self-awareness, self-esteem, assertiveness and decision making so that students have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others.
- Working with parents to build an understanding of the Federation's responsibility to ensure the welfare of all children, including the need for referral to other agencies in some situations.

- Ensuring all staff are able to recognise the signs and symptoms of abuse and are aware of the Federation’s procedures and lines of communications. Ensure all staff members are trained to level 1 and keep records of training on a single central register.
- Monitoring children and young people who have been identified as “in need” including the need for protections; keeping confidential records, which are stored securely and shared appropriately with other professionals.
- Developing effective and supportive liaison with other agencies.

#### **4. Roles and Responsibilities**

##### **4.1 Federation of Aylestone Business and Enterprise College & Broadlands & Withington County Primary School**

The Federation is responsible for ensuring that all action taken is in line with Herefordshire Council’s Safeguarding and child protection procedures. This process follows the requirements of the central government guidance. The child protection process is now incorporated within a comprehensive policy and procedure for all children in need.

The role of the Federation within this procedure is to contribute to the identification, referral and assessment of children in need, including children who may have suffered, be suffering, or who are at risk of suffering significant harm. The Federation may also have a role in the provision of services to children in need and their families.

All adults in the Federation have a role to play in promoting the welfare of children and protecting them from harm.

The role of the Federation in situations where there are child protections concerns is NOT to investigate but to recognise and refer. We follow a NOTICE, CHECK, REFER system.

##### **4.2 Governors:**

The Governing Body has a duty to ensure that the school meets its statutory responsibilities and ensure that the children and young people attending the school are safe.

The Governing Body must make sure that policies and procedures are in place and that these take into account any statutory guidance issued by the Secretary of State, any local authority guidance and locally agreed inter-agency procedures.

The federation has a safeguarding governor.

The Governing body understand that the monitoring of attendance at school is a safeguarding issue. An important risk factor in abuse and neglect is poor school attendance and tackling that is a key aspect of managing student safety.

The Governing body is responsible for ensuring that the school is a safe place.

### **Safer Recruitment**

The Governing body recognises that a key aspect of safeguarding is the vetting of applicants and prospective volunteers working with children to make sure they are not unsuitable.

The Governing Body are clear about the checking and vetting processes, before shortlisting, during the interviews and afterwards. They check that there are effective processes in place for arranging checks, including DBS, identity, right to work in the UK and any required overseas police checks, often called a 'Certificate of Good Conduct'.

The governing body checks that all appropriate suitability checks have been undertaken and that the school keeps a single central record, detailing the range of checks it has carried out on its staff when making appointments.

### **Allegations against staff and volunteers**

The Governing body has a clear policy and procedures for managing allegations against staff. The Chair of the governing body works with the Headteacher (unless the allegation concerns the Headteacher) and local authority Designated Officer to confirm the facts about individual cases. The Chair and Headteacher reach joint decisions on the way forward in each case.

In cases that involve the Headteacher, the Chair of Governors is the key person to deal with the allegation.

### **Referring cases to the NCTL and the Disclosure and Barring Service (DBS)**

Allegations of serious misconduct against a teacher may be referred to the National College for Teaching and Leadership (NCTL) when the teacher has been dismissed for misconduct, or if they would have been dismissed had they not resigned first.

A referral to the DBS must be made by the Governing body if someone has harmed, or poses a risk of harm to a child and has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. Referrals would be made to both the DBS and the NCTL in cases where there is alleged serious teacher misconduct as well as harm or risk of harm to a child.

### **Reporting to Governors**

The school's Child Protection policy is reviewed at least annually by the governing body. and the safeguarding governor works with the DSL to ensure that policies and procedures are regularly reviewed and updated.

A safeguarding report is discussed at each Governing body meeting.

### **4.3 Designated Safeguarding Manager (Responsibilities)**

The Designated Safeguarding Manager is responsible for:

- Coordinating safeguarding within the Federation
- Liaising with other agencies in line with the keeping children safe in education (2016) and "Working Together (March 2015)" guidance principles and with particular regard to the governments PREVENT agenda and Channel programme
- Ensuring that locally established procedures from Herefordshire safeguarding Children's Board are followed, including reporting and referral processes, and liaising with the Herefordshire Safeguarding Children's Board and the Herefordshire Multi-Agency Safeguarding Hub (MASH)
- Acting as a consultant for staff to discuss concerns
- Making referrals as necessary
- Maintaining a confidential recording system
- Representing or ensuring that the Federation is represented at inter-agency meetings, in particular Child Protection Conferences and strategy meetings
- Managing and monitoring the Federation's part in child care protection plans
- Organising training for all Federation staff in respect of Child Protection
- Liaising with other relevant professionals

### **4.4 Staff:**

#### **Senior Leadership Team:**

- May search students of the same gender as one of the adults present who they have reason to believe may have inappropriate images or videos on their personal electronic devices. Searches may only be undertaken by the Headteacher (or someone delegated by the Headteacher) and safe guarding manager, and will always be conducted by more than one person. The Headteacher may seize an electronic device that they have reason to believe has indecent images or extreme pornography on.

