



George Carey Church of England Primary School

SAFEGUARDING POLICY

Date approved: Draft for approval by Governors

Review Frequency: Annually

Date next review due: June 2018

Scope of Policy: This policy applies to all staff, pupils Governors and volunteers at George Carey Church of England Primary School

INTERNAL KEY STAFF:

Designated DSL (DSL) – Tracy Sexton-Barnes

1st Deputy Designated DSL (DDSL) -Nicki Wright

2nd Deputy Designated DSL (DDSL) –Chris Harrison

Chair of Governors/ Link Safeguarding Governor-Bob Hoggett

EXTERNAL AGENCIES:

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Family Information Service 0208 227 5395

Children’s Services Duty and Assessment Team 0208 227 3852

Triage Childrens Services 0208 227 3811

Emergency Duty Team (out of hours) 0208 594 8356

NSPCC Child Protection Helpline 0800 800 500

1. INTRODUCTION

The action we take to promote the welfare of children and protect them from harm is everyone's responsibility. Everyone who comes into contact with children and families has a role to play in safeguarding children. This means that staff should consider at all times what is in the best interests of the child. The Children Act 1989 defines a child as being up to the age of 18 years old. It also defines significant harm and the roles and responsibilities of Children's Social Care and the Police.

Child Protection Statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. The procedures in this policy apply to all staff, volunteers and governors who must always **follow all of our** procedures.

This policy is one of the schools suite of safeguarding policies that are available on the school's website and referred to in the staff handbook. This policy has been developed to ensure that all adults in George Carey Church of England Primary School are working together to safeguard and promote the welfare of pupils.

Staff at George Carey School are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned and staff members should always act in the best interests of the child.

Our core safeguarding principles are that :

- all staff must take responsibility to safeguard and promote the welfare of children
- all staff should be able to identify children who may benefit from early help.
- all children will be treated equally and have equal right to protection , regardless of age, gender, ability, culture, race ,language , religion or sexual identity
- all staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm
- all pupils and staff involved in child protection issues will receive appropriate support and training
- policies will be reviewed annually unless an incident , serious care review (SCR) or new legislation or guidance suggests the need for an interim review.

Safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment (**see Appendix 1**)
- 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.

This policy has been developed in accordance with the principles established by the Children Act 1989 and 2004; the Education Act 2002 and in line with government publications.

- Working Together to Safeguard Children (A guide to inter-agency working) March 2015
- Keeping Children Safe in Education September 2016
- 'What To Do If You're Worried A Child Is Being Abused' (advice for practitioners) March 2015
- Safeguarding Disabled Children Practice Guidance July 2009

This policy also adheres to guidance and procedures contained in:

- The London Child Protection Procedures, London Safeguarding Children Board 4th and 5th Edition 2010
- Policies and Procedures of the Barking and Dagenham Safeguarding Children Board
(The Green Book)

A copy of this policy and 'What to Do If You're Worried A Child Is Being Abused' March 2015 and 'Keeping Children Safe in Education September 2016' is available for all staff to read on the school website. Senior leaders should ensure that **mechanisms**, such as regular safeguarding briefings & refreshers are in place to assist staff to understand and discharge their role and responsibilities as set out in part one of 'Keeping Children Safe in Education September 2016'.

This policy describes the management systems , and arrangements in place to create and maintain a safe learning environment for all George Carey Church of England Primary School pupils and staff and to ensure that procedures and protocols are consistently followed. It identifies actions that should be taken to address any concerns about pupil welfare. The policy provides staff with the necessary information to enable them to meet their child protection responsibility's which are also set out in the Internal reporting procedures dated December 2016 as shown in **Appendix 5**.

The Designated DSL (DSL) Tracy Sexton-Barnes has the ultimate responsibility for safeguarding and promoting the welfare of pupils. The Deputy Designated DSLs (DDSL) Nicki Wright and Chris Harrison can take on appropriate work BUT the ultimate responsibility is to the DSL. The school will ensure that either the DSL or DDSL's will be available during the school day or contactable by phone in an emergency.

Safeguarding and promoting the welfare of pupils goes beyond implementing basic child protection procedures. It is an integral part of all the activities and functions of George Carey Church of England Primary School.

The governing body's responsibility for safeguarding the welfare of children goes beyond pure child protection. This policy therefore complements and supports a range of other policies, procedures and curriculum initiatives including:

- Acceptable Use and e safety
- Anti-bullying
- Attendance
- Behaviour
- Code of Professional Ethics
- Complaints procedure
- Confidentiality
- Equal Opportunities
- First Aid and the Administration of Medicines
- Health and Safety
- Prevent Duty
- PHSE/Citizenship
- Physical Restraint
- Safer Recruitment
- Sex & Relationships
- Single Central Record
- Single Equality Policy
- Special Educational Needs
- Visitor's Policy
- Whistle Blowing

All new members of staff will be given a copy of this **policy** together with a copy of the schools internal reporting procedures to be followed upon induction and they are required to sign to state that they have read and understood it.

2. SCHOOL COMMITMENT AND AIMS

In accordance with 'Working Together to Safeguard Children' the school will ensure that appropriate procedures are in place for responding to situations in which they believe that a child has been abused or is at risk of abuse, including procedures to cover circumstances in which a member of staff is accused of, or suspected of, abuse.

Abuse is when a child is hurt or harmed by another person in a way that causes significant harm to that child and which may well have an effect on the child's development or wellbeing.

Significant harm can be caused by one traumatic event or a compilation of events that interrupt, change or damage the child's physical or psychological development.

At George Carey Primary School we are committed to:

- maintaining children's welfare as a paramount concern;
- providing an environment in which children feel safe, secure, valued and respected, confident to talk openly and sure that they will be listened to;
- providing suitable support and guidance so that pupils know how to approach adults if they are in difficulties or worried;
- including opportunities in the personal, social, health and economic (**PSHE**) education curriculum for children to develop the skills they need to recognise and stay safe from abuse;
- raising the awareness of all teaching, non-teaching staff and volunteers of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse;
- ensuring that all staff are able to recognise and are alert to signs of abuse;
- ensuring that all staff know to whom they should report any concerns or suspicions;
- ensuring that there is an effective structured internal reporting procedure in place to be followed by all members of the school community in cases of suspected abuse
- providing a systematic means of monitoring children who have been identified as "in need" or at risk of harm;
- keeping confidential records, which are stored securely and shared appropriately with other professionals;
- ensuring that procedures are in place for dealing with allegations of abuse against members of staff and volunteers;

- establishing effective joint working relationships with all other agencies, involved in safeguarding children and that the school contributes effectively to assessments of need and support plans;
- operating safe recruitment procedures and making sure that all appropriate checks are carried out on new staff who work with pupils
- ensuring that all adults (including other community users of our facilities) have been checked as to their suitability;
- working collaboratively with parents to build an understanding of the school's duty to safeguard and promote the welfare of all children, including the necessity for child protection policies and procedure, information sharing and work in partnership with other agencies.

3. ETHOS

George Carey Church of England Primary School aims to create and maintain a safe learning environment where all pupils and adults feel safe, secure and valued and know they will be listened to and taken seriously. The school implements policies, practices and procedures which promote safeguarding and the emotional and physical wellbeing of pupils and staff.

The **Continuum of Needs and Response, Education Health and Care Plans (EHC) and the Common Assessment Framework (CAF)** is embedded into everyday practice and procedures when responding to pupils' needs. The pupils have access to appropriate curriculum opportunities, including emotional health and wellbeing, to support the development of the skills needed to help them stay safe and healthy, develop their self-esteem and understand the responsibilities of adult life, particularly in regard to child care and parenting skills.

Access to cross-curricular activities will provide opportunities to develop self-esteem and self-motivation and to help pupils respect the rights of others, particularly those groups who may be considered a minority.

4. THE CURRICULUM

All pupils have access to an appropriate curriculum, differentiated to meet their needs. This enables them to learn to develop the necessary skills to build self-esteem, respect others, defend those in need, resolve conflict without resorting to violence, question and challenge and to make informed choices in later life.

Pupils are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural opportunities which promote respect and empathy for others. There is access to information and materials from a diversity of sources which promote spiritual, moral, social, cultural (SMSC) well-being and physical and mental health.

PSHE , citizenship and religious education lessons will provide opportunities for pupils to address a range of subjects including lifestyles, forced marriage, family patterns, religious beliefs and practices and human rights issues. This curriculum supports children's personal development and will help to develop their fear about keeping others safe.

All pupils know that there are adults in the school whom they can approach in confidence if they are in difficulty or feeling worried and that their concerns will be taken seriously and treated with respect.

5. ATTENDANCE AND EXCLUSIONS

In accordance with the George Carey Church of England Primary School Attendance Policy, absences are rigorously pursued and recorded. The school, in partnership with the appropriate agencies, takes action to pursue and address all unauthorised absences in order to safeguard the welfare of pupils in its care.

Children who are looked after (CLA) and children on the child protection register are considered at high risk and vulnerable and therefore, if a child is absent from school for more than 1 day the DSL or DDSL's will be notified immediately by the school office. Contact Group who are employed to carry out welfare checks on children, telephone daily to check children are in school.

The Attendance Policy identifies how individual cases are managed and how the school works proactively with parents to ensure that they understand why attendance is important. In certain cases this may form part of a review of the pupil's education health and care Plan (EHC), or a Common Assessment Framework (CAF).

George Carey Primary School implements the statutory requirements in terms of monitoring and reporting children missing education (CME) and off-rolling and understands how important this practice is in safeguarding pupils.

Children who require access to alternative provision will have a personalised learning or behaviour support plan designed to meet their needs. Their attendance and progress will be monitored by the office manager at George Carey Primary School.

When an exclusion is being considered the DSL or DDSL's will be informed as well as staff from the Inclusion team so that any safeguarding issues can be taken into account prior to any decision about the exclusion being made.

Where it is felt that a child or young person is likely to be excluded a review of the pupil's EHC plan will be instigated to ensure that there is improved understanding of the needs of the young person and their family and that the key agencies are involved.

6. CHILDREN MISSING EDUCATION (CME)

Statutory guidance 'Children Missing Education September 2016' states key principles to enable local authorities to identify as far as possible children missing education (CME) and to get them back into education. George Carey School will ensure that attendance is monitored through the daily register and liaise with the local authority designated attendance officer. Under section 175 of the Education Act 2002 schools should investigate any unexplained absences. Attendance, absence and exclusions are closely monitored. A child missing from education is a potential indicator of abuse and neglect, including sexual abuse and child sexual exploitation. The designated lead will monitor unauthorised absences and take appropriate action including notifying the local authority. Staff must be alert to signs of children at risk travelling to conflict zones, FGM and forced marriage. Where this is suspected the DSL will follow child protection procedures, however if a child is in immediate danger a referral will be made to children's services and to the police as appropriate.

The school will not take a child off role without knowing where their next educational provision will be. Children "educated at home" will be referred to the local authority team who deal with this.

7. KEEPING RECORDS

George Carey Primary School will keep and maintain up to date information on pupils on the school roll including where and with whom the child is living, attainment, attendance, referrals to and support from other agencies and any other significant event in a child's life. These records will be kept until the child reaches **21** years of age.

8. ROLES AND RESPONSIBILITIES

All adults working with children have a responsibility to safeguard and promote their welfare. This includes a responsibility to be alert to possible abuse and to record and report concerns to staff identified with child protection responsibilities within the school. The names of those carrying these responsibilities for the current year are listed at the start of this document.

The DSL is responsible for ensuring that all action taken is in line with the Local Safeguarding Children Board (LSCB) and London Child Protection Procedures 5th Edition. The role of the staff within this procedure is to contribute to the identification, referral and assessment of children in need, including children who may have suffered, are suffering, or who are at risk of suffering significant harm. Staff may also have a role in the provision of services to children in need and their families.

The role of the staff in situations where there are child protection concerns is **NOT** to investigate but to recognise and refer.

The headteacher together with the DSL and Business Manager will ensure that:

- The policies and procedures adopted by the governing body to safeguard and promote the welfare of pupils are fully implemented and followed by all staff, including volunteers.
- The procedures laid down by the London Child Protection Procedures 5th Edition are followed.
- Safe recruitment and selection of staff and volunteers are practiced.
- There is a member of the school's senior leadership team (Tracy Sexton-Barnes) who is the DSL – while appropriate work can be carried out by the DDSL's- the ultimate responsibility lying with the DSL which CANNOT be delegated.
- The DSL receives appropriate on-going training at least every two years, including more frequent updates, support and supervision. The DSL has the style, status and authority within the school to carry out the duties of the post and acts as a source of support and expertise to the school.
- Sufficient time and resources will be allocated by the Headteacher to ensure that the DSL and DDSL's enable them to discharge their responsibilities, including attendance at inter-agency meetings, contributing to the assessment of pupils, supporting colleagues and delivering training as appropriate.
- All staff and volunteers receive appropriate training which is updated annually.
- All temporary staff and volunteers are subject to an induction and **made aware** of the school's safeguarding policy, internal reporting procedures and arrangements.
- All staff and volunteers feel safe about raising concerns about poor or unsafe practice in regard to the safeguarding and welfare of the pupils and such concerns will be addressed swiftly, sensitively and effectively.
- Parents/carers are aware of and have an understanding of the school's responsibilities to promote the safety and welfare of its pupils:
- Confidential child protection files are securely stored in a separate locked filing cabinet apart from normal pupil records and with access confined to specific staff, i.e. the DSL and DDSL's.
- The school's safeguarding and associated suite of policies are regularly reviewed and updated annually and the school complies with LSCB procedures.
- The school operates safer recruitment and selection practices including appropriate use of references and checks on new staff, governors and volunteers are kept on the single central record of recruitment checks. The recruitment and selection of staff will be conducted in a professional, timely and responsive manner and in compliance with current employment legislation and in accordance with the school's Safer Recruitment and Retention policy.

- Procedures are in place for dealing with allegations of abuse against members of staff and volunteers and these are in line with local procedures and the schools policy on Managing Allegations Against Staff.
- A section 11 Self-Assessment of safeguarding duties and child protection is provided to the Local Safeguarding Children's Board by the DSL.
- All staff and volunteers who have regular contact with pupils receive appropriate training which is up-dated by **refresher training** every year.

Governing Body

- The chair of governors and the governing body takes its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children and to work together with other agencies to ensure that adequate arrangements are in place to identify, assess and support those children who are suffering harm.
- A member of the governing body is identified as the link designated governor for Safeguarding (**Bob Hoggett**) and receive appropriate training. The identified governor will provide the governing body with appropriate information about safeguarding and will liaise with the DSL. He or she will visit the school at least three times a year to review safeguarding policy and practice and specifically to personally check the completeness of the single central record of recruitment checks and prohibition checks. Random sampling of staff files is also carried out.
- Every half term the health and safety governor carries out a walk around the school with the headteacher , business manager to check for any concerns /hazards. with the Headteacher.

The Designated DSL (DSL)

At George Carey School the DSL is a key member of the Senior Leadership Team and has a specific responsibility for championing the importance of safeguarding and promoting the welfare of pupils registered in the school.

The DSL will:

- Act as the first point of contact with regards to all safeguarding matters.
- Attend DSL up-dated training every two years and keep up to date with safeguarding developments at least annually.
- Provide support and training for staff and volunteers and make sure that they receive refresher training annually.
- Ensure that the school's actions are in line with the Local Safeguarding Children Board Procedures framework and that the all London child protection committee established procedures are followed

- Refer cases of suspected abuse or allegations to the Assessment Team following the London Child Protection procedures and protocols and complete the referral in writing on agreed templates , Multi Agency Referral Form (MARF)
- Inform parents of referral unless it would pose a risk to the child.
- Represent or ensure representation at inter-agency meetings, in particular conferences, strategy meetings, core groups and network meetings.
- Ensure written reports are provided to the family and chair of conference at least 48 hours before an initial CP conference and five days before a Review CP conference using the agreed template.
- Ensure that leaders effectively monitor children about whom there are concerns.
- Keep copies of all referrals to external agencies related to safeguarding pupils.
- Ensure that all staff and volunteers receive information on safeguarding policies and procedures from the point of induction.
- Manage and keep secure and rigorous safeguarding records.
- Ensure that all staff and volunteers understand and are aware of the school's reporting and recording procedures and are clear about what to do if they have a concern about a child.
- Ensure that the safeguarding policy is reviewed and up-dated annually.
- Publish a copy of the safeguarding children policy on the school website.
- Keep up to date with changes in local policy and procedures and are aware of any guidance issued by the Department for Education (DFE) concerning Safeguarding.
- Send a pupil's child protection or safeguarding file separately from the main file to a new establishment if a pupil leaves the school. Keep a copy of the file.
- Ensure that any absence of one day, without satisfactory explanation, of a pupil who has a child protection plan is referred to their Access and Attendance Officer and / or Social Worker within 24 hours.