#### **All staff:**

- All staff, including volunteers and supply teachers, follow a staff induction and training programme that outlines the safeguarding policy, including keeping children safe in education 2016 part 1 and annexe, all staff's responsibility for safeguarding children, and the procedures to be followed if there are any concerns regarding pupils or concerns regarding other adults . This training is updated annually, with regular updates in staff briefings throughout the year.

- All staff and volunteers are required to read and sign to show that they have read and understood keeping children safe in education (2016 part 1 and Annexe A).
- All staff and volunteers within the Federation should be aware of the definitions and signs and symptoms of abuse. ( see page 10-12)
- All staff are responsible for responding to concerns raised by children and young people.
- All staff should make sure that they are **alert** to the signs of abuse and neglect, that they question **the behaviour** of children and parents/carers and don't necessarily take what they are told at face value. They should make sure they know where to turn to if they need to **ask for help**, and that they refer to children's social care or to the police, if they suspect that a child is at risk of harm or is immediate danger).
- All staff should make sure that they understand and work within the local multi-agency safeguarding arrangements that are in place in Herefordshire. In doing so, staff should be guided by the following key principles:
  - Children have a right to be safe and should be protected from all forms of abuse and neglect;
  - Safeguarding children is everyone's responsibility;
  - It is better to help children as early as possible, before issues escalate and become more damaging; and
  - Children and families are best supported and protected when there is a co-ordinated response from all relevant agencies.
  - Staff should not let other considerations, like the fear of damaging relationships with adults get in the way of protecting children from abuse and neglect. If a member of staff thinks that referral to children's social care is necessary, they should view it as the beginning of a process of inquiry, not as an accusation.
  - If staff are concerned about a child they should always pass this concern on. These concerns may be based on noticing changes in a child's behaviour or appearance, and may be based on information disclosed by the child, or by another person. If they think that the child may be at risk of significant harm this becomes an urgent concern. The decision as to whether the harm suffered by a child is significant depends on the child's health and development, and a comparison between his/ her health or development compared to that which could reasonably be expected of a similar child. Concerns must be logged using My Concern
  - 'harm' means ill-treatment or the impairment of health or development (including, for example, impairment suffered from seeing or hearing the ill-treatment of another),
  - 'development' meant physical, intellectual, emotional, social or behavioural development;
  - 'health' means physical or mental health; and

- 'ill-treatment' includes sexual abuse and forms of ill-treatment which are not physical.
- The [Herefordshire Levels of Need Threshold Guidance](#). Which is given to all staff in their training programme and induction provides clearly defined descriptors of need which are intended to support practitioners in identifying need and appropriate intervention.

Staff such as cleaning staff, dinner ladies or supply staff who do not have access to my concern report any concerns they have to their line manager or the DSL to record on My Concern

#### 4.5 Disclosure of student

If a child makes a disclosure of abuse to a member of staff the member of staff should:

- Tell them that you/they may have to share this information with someone else for their own safety
- Allow the child or young person to make the disclosure at their own pace and in their own way
- Avoid interrupting except to clarify what the child is saying
- Not ask leading questions to probe for information that the child or young person does not volunteer
- Reassure the child or young person that they have been heard and explain what you will do next and to whom you will talk
- Record the conversation as soon as possible on MY CONCERN
- Inform the Safeguarding Manager or Line manager immediately if they do not have access to MY CONCERN
- Remember you cannot promise confidentiality

There are four key steps to follow to help you to identify and respond appropriately to possible abuse and/or neglect.

1. Be alert
  2. Notice behaviours
  3. Check- Ask for help
  4. Refer
- It may not always be appropriate to go through all four stages sequentially. **If a child is in immediate danger or is at risk of harm, staff should refer to children's social care and/or the police.** Before doing so, staff should try to establish the basic facts. However, it will be the role of social workers and the police to investigate cases and make a judgement on whether there should be a statutory intervention and/or a criminal investigation.
  - Staff should record all concerns and discussions about a child's welfare, the decisions made and the reasons for those decisions in MY CONCERN

- Staff may be asked to contribute to strategy meetings or assessments carried out to determine whether they are at risk of harm.

#### **4.6 Listening to students**

The Federation recognises the importance of listening to students at all times, particularly when they are distressed, worried or concerned. It is appreciated that at times students may feel stressed and confused. Federation staff shall identify quiet areas and provide the opportunity for students to take respite from the normal day if/when necessary.

All staff members shall be made aware that children who are not known to be the subjects of concern may, still, be experiencing ill treatment, neglect or abuse. This means that staff should be aware of the need for sensitivity when dealing with students at all times.

The Federation recognises that students who are distressed through experiences outside the classroom may be less able to achieve their potential. While it is clear that such students need firm boundaries, staff will take into account the student's distress when managing behaviour.

#### **Vulnerable students**

The Federation recognises that some pupils are more vulnerable to abuse based on their special educational needs or disabilities. Additional barriers can exist when recognising abuse and neglect in relation to children with SEN and disabilities, and staff are alert to this. Weekly student services meetings are held with members of the safeguarding and SEND teams at Aylestone and Broadlands to ensure that any concerns raised bear these additional vulnerabilities in mind. The Safeguarding manager at Withington raises concerns with the head of learning at Withington as needed.

#### **4.7 Record Keeping**

Staff members can play a vital role in helping children in need or at risk by effective monitoring and record keeping. Any incident or behavioural change in a child or young person that gives cause for concern should be recorded on My CONCERN. Child protection information should be kept separate and it is important that records are factual and reflect the words used by the child or young person. Opinions should not be given unless there is some form of evidence base which can be quoted. It is important to remember that any issues are confidential and staff should know only on a **"need to know"** basis, for guidance refer to the Safeguarding Manager. All concerns and information must be logged in My concern

#### **4.8 Information sharing:**

**Advice for staff:**



1. Remember that the Data Protection Act 1998 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is good reason to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be certain of the basis upon which you are doing so. Where you have consent, be mindful that an individual might not expect information to be shared.
5. Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (see principles).
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

## **5 Guidance on signs of abuse**

A copy of the child protection Policy is kept in the safeguarding pack and is available on the school website. All members of staff must have regard to the contents of this policy. Every curriculum area should have a copy printed so that staff are fully aware of the contents and act upon them.

### **5.1 Recognition and categories of abuse**

All staff within the Federation should be aware of the definitions and signs and symptoms of abuse.

Abuse and neglect are forms of maltreatment – a person may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm.

Child welfare concerns may arise in many different contexts, and can vary greatly in terms of their nature and seriousness. Children may be abused in a family or in an institutional or community setting, by those known to them or by a stranger, including, via the internet. In the case of female genital mutilation, children may be taken out of the country to be abused. They may be abused by an adult or adults, or another child or children. An abused child will often experience more than one type of abuse, as well as other difficulties in their

lives. Abuse and neglect can happen over a period of time, but can also be a one-off event. Child abuse and neglect can have major long-term impacts on all aspects of a child's health, development and well-being.

The warning signs and symptoms of child abuse and neglect can vary from child to child. Disabled children may be especially vulnerable to abuse, including because they may have an impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening. Children also develop and mature at different rates so what appears to be worrying for a younger child might be normal behaviour for an older child. Parental behaviours may also indicate child abuse or neglect, so you should also be alert to parent-child interactions which are concerning and other parental behaviours. This could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health. By understanding the warning signs, you can respond to problems as early as possible and provide the right support and services for the child and their family. It is important to recognise that a warning sign doesn't automatically mean a child is being abused.

There are a number of warning indicators which might suggest that a child may be being abused or neglected.

### **Types of abuse and neglect**

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

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

Possible signs are:

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

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the

exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

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

**Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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

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

**Neglect:** the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

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

- Children who are living in a home that is indisputably dirty or unsafe;
- Children who are left hungry or dirty;
- Children who are left without adequate clothing, e.g. not having a winter coat;
- Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence;
- Children who are often angry, aggressive or self-harm;

- Children who fail to receive basic health care<sup>4</sup>; and
- Parents who fail to seek medical treatment when their children are ill or are injured.<sup>5</sup>

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

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

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for schools and colleges can be found on the TES website and NSPCC website. Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website, and can link to information regarding the following types of abuse via working together to safeguard children (July 2015) on the gov.uk website.

- [child sexual exploitation \(CSE\)](#)
- [bullying including cyberbullying](#)
- [domestic violence](#)
- [drugs](#)

- [fabricated or induced illness](#)
- [faith abuse](#)
- [female genital mutilation \(FGM\)](#)
- [forced marriage](#)
- [gangs and youth violence](#)
- [gender-based violence/violence against women and girls \(VAWG\)](#)
- [mental health](#)
- [private fostering](#)
- [preventing radicalisation](#)
- [sexting](#)
- [teenage relationship abuse](#)
- [trafficking](#)

## 5.2 Some particular guidance of note:

### Further information on Child Sexual Exploitation

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly ‘consensual’ relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

### Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;

- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or don't take part in education.

### **Further information on FGM**

FGM is a procedure where the female genital organs are injured or changed and there is no medical reason for this. It is frequently a very traumatic and violent act for the victim and can cause harm in many ways. The practice can cause severe pain and there may be immediate and/or long-term health consequences, including mental health problems, difficulties in childbirth, causing danger to the child and mother; and/or death.

Staff should be aware of the risk of female genital mutilation. There is a mandatory reporting duty for staff regarding FGM which requires teachers in England and Wales to report 'known' cases of FGM in under 18s which they identify in the course of their professional work to the police. **The duty applies from 31 October 2015 onwards.** 'Known' cases are those where either a girl informs the person that an act of FGM – however described – has been carried out on her, or where the person observes physical signs on a girl appearing to show that an act of FGM has been carried out and the person has no reason to believe that the act was, or was part of, a surgical operation within section 1(2)(a) or (b) of the FGM Act 2003.