9. SAFER RECRUITMENT AND SELECTION OF STAFF

The school will follow guidance set out in Keeping Children Safe in Education September 2016 and in line with Local Authority and Local Safeguarding Board procedures by carrying out the required checks by undertaking enhanced DBS checks of all staff, governors and volunteers, verifying the applicant's identity, qualifications and work history. These checks include ensuring that a member of staff is not prohibited from engaging in a management role.

Recruitment adverts will highlight the priority that the school places on this and the schools commitment and priority to safeguarding. At least two members of the recruitment panel will have attended safer recruitment training within the last three years.

All relevant staff involved in early year's settings and /or before and after school care for children under 8 years of age) are made aware of the disqualification and disqualification by association legislation and their obligations to disclose relevant information to the school.

The school obtains written confirmation from supply agencies or third party organisations that agency staff or others who may work in the school have been appropriately checked.

Trainee teachers will be checked either by the school or the training provider from whom written confirmation is required.

The school maintains a single central record of recruitment checks undertaken and this is inspected every term by the safeguarding governor.

Volunteers

Volunteers, including governors will undergo checks commensurate with their work in the school, their contact with children and supervision provided to them. Under no circumstances will a volunteer who has not completed the appropriate checks be left unsupervised.

Contractors

The school checks the identity of all contractors working on site and requests DBS with barred list checks where required by statutory guidance. Contractors who have not undergone checks will not be allowed to work unsupervised during the school day.

Site Security

Visitors to the school are asked to sign in on the automated system and are provided with an ID pass which confirms they have permission to be on site. Parents who are delivering or collecting their children do not need to sign in. All visitors are expected to observe the schools safeguarding and health and safety regulations. Any visitor without an up to date DBS will be escorted around the building at all times by a member of staff.

10. WORKING WITH OTHER AGENCIES

George Carey Primary School has developed effective links with other relevant agencies and co-operates as required with any enquiries regarding child protection issues. The school will notify relevant external agencies if:

- A child subject to a child protection plan is about to be excluded.
- There is an unexplained absence of a pupil who is subject to a child protection of more than one day from school.
- It has been agreed as part of any child protection plan or core group plan

11. CONFIDENTIALITY AND INFORMATION SHARING

Staff ensure that confidentiality protocols are followed and information is shared appropriately. The Headteacher or the DSL /DDSL discloses any information about a pupil to other members of staff on a need to know basis only. Staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for pupil and staff involved but to ensure that information released into the public domain does not compromise evidence.

However following a number of high profile publicised cases where serious case reviews have taken place, where senior leaders have failed to act upon concerns raised by staff, the new guidance 'Keeping Children Safe in Education September 2016' emphasises that **any** member of staff can contact children's social care if they are concerned about a child. The telephone number for children's social care for Barking and Dagenham is **0208 227 3811** and you will be able to speak to the Triage Services.

Please see the Eight Golden Rules for Information Sharing. **(Appendix 3)**

All staff and volunteers must understand that they have a professional responsibility to share information with other agencies in order to safeguard pupils. All staff and volunteers must be clear with pupils that they cannot promise to keep secrets.

The school holds a data protection certificate of registration (22861515)

Child protection information will be stored and handled in accordance with the Data Protection Act 1998. Information sharing is guided by the following principles. The information is :

- Necessary and proportionate
- Relevant
- Adequate
- Accurate
- Timely
- Secure

12. TRAINING FOR STAFF AND VOLUNTEERS

The DSL and DDSL undertakes enhanced ongoing training in order to undertake their roles in addition to LBB child protection training, and refresher training every two years.

Full safeguarding **annual** training drawing upon the latest national and local guidance is provided for all staff, governors and volunteers. Induction training includes basic safeguarding information about the school's policies and procedures, signs and symptoms of abuse (emotional, physical and sexual) and physical neglect, how to manage a disclosure from a child as well as when and how to record a concern about the welfare of child.

Please see attached flow chart which illustrates the internal reporting procedures to be followed after a disclosure is made. **(Appendix 4)** Basic safeguarding rules and procedures are also included in the staff handbook.

Staff training includes training on Prevent and all staff will undertake online College of Policing Channel General Awareness elearning and Home Office elearning training and will receive a training certificate for both which will be stored by the DSL.

13. VULNERABLE GROUPS/ CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEN-D) / CHILDREN WHO ARE LOOKED AFTER (CLA)

All children deserve the opportunity to reach their full potential and the purpose of all intervention is to safeguard and promote the welfare of the child. Children with special educational needs and or disabilities (SEN-D) are at an increased risk of being abused compared with their non-disabled peers. Any child with a disability is by definition a 'child in need' under section 17 of the Children Act 1989 and disability has been shown to confer an increased level of vulnerability. Studies have shown that disabled children are 3.8 times more likely to be neglected, 3.8 times more likely to be physically abused, 3.1 times more likely to be sexually abused and 3.9 times more likely to be emotionally abused.

These children can face additional safeguarding challenges. Additional barriers exist when recognising abuse and neglect in this group of children, these can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- The potential for children with special educational needs and or disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulty overcoming these barriers

Pupils with special educational needs and or disabilities should be seen as children first. Having a disability should not and must not mask or deter an appropriate enquiry where there are child protection concerns. Disabled children have the same right to protection as all children and staff have a duty to understand and respond to their needs relating to child protection.

Some children may have an increased risk of abuse. Many factors contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur. To ensure that all of our pupils receive equal protection we will give special consideration to children who are :

- Disabled or have learning or behaviour difficulties
- young carers
- affected by parental substance misuse, domestic violence or mental health needs
- asylum seekers
- living away from home
- vulnerable to being bullied or engaging in bullying
- living in temporary accommodation
- at risk of CSE
- at risk of FGM
- at risk of forced marriage
- do not have English as a first language
- live transient lifestyles
- living in chaotic and unsupportive home situations

This list is not exhaustive.

Staff must be alert to indicators of abuse in disabled children, as some of the indicators can also be traits of their disability. This can make it more difficult to identify abuse and careful exploration is required. Staff are trained to identify any changes in a child's behaviour and explore what is behind this.

Child abuse (**Appendix 2**) is defined within procedures as physical abuse (including female genital mutilation), emotional abuse (including that arising from domestic violence and forced marriage), sexual abuse (including the sexual exploitation associated with child prostitution) and

physical neglect, which the person with custody, or charged with care of the child, causes or knowingly fails to prevent. In addition to the universal indicators of abuse / neglect, in the case of a disabled child the following abusive behaviours must also be considered:

- force feeding
- unjustified or excessive physical restraint
- rough handling
- extreme behaviour modification including the deprivation of liquid, medication, food or clothing
- misuse of medication, sedation, heavy tranquillisation
- invasive procedures against the child's will
- deliberate failure to follow medically recommended regimes
- misapplication of programmes or regimes

The most common reason for children becoming looked after (CLA) is as a result of abuse or neglect. The school ensures that staff have the necessary skills and understanding to keep LAC safe. Appropriate staff have information about a child's 'looked after' status and care arrangements, including the level of authority delegated to the carer by the local authority looking after the child. The designated teacher for CLA and the DSL have details of the child's social worker and the name and contact details of the local authority's virtual head for children in care.

14. RECORDING AND REPORTING CONCERNS

There is no individual discretion allowed to any member of staff who has knowledge or suspicion that a child might be at risk of child abuse. In child protection matters the child protection procedures must be followed at all times. Any knowledge or suspicion the child may be at risk must be reported to the DSL immediately, to ensure that help and any intervention necessary to protect the child is accessed as early as possible. The schools internal reporting procedures **MUST** be followed.

Concerns for pupils and in particular those with special educational needs and or disabilities may come to the attention of staff in a variety of ways, for example through observation of behaviour, injuries or disclosure. The following should trigger concern:

- when there is a suspicion that an injury maybe non-accidental
- when there are signs of neglect
- when a child displays behaviour unusual for that particular child, for example – aggression, withdrawal, depression, or demonstration of inappropriate sexual behaviour or anxiety at home time.
- when a child fails to thrive.
- when a child discloses abuse, or describes something, which may be associated with abuse (sexual and non-sexual abuse).

- when you are worried about a child / young person for any reason.

All staff, volunteers and visitors have a responsibility to report any concerns about the welfare and safety of a child and all such concerns must be taken seriously. If a concern arises all staff, volunteers and visitors must:

- speak to the DSL or the DDSL who acts in their absence
- agree with this person what action should be taken, by whom and when it will be reviewed
- record the concern using the school's safeguarding yellow reporting form
- It is important that records are factual and reflect the words used by the pupil. Opinion should not be given unless there is some form of evidence base, which can also be quoted. Records must be signed and dated with timings if appropriate.
- Please refer to the Child Protection flowchart displayed around the school for further advice.