There are a range of potential indicators that a young person may be at risk of FGM, which individually may not indicate risk, but if there are 2 or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practice FGM. Staff should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place are:

- The most significant risk factor for FGM is coming from a community that is known to practice it. Girls are also at risk if they have a mother, sister or member of the extended family who has been subjected to FGM (HM Government, 2011).
- A girl who is at imminent risk of being subjected to FGM may be taken back to her family's country of origin at the beginning of the long summer holiday. This allows time for her to heal from the procedure before returning to the UK. Teachers should be alert to a girl talking about a planned visit to her family's country of origin, especially if she mentions a special occasion when she will 'become a woman'. She may be heard talking about FGM to other children, or she may ask a teacher or other adult for help if she suspects she is at immediate risk.
- Another warning sign could be the arrival in the UK of an older female relative visiting from the country of origin who may perform FGM on children in the family (HM Government, 2011). Children in this situation may also run away from home or truant (Khalifa, 2013).
- Teachers should also be aware of girls who ask to be excused from PE or swimming classes and who spend long periods of time in the bathroom (Khalifa, 2013).

- FGM is a deeply rooted practice, widely carried out mainly among specific ethnic populations in Africa and parts of the Middle East and Asia. It serves as a complex form of social control of women's sexual and reproductive rights.

While FGM is concentrated in countries around the Atlantic coast to the Horn of Africa, and areas of the Middle East like Iraq and Yemen, it has also been documented in communities in:

- Colombia;
- Iran;
- Israel;
- Oman;
- The United Arab Emirates;
- The Occupied Palestinian Territories
- India;
- Indonesia;
- Malaysia;
- Pakistan; and
- Saudi Arabia.

#### **Further information on Preventing Radicalisation**

- The Counter-Terrorism and Security Act, which received Royal Assent on 12 February 2015, places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). This guidance will be updated further to reflect the implications of the Prevent duty, which came into force in 2015.
- The Counter-Terrorism and Security Act 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must include the local authority and chief officer of the local police. Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, following a referral from the police and where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. School staff must co-operate with Channel panels and with the police in undertaking the initial assessment as to whether a referral is appropriate. All staff have access to and must watch the channel training video for further information.
- Mrs Alderton is the PREVENT lead for the federation and has undertaken WRAP train the trainer training.

#### **Further information on peer on peer abuse (including sexting)**

- Staff are alert to the fact that abuse can take place from peer to peer, as well as from adult to child. The Federation behaviour policies recognise this. This is covered in the annual safeguarding training for all staff. All images of a sexual nature concerning children should be reported- the following guidelines outline procedures for peer to peer abuse.

When an incident involving youth produced sexual imagery comes to the school's attention:

- The incident should be referred to the DSL as soon as possible.
- The DSL should hold an initial review meeting with appropriate school staff.
- There should be subsequent interviews with the young people involved (if appropriate).
- Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.
- At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately.
- All members of staff (including non teaching) are made aware of how to recognise and refer any disclosures of incidents involving youth produced sexual imagery. This is covered within staff training.
- Any direct disclosure by a young person should be taken very seriously. A young person who discloses they are the subject of sexual imagery is likely to be embarrassed and worried about the consequences. It is likely that disclosure in school is a last resort and they may have already tried to resolve the issue themselves.

The initial review meeting will consider the initial evidence and aim to establish:

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

An immediate referral to police and/or children's social care will be made if at this initial stage:

1. The incident involves an adult
2. There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
3. What we know about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
4. The imagery involves sexual acts and any pupil in the imagery is under 13



5. There is reason to believe a pupil or pupil is at immediate risk of harm owing to the sharing of the imagery, for example, the young person is presenting as suicidal or self-harming

If none of the above apply then the school may decide to respond to the incident without involving the police or children's social care (the school can choose to escalate the incident at any time if further information/concerns come to light).

The decision to respond to the incident without involving the police or children's social care would be made in cases when the DSL is confident that they have enough information to assess the risks to pupils involved and the risks can be managed within the school's pastoral support and disciplinary framework and if appropriate local network of support.

The circumstances of incidents can vary widely. If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review (including an interview with the young people involved) to establish the facts and assess the risks.

When assessing the risks the following will be considered:

- Why was the imagery shared? Was the young person coerced or put under pressure to produce the imagery?
- Who has shared the imagery? Where has the imagery been shared? Was it shared and received with the knowledge of the pupil in the imagery?
- Are there any adults involved in the sharing of imagery?
- What is the impact on the pupils involved?
- Do the pupils involved have additional vulnerabilities?
- Does the young person understand consent?
- Has the young person taken part in this kind of activity before?

DSLs will use their professional judgement in conjunction with their colleagues to assess incidents.

### **Securing and handing over devices to the police**

If any devices need to be seized and passed onto the police then the device(s) should be confiscated and the police should be called. The device should be turned off and placed under lock and key until the police are able to come and retrieve it.

### **Children's social care contact and referrals**

If the DSL is aware that children's social care are currently involved with a young person involved in an incident of youth produced sexual imagery then they will contact children's social care. They will also contact children's social care if they believe they may be involved, or have been involved with a young person in the past.