If a child discloses sexual abuse or sexual abuse is suspected, the child must not be questioned and parents must not be informed until social care services and the police child abuse investigation team (CAIT) have been informed and advice given.

15. INFORMING PARENTS/CARERS OF CONCERNS

George Carey Church of England Primary School's approach to working with parents/carers is one of transparency and honesty and the school's responsibility is to safeguard and promote the welfare of all the pupils in its care. The school aims to do this in partnership with its parents/carers. In most cases parents and carers will be informed when concerns are raised about the safety and welfare of their child. Parents and carers should be given the opportunity to address any concerns raised.

Parents and carers will be informed if a referral is to be made to an external agency unless it is believed that by doing so would put the child at risk. In such cases the DSL or DDSL will seek advice from the Borough's Children's Social Services team.

16. DOMESTIC ABUSE

The school is aware that pupil's development, as well as their social and emotional resilience, is affected by many factors including exposure to domestic abuse within the family situation and that this is a safeguarding issue.

Pupils react to domestic abuse in similar ways to other types of abuse and trauma

Information about Domestic Violence and its effect upon pupils will be incorporated into staff Safeguarding and Child Protection training and briefings and the school's Safeguarding and Child Protection's Policies and Procedures will be used to protect pupils exposed to, and at risk from domestic abuse.

Any child or young person thought to be at immediate risk will be reported without delay to the police service as a 999 emergency and the Borough's Children's Social Services team will be contacted as soon as possible.

17. HONOUR BASED VIOLENCE (HBV) AND FORCED MARRIAGE

The school is sensitive to differing family patterns and lifestyles and child-rearing patterns that vary across different racial, ethnic and cultural groups. Forced marriage is a form of child, adult and domestic abuse and, in line with statutory guidance, is treated as such by the school. Child abuse cannot be condoned for religious or cultural reasons.

Honour-based violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and /or community, including FGM, forced marriage and practices such as breast ironing. All forms of HBV are abuse.

A forced marriage is one in which a female (and sometimes a male) does not consent to the marriage but is coerced into it. Coercion may also involve physical and sexual violence, psychological, financial and emotional pressure. A forced marriage is not the same as an arranged marriage. In an arranged marriage, which is common in several cultures, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the respective spouses. Some communities use religion and culture as a way to coerce a person into marriage. The DSL and or member of staff will contact the Forced Marriage Unit if they need advice or information on 0207 0008 0151

If a case of forced marriage is suspected, parents and carers will not be approached or involved about a referral to any other agencies.

18. CHILD SEXUAL EXPLOITATION (CSE)

Involves situations, contexts and relationships where vulnerable young people receive something in exchange for sexual activity. This can include food accommodation, drugs, alcohol, gifts, money or some cases simply affection. CSE can take many forms ranging from seemingly consensual relationships where sex is exchanged 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. CSE involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying, cyber bullying and grooming. It is important to recognise that young people who are being sexually exploited often do not exhibit any signs of this abuse.

CSE is a serious crime and can have a long lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking.

19. FEMALE GENITAL MUTILATION (FGM)

What is FGM?

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

There are 4 types of procedure:

Type 1: Clitoridectomy – partial/total removal of clitoris

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

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

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

Why is it carried out? Belief that :

- FGM brings status/respect to the girl – social acceptance
- Preserves a girl's virginity
- Part of being a woman/rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfills a religious requirement
- Perpetrates a custom/tradition helps a girl to be clean /hygienic
- Is cosmetically desirable
- FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in most countries including the UK. The FGM Mutilation Act 2003 makes it an offence.

Indicators that FGM may be about to occur;

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child talks about being 'cut'

Physical signs and indicators it may have occurred ;

- Pain/itching , bruising in genital or anal area
- Stomach pains or discomfort when walking or sitting
- Unexplained bleeding in genital area

- Bladder or menstrual problems
- Secretive behaviour
- Repeated urinary tract infection
- Reluctance to take part in PE
- Prolonged absence from school

Serious Crimes Act 2015- The act also introduces measures to enhance the protection of vulnerable children and others, including by strengthening the law to tackle female genital mutilation (FGM) and domestic abuse.

Professionals in all agencies need to be alert to the possibility of a girl being at risk of FGM or having already suffered FGM. There is a range of possible indicators that a child or young person may be at risk of FGM which individually may not indicate risk but if there are two or more indicators 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. It should be noted 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.

The updated guidance 'Keeping Children Safe in Education September 2016, requires mandatory reporting requirement for teachers to police should they discover FGM appears to have been carried out on a child under the age of 18.

20. CHILD TRAFFICKING

Human Trafficking is the movement, abuse and exploitation of women, men and children for gain. It involves the movement of individuals across international borders as well as within internal borders, by force, coercion or deception with a view to exploiting them. DFE guidance 2014.

Child trafficking is child abuse. Children are recruited, moved or transported and then exploited, forced to work or sold. They are often subject to multiple forms of exploitation. Children are trafficked for:

- child sexual exploitation
- benefit fraud
- forced marriage
- domestic servitude such as cleaning, childcare, cooking
- forced labour in factories or agriculture
- criminal activity such as pickpocketing, begging, transporting drugs, working on cannabis farms, selling pirated DVDs, bag theft.

Many children are trafficked into the UK from abroad, but children can also be trafficked from one part of the UK to another. George Carey School will report to the local authority any cases where there is suspicion of child trafficking.

21. PRIVATE FOSTERING/CHILDREN STAYING WITH HOST FAMILIES

Private fostering is an arrangement a parent makes for their child to live with someone who is not a close relative or guardian, for longer than 28 days. Although it is a private agreement between parents and care providers, there are now legal regulations about how a privately fostered child is looked after. It applies to children under the age of 16 or under 18 if disabled. A private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible.

George Carey School will ensure that all cases where it is suspected private fostering is taking place they will contact the duty and assessment team on 0208 227 3882.

Children will not be placed "on roll" unless all relevant documentation is available to the school. This includes;

- Copy of child's birth certificate or passport
- Two recent utility bills (within three months) to prove correct address

Children staying with host families arises when the school make arrangements for pupils to stay with a host family during a foreign exchange trip or sports trip. Some overseas pupils may reside with host families during school terms and George Carey school will work with the local authority to check that such arrangements are safe and suitable and in any event will follow the guidance in Annexe E of the 'Keeping Children Safe in Education September 2016'.

22. CHILD PROTECTION CONFERENCES AND CORE GROUP MEETINGS

Members of staff who are asked to attend a child protection conference or other relevant core group meetings about an individual pupil will need to have as much relevant updated information about the pupil as possible. A child protection conference will be held if it is considered that the pupil is suffering or at risk of significant harm.

All reports for a child protection conference should be prepared in advance of the meeting and will include information about the pupil's physical, emotional and intellectual development and well-being as well as relevant family related issues. This information will be shared with the parents/carers. The DSL will ensure written reports are provided to the family and Chair of Conference at least 48 hours before an initial CP Conference and 5 days before a Review CP conference using the agreed template.

23. MANAGING ALLEGATIONS AND CONCERNS AGAINST STAFF & VOLUNTEERS

The school follows the procedures recommended by the local authority and the Local Safeguarding Children Board (LSCB) when dealing with allegations made against staff and volunteers.

If suspicions of abuse relate to any member of the school's staff or volunteer they must be reported to the Head of School. The Head teacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO)

If suspicions of abuse, relate to the **Headteacher** they must be reported direct to the **Chair of Governors** or to the **DSL** who will inform the Chair of Governors who will in turn consult with the Local Authority Designated Officer (LADO)

All allegations made against a member of staff and volunteers, including contractors or security staff working on site, will be dealt with quickly and fairly and in a way that provides effective protection for the child while at the same time providing support for the person against whom the allegation is made. Guidance is provided within part 4 of Keeping Children Safe in Education September 2016 (KCSIE)

24. COMPLAINTS OR CONCERNS BY PUPILS, STAFF OR VOLUNTEERS

Any concern or expression of disquiet made by a pupil, member of staff or volunteer will be listened to seriously and acted upon as quickly as possible to safeguard his or her welfare.

George Carey Church of England Primary School will make sure that the pupil or adult who has expressed the concern or made the complaint will be informed not only about the action to be taken but also where possible about the length of time required to resolve the complaint. The school will endeavour to keep the pupil or adult informed about the progress of the complaint/expression of concern

25. ABUSE OF POSITION OF TRUST

All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

Staff understand that under the Sexual Offences Act 2003 it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18 where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of staff and a pupil under the age of 18 may be a criminal offence.

26. WHISTLEBLOWING

We recognise that children and young people cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about attitudes or actions of colleagues. Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a difficult situation. They may worry they have misunderstood it and wonder whether a report could jeopardise their colleagues career. All staff must remember the welfare of the child is paramount.

All concerns of poor practice or possible child abuse by colleagues should be raised directly with the Headteacher. Complaints about the Headteacher should be made to the Chair of Governors Bob Hoggett. His details can be requested from the DSL or school office.

Staff may also report their concerns directly to children's social care or the police.

Staff may contact the **NSPCC directly on 0800 028 0285 from 8.00am to 8.00pm Monday to Friday** or email help@nspcc.org.uk

The school has adopted the London Borough of Barking and Dagenham Whistle Blowing policy a copy of which is on the school intranet.

27. PHYSICAL INTERVENTION / POSITIVE HANDLING

Our policy on physical intervention / positive handling by staff is set out separately, as part of our Physical Intervention Policy. It complies with DfES guidance on positive handling strategies (2001) and circular 10/98, 'The Use of Force to Control or Restrain Pupils'. This guidance states that staff must only ever use physical intervention as a last resort, e.g. when a child is endangering him/herself or others and that, at all times it must be the minimal force necessary to prevent injury to another person.

Such events should be recorded making use of the school's Physical Intervention Record form and signed by a witness. Staff who are likely to need to use physical intervention should be appropriately trained. We understand that physical intervention, of a nature which causes injury or distress to a child, may be considered under child protection or disciplinary procedures.

28. ANTI-BULLYING

Our policy on the prevention and management of bullying is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. See Anti-Bullying policy dated July 2016 on school website at <http://georgecareyprimaryschool.com/>

29. ONLINE SAFETY

The school ensures that children are safeguarded from potentially harmful and inappropriate online material. Appropriate filters and monitoring systems are in place. However governing bodies should be careful that “overblocking” does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

Guidance for the use of hand held devices and laptops are placed in every classroom and are only used for planned curricular work and under no circumstances are they to be used at any other time in the day or for leisure or non work activities.

Children are monitored every five minutes and the class teacher checks the history tab regularly if the history tab is cleared by a child the device is handed over to the IT Manager who can check if inappropriate material has been accessed.

Children are informed that if they see/find any inappropriate images they must show the staff immediately and not show other children. The sending of abusive and inappropriate data is forbidden.

Emerging technologies will be examined for educational benefit and any risks considered before use in school is allowed. Technologies such as mobile phones with wireless internet access can bypass school filtering systems and present a new route to undesirable material and communications. Pupils will not be allowed access to mobile phones during the school day. They should be handed to a member of staff on arrival at school where they will be locked away.

Use of camera's will not be authorised unless agreed by the Headteacher , DSL or DDSL.

30. HEALTH & SAFETY

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

Risk assessments are in place for all activities, and these must be shared and updated with staff regularly. The individual risk assessments are completed for any child or group who are vulnerable where special arrangements need to be made.

31. RADICALISATION AND EXTREMEISM AND THE PREVENT DUTY

From July 2015 all schools are subject to a duty under section 26 of the Counter Terrorism and Security Act 2015. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

The government defines extremism as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

Some children are at risk of being radicalised, adopting beliefs and engaging in activities which are harmful, criminal or dangerous. Islamic extremism is the most widely publicised form and schools should also remain alert to the risk of radicalisation into white supremacy extremism.

All school staff including governors receive 'Prevent' training to help identify signs of extremism and opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture.

The school ensures that children are safe from terrorist and extremist material when accessing the internet in school.

George Carey School has a separate policy outlining our procedures to prevent radicalisation and extremism under the 'Prevent Duty' June 2015.

32. SAFE AND SUCCESSFUL DROP OFF AND COLLECTION OF CHILDREN

George Carey School adopts the local authority guidance November 2015 except for in section 6 and 7 relating to non collection. The school will in most instances **not** take children to the Vibe and will keep the children safe in school until an emergency social worker is able to attend at school and make alternative arrangements for the children.

33. PEER ON PEER ABUSE

Keeping Children Safe in Education 2016 states that 'Governing bodies and proprietors should ensure their child protection policy includes procedures to minimise the risk of peer on peer abuse and sets out how allegations of peer on peer abuse will be investigated and dealt with'.

George Carey School have a separate policy on peer on peer abuse dated April 2017 (see appendix 6.)

Signed (Headteacher)

Dated.....

Signed (Chair of Governors)

Dated.....

APPENDIX 1

Definitions and signs and symptoms of abuse taken from London Child Protection Procedures, 4th and 5th Edition.

Concept of significant harm (5th Edition)

1.1.1 Some children are in need because they are suffering, or likely to suffer, significant Harm. The Children Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention in family life in the best interests of children, and gives local authorities a duty to make enquiries (Section 47) to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to significant harm.

A Court may only make a Care Order or Supervision Order in respect of a child if it is satisfied that:

- The child is suffering, or is likely to suffer, significant harm ; and
- The harm, or likelihood of harm, is attributable to a lack of adequate parental care or control (Section 31).

In addition, Harm is defined as the ill treatment or impairment of health and development. This definition was clarified in section 120 of the Adoption and Children Act 2002 (implemented on 31 January 2005) so that it may include “impairment suffered from seeing or hearing the ill treatment of another” for example, where there are concerns of domestic abuse.

1.1.2 There are no absolute criteria on which to rely when judging what constitutes significant harm. Consideration of the severity of ill-treatment may include the degree and the extent of physical harm, the duration and frequency of abuse and neglect, the extent of premeditation, and the presence or degree of threat, coercion, sadism and bizarre or unusual elements.

1.1.3 Each of these elements has been associated with more severe effects on the child, and or relatively greater difficulty in helping the child overcome the adverse impact of the maltreatment.

1.1.4 Sometimes a single traumatic event may constitute significant harm (e.g. a violent assault, suffocation or poisoning). More often, significant harm is a compilation of significant events, both acute and longstanding, which interrupt, change or damage the child’s physical and psychological development.

1.1.5 Some children live in family and social circumstances where their health and development are neglected. For them it is the corrosiveness of long term neglect, emotional, physical or sexual abuse that causes impairment to the extent of constituting significant harm.

Definitions of child abuse and neglect (5th Edition)

Physical abuse

1.3.1 Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse

1.3.2 Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent effects on the child's emotional development, and may involve:

- Conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person;
- Imposing age or developmentally inappropriate expectations on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction;
- Seeing or hearing the ill-treatment of another;
- Serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children;
- Exploiting and corrupting children.
- Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual abuse

1.3.3 Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

1.3.4 Sexual abuse includes non-contact activities, such as involving children in looking at, including online and with mobile phones, or in the production of pornographic materials, watching sexual activities or encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including the internet) . Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse as can other children.

1.3.5 Sexual abuse includes abuse of children through sexual exploitation. Penetrative sex where one of the partners is under the age of 16 is illegal, although prosecution of similar age, consenting partners is not usual. However, where a child is under the age of 13 it is classified as rape under s5 Sexual Offences Act 2003.

Neglect

1.3.6 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.

1.3.7 Neglect may occur during pregnancy as a result of maternal substance abuse, maternal mental ill health or learning difficulties or a cluster of such issues. Where there is domestic abuse and violence towards a carer, the needs of the child may be neglected.

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

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers);
- Ensure access to appropriate medical care or treatment.

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

1.3.10 Included in the four categories of child abuse and neglect above, are a number of factors relating to the behaviour of the parents and carers which have significant impact on children such as domestic violence. Research analysing Serious Case Reviews has demonstrated a significant prevalence of domestic abuse in the history of families with children who are the subject of child protection plans. Children can be affected by seeing , hearing and living with domestic violence and abuse as well as being caught up in any incidents directly , whether to protect someone or as a target. It should also be noted that the age group of 16 and 17 year olds have been found in recent studies to be increasingly affected by domestic violence in their peer relationships.

4.3 Recognition of abuse and neglect (4th Edition)

4.3.1 The factors described below are frequently found in cases of child abuse or neglect. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm;
- Indicates a need for careful assessment and discussion with the agency's nominated child protection person;
- May require consultation with and/or referral to the LA children's social care and / or the police.

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

4.3.3 In an abusive relationship the child may:

- Appear frightened of the parent;
- Act in a way that is inappropriate to their age and development.