If as a result of the investigation the DSL believes there are wider issues which meet the threshold for children's social care involvement then they will make a referral. DSLs are aware of, and familiar with, relevant local policies, procedures and contact points/names

which are available to support schools in responding to youth produced sexual imagery, and work closely with the Multi-Agency Safeguarding Hub (MASH).

### **Searching devices, viewing and deleting imagery**

#### **Viewing the imagery**

Adults should **not** view youth produced sexual imagery unless there is good and clear reason to do so. Wherever possible responses to incidents should be based on what DSLs have been told about the content of the imagery.

The decision to view imagery will be based on the professional judgement of the DSL. Imagery should never be viewed if the act of viewing will cause significant distress or harm to the pupil.

If a decision is made to view imagery the DSL would need to be satisfied that viewing:

- is the only way to make a decision about whether to involve other agencies (i.e. it is not possible to establish the facts from the young people involved)
- is necessary to report the image to a website, app or suitable reporting agency to have it taken down, or to support the young person or parent in making a report
- is unavoidable because a pupil has presented an image directly to a staff member or the imagery has been found on a school device or network.

If it is necessary to view the imagery then the DSL will:

- Never copy, print or share the imagery; this is illegal.
- Discuss the decision with the Headteacher.
- Ensure viewing is undertaken by the DSL or another member of the safeguarding team with delegated authority from the Headteacher.
- Ensure viewing takes place with another member of staff present in the room, ideally the Headteacher or a member of the senior leadership team. This staff member does not need to view the images.
- Wherever possible ensure viewing takes place on school or college premises, ideally in the Headteacher or a member of the senior leadership team's office.
- Ensure wherever possible that images are viewed by a staff member of the same sex as the young person in the imagery.
- Record the viewing of the imagery in the school's safeguarding records including who was present, why the image was viewed and any subsequent actions.

If youth produced sexual imagery has been unavoidably viewed by a member of staff either following a disclosure from a young person or as a result of a member of staff undertaking their daily role (such as IT staff monitoring school systems) then DSLs should ensure that the staff member is provided with appropriate support. Viewing youth produced sexual imagery can be distressing for both young people and adults and appropriate emotional support may be required.

#### **Deletion of images**

If the school has decided that other agencies do not need to be involved, then consideration should be given to deleting imagery from devices and online services to limit any further sharing of the imagery.

The Searching, Screening and Confiscation advice highlights that schools have the power to search pupils for devices, search data on devices and delete youth produced sexual imagery.

School staff should not search through devices and delete imagery unless there is good and clear reason to do so.

In most cases young people will be asked to delete imagery and to confirm that they have deleted the imagery.

Young people will be given a deadline for deletion across all devices, online storage or social media sites.

Young people will be reminded that possession of youth produced sexual imagery is illegal. They will be informed that if they refuse or it is later discovered they did not delete the image they are committing a criminal offence and the police may become involved. All of these decisions will be recorded, in My concern. Parents and carers will also be informed unless this presents a further risk to the young person.

The schools may invoke their own disciplinary measures to discourage young people from sharing, creating or receiving images in line with its behaviour policy.

### **5.3 Responding to concerns**

The Federation recognise the importance of early help in supporting children and keeping them safe. Advice and help is sought from the multi- agency group meetings that are attended by the DSL monthly, and access to support via the Common Assessment Framework is used to support children and families where appropriate - in line with the Herefordshire levels of need Guidance. Concerns for a child or young person may come to the attention of staff in a variety of ways, for example through observation of behaviour or injuries or by disclosure. Any member of staff who has a concern for a child or young person, however insignificant this might appear to be, **must refer** this to the Safeguarding Manager as soon as is practically possible. More **serious concerns must be reported** immediately to ensure that any intervention necessary to protect the child is accessed as early as possible. The member of staff will be asked document briefly the events which have given rise to the concern, this must be logged in my concern. All staff members have a responsibility to identify children who may be in need of extra help, or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed. Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure they should always talk to a member of children's social care.

A child going missing from education is a potential indicator of abuse or neglect. Staff members should act to identify and risk of abuse and neglect, including sexual abuse or exploitation. It is important to note that any staff member can and should refer concerns to social care directly if they are concerned. The LA must be informed if the pupil is absent without permission for 10+ consecutive days.

### **5.4 Use of Mobile phones and cameras in EYFS settings:**

The revised EYFS 2012 states that 'The safeguarding policy and procedures must cover the use of mobile phones and cameras in the setting.'

Our policy is drafted with the intention is that mobile phones are only used when essential and staff are not distracted by them when caring for children. ‘

Advice from Ofsted states that this requirement is in place because of the misuse of photographs and mobile phones in some childcare settings which led to children being abused.

#### **5.5 EYFS TELEPHONE CALLS/MOBILE PHONE/CAMERA/VIDEO RECORDER USAGE**

To ensure the safety and welfare of children in our care we operate this policy which stipulates that personal mobile phones, cameras and video recorders cannot be used when in the presence of children, on the premises or when on outings.