4.3.4 The parent may:

- Persistently avoid routine child health services and/or treatment when the child is ill;
- Have unrealistic expectations of the child;
- Frequently complain about / to the child and may fail to provide attention or praise (high criticism / low warmth environment);
- Be absent or leave the child with inappropriate carers;
- Have mental health problems which they do not appear to be managing;
- Be misusing substances;
- Persistently refuse to allow access on home visits;
- Persistently avoid contact with services or delay the start or continuation of treatment;
- Be involved in domestic violence;
- Fail to ensure the child receives an appropriate education.

4.3.5 Professionals should be aware of the potential risk of harm to children when individuals (adults or children), previously known or suspected to have abused children, move into the household.

Recognising physical abuse

4.3.6 The following are often regarded as indicators of concern:

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

Bruising

4.3.7 Children can have accidental bruising, but the following must be considered as indicators of harm unless there is evidence or an adequate explanation provided. Only a paediatric view around such explanations will be sufficient to dispel concerns listed below:

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

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

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

Burns and scalds

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

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

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

Fractures

4.3.12 Fractures may cause pain, swelling and discolouration over a bone or joint, and loss of function in the limb or joint.

4.3.13 Non-mobile children rarely sustain fractures.

4.3.14 There are grounds for concern if:

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

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

Recognising emotional abuse

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

4.3.17 The indicators of emotional abuse are often also associated with other forms of abuse. Professionals should therefore be aware that emotional abuse might also indicate the presence of other kinds of abuse.

4.3.18 The following may be indicators of emotional abuse:

- Developmental delay;
- Abnormal attachment between a child and parent (e.g. anxious, indiscriminate or no attachment);
- Indiscriminate attachment or failure to attach;
- Aggressive behaviour towards others;
- Appeasing behaviour towards others;
- Scapegoated within the family;
- Frozen watchfulness, particularly in pre-school children;
- Low self esteem and lack of confidence;
- Withdrawn or seen as a 'loner' – difficulty relating to others.

Recognising sexual abuse

4.3.19 Sexual abuse can be very difficult to recognise and reporting sexual abuse can be an extremely traumatic experience for a child. Therefore both identification and disclosure rates are deceptively low.

4.3.20 Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and / or fear. According to a recent study³⁶ three-quarters (72%) of sexually abused children did not tell anyone about the abuse at the time. Twenty-seven percent of the children told someone later, and around a third (31%) still had not told anyone about their experience/s by early adulthood.

4.3.21 If a child makes an allegation of sexual abuse, it is very important that they are taken seriously. Allegations can often initially be indirect as the child tests the professional's response. There may be no physical signs and indications are likely to be emotional / behavioural.

4.3.22 Behavioural indicators which may help professionals identify child sexual abuse include:

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

4.3.23 Physical indicators associated with child sexual abuse include:

- Pain or itching of genital area;
- Blood on underclothes;
- Pregnancy in a child;
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing.

4.3.24 Sex offenders have no common profile, and it is important for professionals to avoid attaching any significance to stereotypes around their background or behaviour. While media interest often focuses on 'stranger danger', research indicates that as much as 80 per cent of sexual offending occurs in the context of a known relationship, either family, acquaintance or colleague.

Recognising neglect

4.3.25 It is rare that an isolated incident will lead to agencies becoming involved with a neglectful family. Evidence of neglect is built up over a period of time. Professionals should therefore compile a chronology and discuss concerns with any other agencies which may be involved with the family, to establish whether seemingly minor incidents are in fact part of a wider pattern of neglectful parenting.

4.3.26 When working in areas where poverty and deprivation are commonplace professionals may become desensitised to some of the indicators of neglect. These include:

- Failure by parents or carers to meet essential physical needs (e.g. adequate or appropriate food, clothes, warmth, hygiene and medical or dental care);
- Failure by parents or carers to meet essential emotional needs (e.g. to feel loved and valued, to live in a safe, predictable home environment);

- A child seen to be listless, apathetic and unresponsive with no apparent medical cause;
- Failure of child to grow within normal expected pattern, with accompanying weight loss;
- Child thrives away from home environment;
- Child frequently absent from school;
- Child left with inappropriate carers (e.g. too young, complete strangers);
- Child left with adults who are intoxicated or violent;
- Child abandoned or left alone for excessive periods.
- 4.3.27 Disabled children and young people can be particularly vulnerable to neglect 4.3.28 although neglect can be perpetrated consciously as an abusive act by a parent, it is rarely an act of deliberate cruelty. Neglect is usually defined as an omission of care by the child's parent, often due to one or more unmet needs of their own. These could include domestic violence (see section 5.11), mental health issues (see section 5.29), learning disabilities (see section 5.30), substance misuse (see section 5.31), or social isolation / exclusion (see section 5.1.1 to 5.1.4), this list is not exhaustive.

While offering support and services to these parents, it is crucial that professionals maintain a clear focus on the needs of the child.

APPENDIX 2 – OTHER FORMS OF ABUSE

Child Sexual Exploitation (CSE)

Definition

Sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.

Sexual exploitation results in children and young people suffering harm, and causes significant damage to their physical and mental health. Some young people may be supported to recover whilst others may suffer serious life-long impairments.

Factors which may lead to vulnerability to Child Sexual Exploitation

Evidence available points to several factors that can increase a child's vulnerability to being sexually exploited. The following are typical vulnerabilities in children prior to abuse:

- Living in a chaotic or dysfunctional household (including parental substance use, domestic violence, parental mental health issues, parental criminality)
- History of abuse (including familial child sexual abuse, risk of forced marriage, risk of 'honour'-based violence, physical and emotional abuse and neglect)
- Recent bereavement or loss
- Gang association either through relatives, peers or intimate relationships (in cases of gang-associated CSE only)
- Attending school with young people who are sexually exploited
- Learning disabilities
- Unsure about their sexual orientation or unable to disclose sexual orientation to their families
- Friends with young people who are sexually exploited

- Homeless
- Lacking friends from the same age group
- Living in a gang neighbourhood
- Living in residential care
- Living in hostel, bed and breakfast accommodation or a foyer
- Low self-esteem or self-confidence
- Young carer

The following signs and behaviour are generally seen in children who are already being sexually exploited:

- Missing from home or care
- Physical injuries
- Drug or alcohol misuse
- Involvement in offending
- Repeat sexually-transmitted infections, pregnancy and terminations
- Absent from school
- Evidence of sexual bullying and/or vulnerability through the internet and/or social networking sites
- Estranged from their family
- Receipt of gifts from unknown sources
- Recruiting others into exploitative situations
- Poor mental health
- Self-harm
- Thoughts of or attempts at suicide

What to do if you suspect CSE .Evidence shows that any child displaying several vulnerabilities from the above lists should be considered to be at high risk of sexual exploitation. If you identify a child who you consider to be suffering from or at high risk of CSE, it is important that the Designated DSL in school is informed so that they can take the appropriate action.

Extremism

Definition:

Extremism is defined by the Government in the Prevent Strategy as:

“Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.”

Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- Foster hatred which might lead to inter-community violence in the UK.

Indicators of vulnerability to extremism or radicalisation

There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors – it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

- Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;

- Personal Circumstances – migration; local community tensions; and events affecting the student / pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

What to do if you suspect extremism/radicalisation

If you have a concern about a particular pupil you should follow the school’s normal safeguarding procedures, including discussing with the school’s designated DSL.

You can also contact your local police force or dial 101 (the non-emergency number). They can talk to you in confidence about your concerns and help you gain access to support and advice.

The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism directly. Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk. Please note that the helpline is not

intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.

APPENDIX 3

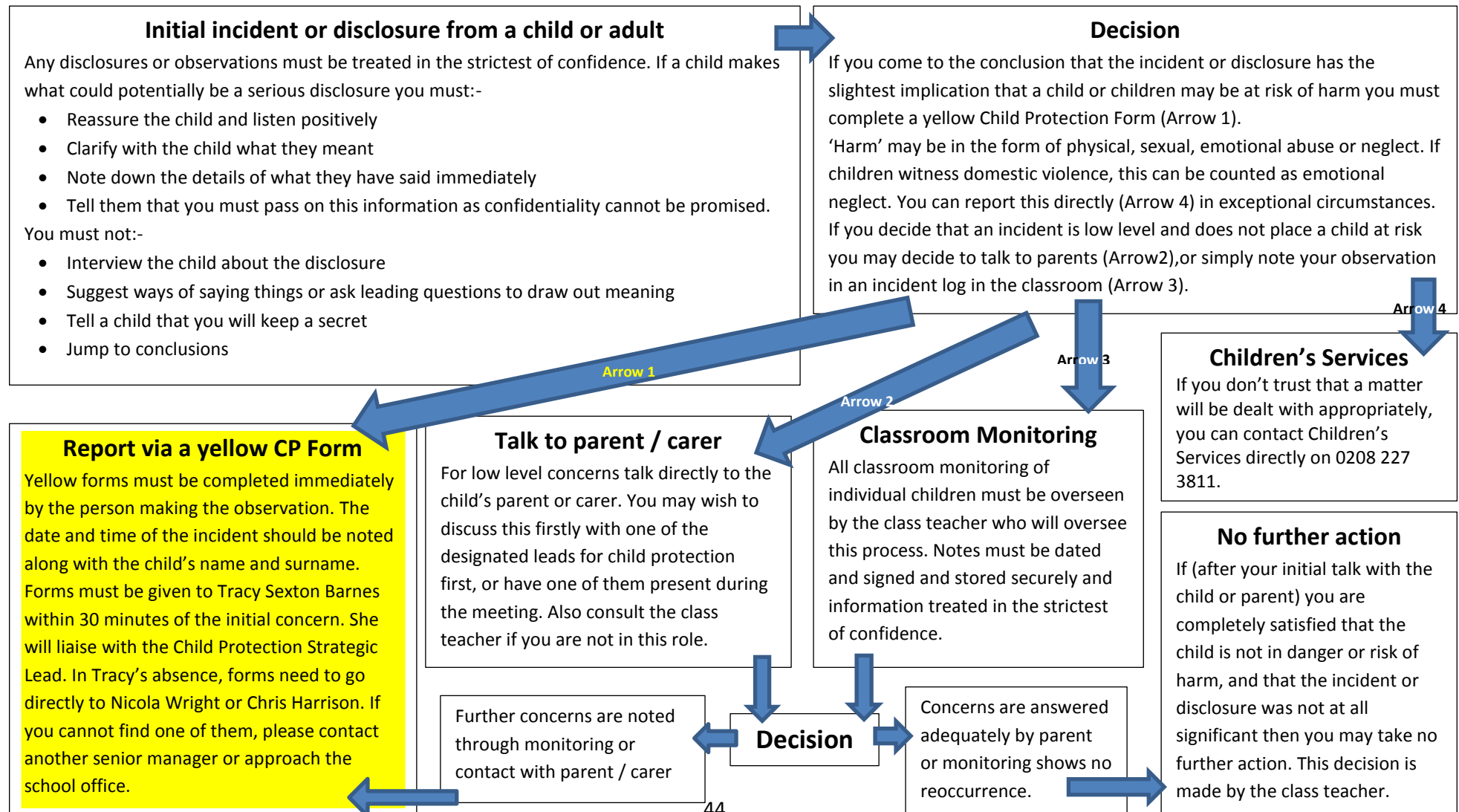
Eight Golden Rules for Information Sharing

- 1) Remember that the Data Protection Act is not a barrier to sharing information but provides a framework to ensure that personal information about living persons is shared appropriately.
- 2) If there are concerns that a child may be at risk of significant harm or an adult at risk of serious harm, then it is your duty to follow the relevant procedures without delay. Seek advice if you are not sure what to do at any stage and ensure that the outcome of the discussion is recorded.
- 3) Be open and honest with the person (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
- 4) Seek advice if you are in any doubt, without disclosing the identity of the person where possible.
- 5) Share with consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You should go ahead and share information without consent if, in your judgement, that lack of consent can be overridden in the public interest, or where a child is at risk of significant harm. You will need to base your judgement on the facts of the case.
- 6) Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the person and others who may be affected by their actions.
- 7) Necessary, proportionate, relevant, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those people who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.
- 8) 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.

Child Protection Flowchart – Disclosures

Environment supporting children's welfare and safety

The ethos of the school is one of calmness, support and care. We aim to provide a safe environment for children and to identify children who are suffering or are likely to suffer significant harm. Practitioners must be mindful that children want to know that they will be listened to and their concerns taken seriously. They are unlikely to disclose information to adults who they think will not listen to them



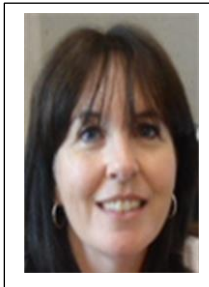
DESIGNATION AND WHO TO REPORT TO:-

DESIGNATED SAFEGUARDING LEAD-



Tracy Sexton Barnes

DESIGNATED SAFEGUARDING DEPUTIES-



Nicki Wright



Chris Harrison

CHAIR OF GOVERNORS AND SAFEGUARDING GOVERNOR



Bob Hoggett

If you would like to report a safeguarding concern to anyone detailed above,
please telephone

020 8270 4040

Updated April 2017

Appendix 5



A Christian School for all

George Carey Church of England Primary School

Rivergate Centre
Minter Road
Barking
IG11 0FJ
Tel : 020 8270 4040
Fax : 020 8270 4007

GEORGE CAREY SCHOOL SAFEGUARDING PROCEDURES DATED SEPTEMBER 2016

Safeguarding and promoting the welfare of children is **everyone's** responsibility and everyone who comes into contact with children and their families and carers has a role to play in safeguarding children.

The school has a Safeguarding Team who are responsible for ensuring the safety and welfare of all children in the school. The team consists of the following staff members;

Tracy Sexton -Barnes-Head of Safeguarding
Nicola Wright -Deputy Safeguarding Officer
Laura Pereira –Administrator of medical wellbeing of all children

Please note the following procedures relating to safeguarding must be adhered to whilst working at the school. Please read these procedures along with attached documents and sign the slip attached and provide a signed copy to Tracy Sexton-Barnes. Please ensure you have **read** and **understood** all procedures and if in any doubt speak to a member of the Safeguarding Team.

PEOPLE TO REPORT TO IF YOU HAVE A SAFEGUARDING CONCERN

Please discuss concerns with **Tracy Sexton-Barnes** who is the Designated Safeguarding Lead (**DSL**) and has overall responsibility for the welfare and safety of children, or with **Nicola Wright** or Chris Harrison who are the Designated Deputy Leads (**DDSL**) for the school. If either Tracy Sexton-Barnes, Nicola Wright or Chris Harrison are in a meeting then you are authorised to interrupt their meeting to ensure they are aware of the concern.

In an emergency the school office has the telephone numbers for Tracy Sexton-Barnes and Nicola Wright and Chris Harrison.

STATUTORY AND NON STATUTORY GUIDANCE

Keeping Children Safe in Education September 2016 is a revision of the previous document dated July 2015. This is a statutory document which contains information on what schools and colleges should do and sets out legal duties with which schools must comply.

The full guidance of Keeping Children Safe in Education September 2016 will be found in the Safeguarding Teams corridor, school office, staffroom and in each classroom or will be available by contacting Tracy Sexton-Barnes who will keep a copy in her office for loan purposes.

All staff **must** read at least **part one** of this guidance (13 pages) and for ease this is attached to this notification as a stand-alone document along with the annexes A-H. Annex A contains important information about specific forms of abuse and safeguarding issues.

There are substantive changes from July 2015 guidance that include;

- Children missing from education
- Child Sexual Exploitation (CSE)
- So-called 'honour based' violence, (HBV)
- Female Genital Mutilation (FGM) and mandatory reporting duty
- Forced marriage,
- Private fostering
- Supervision of activity with children which is regulated activity when unsupervised
- Further guidance on preventing radicalisation and referral to the Channel programme.

There are two other documents referred to in this document which should be read by all staff ;

- 1) 'What to do if you are worried a child is being abused' March 2015. This is non-statutory advice and has been produced to help practitioners.
- 2) 'Working together to safeguard children' March 2015 . This is statutory guidance for senior managers within organisations who provide services for childcare.

Copies of all documents are held in school in the classrooms, staffroom, school office and safeguarding office.

Once these documents have been read the acknowledgement slip should be returned to Tracy Sexton-Barnes and should be signed off accordingly with an acknowledgement that you understand the contents will be kept on your personnel file. If there are any concerns or questions arising from this please let Tracy Sexton-Barnes , Nicola Wright or Chris Harrison know.

DISCLOSURES

Please refer to the '**DESIGNATION AND WHO TO REPORT TO**' safeguarding flowchart displayed in all classrooms for an overview of our procedures for dealing with disclosures. Please also note the flowchart positioned close by which indicates the procedures when a referral to children's social care is made.