- We will ensure;:
- All mobile phones will be kept in the nursery store throughout contact time with children. (this includes all staff, visitors, parent helpers, supply teachers and students)
- Parents are not allowed to use their mobile on the school premises. If you find a parent doing this you should inform them of this and refer them to the EYFS manager.
- Mobile phones will not be used in any classroom when children are on the premises (Nursery room, class 1 and 2) If staff have a personal emergency they are free to use the school phone or make a personal call from their mobile in the designated staff area.
- Personal mobiles, cameras or video recorders cannot be used to record classroom activities. ONLY school property can be used for this.
- Photographs and recordings can only be transferred to, and stored on a school computer to be printed.
- All telephone contact with parents will be done on the school phone. During group outings nominated staff will have access to the school mobile, which is to be used for emergency purposes only. Staff may also use social media to contact parents

## 6 Procedures

### Information to be recorded

- Child's name and date of birth
- Child in normal context, e.g. behaviour, attitude, previous term's notes
- The incident(s) which give rise for concern with date(s) and time(s)
- An accurate record of what the child or young person has said
- If recording bruising/injuries, indicate position, colour, size, shape and time on body map
- Action taken

All safeguarding concerns must be recorded in My concern. The Head Teacher should always be kept informed of any significant issues by the Safeguarding Manager.

#### 6.1 Storage of records

The Safeguarding Manager will ensure that records relating to concerns for the welfare and/or safety of children are kept separate from other Federation files and stored securely.; either in secure cloud based software- my concern, or as hard copy for archived concerns . Information will be shared on a strictly **need to know basis** and in line with child protection policy guidance. CP files are kept in a locked filing cabinet, inside a locked room, and cannot be removed from the room. All access to CP files is recorded.

#### 6.2 Referrals to Social Care

All staff can make referrals to Children's Social Care, although this is normally done by the safeguarding manager. To help with this decision, staff may choose to consult with the Local Authority Designated Officer (LADO). Advice may also be sought from the MASH and from the HCSB , Children's Services and NSPCC who offer opportunities for consultation as part of the Child Protection process. Issues discussed during consultations may include the urgency and gravity of the concerns for a child or young person and the extent to which parents/carers are made aware of these. Some concerns may need to be monitored over a period of time before a decision to refer to Children's Services is made.

Parent/carers will be made aware of the concerns felt for a child or young person at the earliest possible stage unless staff members believe that the child would be put at risk by their doing so. ("parent" means all those having a parental responsibility for a child)and, in the event of this becoming necessary, their consent to a referral to Children's Services will be sought.

Referrals are made using Herefordshire's multi -agency referral form. In situations where there are felt to be urgent or grave concerns a telephone referral will be made prior to the

form being completed and sent to the local Children's Services Referral and Assessment Team.

If a child or young person is referred, the Safeguarding Manger will ensure that the Head/AC/FT/SENCo are informed of this and keep them updated with the progress made.

## **7. The Safeguarding Register**

The Safeguarding Manager will inform members of staff who have direct pastoral responsibility for children and young people of those whose names are on the child protection register. These children and young people must be monitored very carefully and the smallest concern should be recorded and passed immediately to the Safeguarding Manger or the Head in the Safeguarding Manager's absence.

## **8. Confidentiality**

Students should be reassured that their best interests will be maintained; however, staff cannot offer or guarantee absolute confidentiality. If confidentiality has to be broken, the student should be informed first and then supported, as appropriate.

Parent/carers will be made aware of the concerns felt for a child or young person at the earliest possible stage unless staff members believe that the child would be put at risk by their doing so. ("parent" means all those having a parental responsibility for a child)and, in the event of this becoming necessary, their consent to a referral to Children's Services will be sought.

### **8.1 Concerns involving members of staff**

Any concerns that involve allegations against a member of staff should be referred immediately to the Safeguarding Manager who will contact the Headteacher and Local Authority Designated Officer to discuss and agree further action to be taken in respects of the child and member of staff. The LADO can be contacted by any member of staff to report concerns, and this information is shared with staff in training. In Herefordshire the LADO can be contacted at Herefordshire Council offices at 8 St Owen Street, Hereford and can be phoned on (01432) 260680.

### **8.2 Role of staff**

All Federation staff members should take care not to place themselves in a vulnerable position with relation to child protection. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults. Physical intervention should only be used when the child is endangering him/herself or others and such events should be recorded and signed by a witness.

### **8.3 Positive handling and Physical restraint**

Staff should be aware of the Federation's Positive Handling Policy included within the Federation's own Behaviour Management Policy/Relationship Policy.

All Federation staff should work towards providing an environment and atmosphere for children and young people to enable them to feel safe to talk. However, staff member/s should never promise a child confidentiality. It must be explained that staff have certain duties to help keep that child safe, which may involve informing others.

### **8.4 Supervision and Support**

Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the Safeguarding Manager.

The safeguarding team across the federation share concerns at SLT meetings.

All newly qualified teachers have a mentor and Learning Support Assistants have a Learning Support Coordinator with whom they can discuss concerns, including the issue of child protection.

The Safeguarding Manager can put staff and parents in touch with outside agencies for professional support if they so wish. Staff can also approach Support Line directly.

Visitors need to be given visitors guidance leaflet.

### **8.5 Procedure for raising concerns**

The Federation has a procedure for raising concerns which is attached as an appendix to this policy. Concerns can be reported to the NSPCC:

<https://www.gov.uk/government/news/home-office-launches-child-abuse-whistleblowing-helpline> call; 08000280285- line is available from 8:00AM to 8:00PM, Monday to Friday or Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

## **9 Monitoring, Evaluation and Review**

The Governing body will review this policy at least every year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Federation.

Review Panel: Ms R Kirk ( Safeguarding Governor) Simon Robertson (Headteacher), Sian Alderton (Assistant Head), Nigel O Neil ( Deputy Head), Linda Goodson( Safeguarding Manager – Withington)

Designated Officer: Mrs S Alderton, Safeguarding Manager





## **Appendices:**

### **Other policies to read this in conjunction with:**

Behaviour policy

Positive handling policy

Policy for raising concerns (Whistleblowing policy)

Staff code of conduct policy- including use of social network policy

Staff recruitment policy

### **Useful documents:**

#### **Appendix 1- procedure and forms for raising concerns**

**Government guidance and advice via [www.gov.uk](http://www.gov.uk) for latest guidance**

- Keeping children safe in education (2016 )
- Working together to safeguard children (March 2015)
- Information sharing (March 2015)

**HCSB advice via [www.hscb.herefordshire.gov.uk](http://www.hscb.herefordshire.gov.uk) for latest guidance**

#### **HCSB's policies and procedures**

- [Safeguarding Procedures and the Levels of Need](#)
- [HSCB's Risk and Resilience Assessment Tool](#)
- [LADO](#) including the referral form  
[http://hscb.herefordshire.gov.uk/docs/LADO Referral Form.doc](http://hscb.herefordshire.gov.uk/docs/LADO_Referral_Form.doc)
- [Additional Policies and Guidance](#)

#### **Levels of need threshold guidance-**

[http://hscb.herefordshire.gov.uk/docs/HSCB Levels of Need Full Guide NOV 2014.pdf](http://hscb.herefordshire.gov.uk/docs/HSCB_Levels_of_Need_Full_Guide_NOV_2014.pdf)

#### **HSCB's Risk and Resilience Assessment Tool**

[HSCB Risk and Resilience Assessment Tool](#)

[Guidance for completing the HSCB Risk and Resilience Assessment Tool](#)

[HSCB Risk and Resilience Assessment Tool - Polish version.](#)

#### **HCSB's multiagency referral form for MASH**

[http://hscb.herefordshire.gov.uk/docs/Multi-Agency Referral Form - 2014-10 v1.1.doc](http://hscb.herefordshire.gov.uk/docs/Multi-Agency_Referral_Form_-_2014-10_v1.1.doc)

**HCSB's guidance notes on completing MARF**

<http://hscb.herefordshire.gov.uk/docs/Standards and Guidance for Multi Agency Referrals to Social Care 2014-10 v1.1.pdf>

**HCSB's escalation and process forms**

[http://hscb.herefordshire.gov.uk/docs/2014-10 HSCB Escalation Form\(3\).doc](http://hscb.herefordshire.gov.uk/docs/2014-10 HSCB Escalation Form(3).doc)

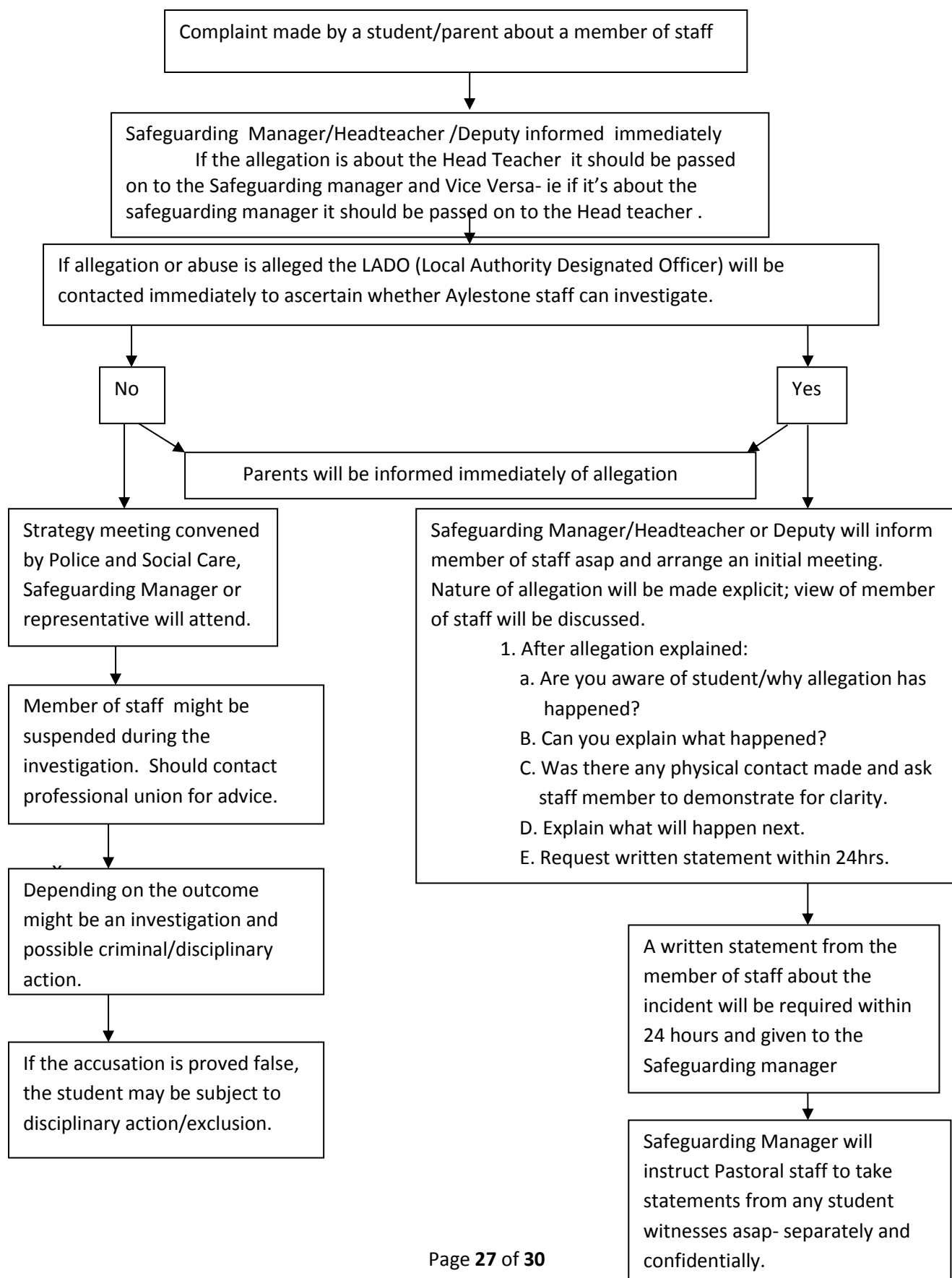
<http://hscb.herefordshire.gov.uk/docs/2014-10 Escalation Chart.pdf>

## **Appendix 1 Safeguarding procedures**

From the end of September 2015 all safeguarding concerns have been logged via my concern and we will continue to use this.

<b>Child/Staff Raise Concerns</b>
My concern completed
Relevant Staff informed- Form Tutor/ Class teacher/Achievement Coordinator/ SENCO/Wave 3 mentor/ Assistant Head SS+S
Parents informed unless inappropriate
Appropriate Agencies contacted
CAF instigated if necessary
Follow up meetings arranged

## Protocols for Dealing with a Complaint about Staff.



## **Appendix- VIP visitors:**

We welcome visitors to the federation for a number of different reasons to enhance the educational experiences for our pupils:

We ask our VIP visitors to abide by the following code of conduct:  
VIP visitors are to be accompanied by a member of the federation staff at all times

Any presentation must be appropriate to the age and maturity level of the student audience. Appropriate dress, language, and behaviour are required at all times.

Any presentation must not incite hatred, violence or call for the breaking of the law.

The visiting speaker is not permitted to encourage, glorify or promote any acts of terrorism including individuals, groups or organisations that support such acts.

The visiting speaker must not spread hatred and intolerance of any minority group/s in the community and thus aid in disrupting social and community harmony.

The visiting speaker must seek to avoid insulting other faiths or groups, within a framework of positive debate and challenge.

Visiting speakers are not permitted to raise or gather funds for any external organisation or cause without express permission from the Head teacher.

Compliance with the school's Equal Opportunities and Safeguarding Policies.

School staff have the right and responsibility to interrupt and/or stop the presentation for any violation of this agreement.

October 2015

Updated November 2016

## **Appendix 2 Role and Management of volunteers**

- The Federation welcomes the help and support that Volunteers can provide.
- We ask our volunteers to abide by the following code of conduct:
- Volunteers are to be provided with regular safeguarding training ( at least every 3 years) and undergo an enhanced DBS check if working unsupervised with children.
- Those volunteers without an enhanced DBS check are to be accompanied by a member of staff at all times

**Appendix 3**  
**Contact details:**

**Local Authority Designated Officer:**

The LADO can be contacted at Herefordshire Council offices at 8 St Owen Street, Hereford and can be phoned on (01432) 260680.

**Herefordshire Children's safeguarding board**

Herefordshire Safeguarding Children Board  
Council Offices  
Plough Lane  
Hereford  
HR4 0LE

[admin.hscb@herefordshire.gov.uk](mailto:admin.hscb@herefordshire.gov.uk)

01432 260100.

**Multi Agency Safeguarding Hub**

01432 260800

**NSPCC**

0808 800 5000

[www.nspcc.org.uk](http://www.nspcc.org.uk)