If a child discloses something to you privately that is of concern, you must tell the child that you need to pass this on to the Safeguarding Team for their own protection. Staff must not promise a child to keep secrets which might compromise the child's safety or well-being or that of another. Do not try to elicit any further details from the child making the initial disclosure as this could jeopardise the validity of any future evidence given by this child.

It is vital that the reporting of any such disclosures are reported immediately or within **30** minutes (if you are unable to) of any such disclosure in order to ensure the safety and welfare of that child is considered immediately.

YELLOW CHILD PROTECTION REPORTING FORM

If you have a concern about the welfare of a child a yellow reporting form should be completed. This form must be completed within the **30** minute deadline. These forms are kept in the school office, in all classrooms, in the staffroom or with the safeguarding team. Please ask any member of staff in the office if you are unsure where to find one.

Please ensure that you include the first name and surname of the child and print your name on the form so you can be clearly identified.

If either Tracy or Nicola are unavailable, please report to Chris Harrison (Headteacher) who will follow up the concern. If any of the named staff above are not available then you **must** seek the advice of a member of the **Senior Leadership Team (SLT)** immediately even if this means interrupting them whilst they are in a meeting or teaching.

If none of the above staff are onsite then a last resort is to inform the school office that you have a child protection concern that requires immediate attention and ask that they contact one of the above mentioned staff members.

Please do not discuss your concerns amongst other staff until you have taken advice from the staff members named above.

You may feel that it is appropriate to raise concerns directly with children social care in Barking and Dagenham. You can do this by contacting **0208 227 3811**. Alternatively you may contact the NSPCC on **0800 800 5000** and press option 1.

CONCERNS ABOUT STAFF

Concerns about adults working in the school need to be recorded on a yellow form in the same way and must be handed in immediately. You have a duty to report any concerns about the welfare of children, and this includes concerns about staff.

Such concerns must be reported directly to the Headteacher, who will contact the LADO or if the concern is about the Headteacher you must report direct to the Chair of Governors Bob Hoggett. If you are unable to contact either of these two people you may refer to the DSL.

Concerns about the Senior Leadership Team (Naureen Akthar, Jo-Jackson, Sophia Charles, Andrea Woolley, Nadia El Uasti , Cathy Rees, Tracy Sexton-Barnes) should be reported directly to the Headteacher or, in his absence, the Chair of Governors. Complaints about the Headteacher must go directly to the Chair of Governors.

CHILDREN AT IMMINENT RISK OF HARM

If you see that a child or group of children are at imminent risk of harm you must act as far as you possibly can to reduce or prevent this before any reporting takes place. Such situations may include:-

- An adult hurting a child or threatening to hurt a child
- Children hurting each other or bullying
- A dangerous activity that puts children's welfare at risk
- Adults acting inappropriately towards each other that puts children's welfare at risk
- Children being supervised inappropriately which could potentially lead to harm

The above are examples, but are not an exhaustive list.

Please refer to the schools Behaviour Policy for further information on our procedures for supporting positive behaviour. Also the schools Anti-Bullying Policy gives guidance on dealing with and supporting bullies and their victims.

In such situations you need to act using your own initiative to reduce or prevent the risk of harm; however you must avoid placing yourself in unnecessary danger. You should seek help as quickly as possible by contacting the school office and any nearby staff, unless any delay will cause a greater risk of harm to children.

Formal reporting and written evidence of such incidents can only be completed as soon as possible once the danger has passed. The member of staff witnessing such incidents will need to meet with the Headteacher or Tracy Sexton Barnes for a debriefing following such an incident.

Once these documents have been read this form should be returned to Tracy Sexton-Barnes and should be signed off accordingly at the section at the bottom with an acknowledgement that you understand the contents will be kept on your personnel file. If there are any concerns or questions arising from this please let Tracy Sexton-Barnes or Chris Harrison know.

The Headteacher, Tracy Sexton-Barnes and Nicola Wright will disclose confidential safeguarding information to staff on a 'need to know' basis only. Anything of this nature that you are made aware of as a member of staff must be treated in the strictest of confidence.

If you are unsure about any of the procedures relating to child protection please speak to Tracy Sexton-Barnes or a member of the Safeguarding Team and further training will be provided.



George Carey Church of England Primary School

Peer on Peer Abuse Policy and Procedure

Introduction

Keeping Children Safe in Education, 2016 states that 'Governing bodies and proprietors should ensure their child protection policy includes procedures to minimise the risk of peer on peer abuse and sets out how allegations of peer on peer abuse will be investigated and dealt with' (page 19). The document also states it is most important to ensure opportunities of seeking the voice of the child is heard, 'Governing bodies, proprietors and school or college leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place for children to express their views and give feedback. Ultimately, any system and processes should operate with the **best** interests of the child at their heart.'

At George Carey Church of England Primary School we continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration to impact on that individual child's emotional and mental health and well-being.

Purpose and Aim

Children and young people may be harmful to one another in a number of ways which would be classified as peer on peer abuse. The purpose of this policy is to explore the many forms of peer on peer abuse and include a planned and supportive response to the issues.

At George Carey Church of England Primary School we have the following policies in place that should be read in conjunction with this policy:

Anti-Bullying Policy

Safeguarding Policy

Framework and Legislation

This policy is supported by the key principles of the Children's Act, 1989 that the child's welfare is paramount. Another key document that focuses adult thinking towards the views of the child is Working Together, 2015, highlighting that every assessment of the child, 'must be informed by the views of the child' and within that 'It is important to understand the resilience of the individual child when planning appropriate services. (Working Together, 2015:23) This is clearly echoed by Keeping Children Safe in Education, 2016 through ensuring procedures are in place in schools and settings to hear the voice of the child.

Introduction to abuse and harmful behaviour

Abusive behaviour can happen to pupils in schools and settings and it is necessary to consider what abuse is and looks like, how it can be managed and what appropriate support and intervention can be put in place to meet the needs of the individual and what preventative strategies may be put in place to reduce further risk of harm.

Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. Equally, abuse issues can sometimes be gender specific e.g. girls being sexually touched/assaulted and boys being subject to initiation/hazing type violence (KCSIE, 2016). It is important to consider the forms abuse may take and the subsequent actions required.

Types of abuse

There are many forms of abuse that may occur between peers and this is not exhaustive. Each form of abuse or prejudiced behaviour is described in detail followed by advice and support on actions to be taken.

Physical abuse e.g. (biting, hitting, kicking, hair pulling etc.)

Physical abuse may include, hitting, kicking, nipping, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including accidentally before considering the action or punishment to be undertaken.

Sexually harmful behaviour/sexual abuse e.g. (inappropriate sexual language, touching, sexual assault etc.)

Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as well as the young person it is intended towards. Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault/abuse.

Bullying (physical, name calling, homophobic etc.)

Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has that potential to be repeated, over time. Both young people who are bullied and who bully others may have serious, lasting problems.

In order to be considered bullying, the behaviour must be aggressive and include:

- An imbalance of power: Young people who bully use their power – such as physical strength, access to embarrassing information, or popularity to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition: Bullying behaviours happen more than once or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason e.g. size, hair colour, gender, sexual orientation and excluding someone from a group on purpose.

Cyber bullying

Cyber bullying is the use of phones, instant messaging, e-mail, chat rooms or social networking sites such as Facebook and Twitter to harass, threaten or intimidate someone for the reasons stated above.

It is important to state that cyber bullying can very easily fall into criminal behaviour under the Malicious Communications Act 1988: section 1 which states that electronic communications which are indecent or grossly offensive, convey distress or false information or demonstrate that there is an intention to cause distress or anxiety to the victim would be deemed criminal behaviour.

If the behaviour involves the use of taking or distributing indecent images of young people under the age of 18, then this is also a criminal offence under the Sexual Offences Act 2003. Outside of the immediate support of young people may require in these instances, the school will have no choice but to involve the police to investigate these situations.

Sexting

Sexting is when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pic', 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude picture can happen in any relationship and to anyone, whatever their age, gender or sexual preference.

However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing, indecent images of a person under the age of 18 onto someone else, young people are not even aware that they could be breaking the law as stated as these are offences under the Sexual Offences Act 2003.

Initiation/Hazing

Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a private school, sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies.

The idea behind this practice is that it welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse and harassment.

Prejudiced Behaviour

The term prejudice- related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised and which is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity (homosexual, bisexual, transsexual).

Teenage relationship abuse

Teenage relationship abuse is defined as a pattern of actual or threatened acts of physical, sexual and/or emotional abuse, perpetrated by an adolescent (between the ages of 13 and 18) against a current or former partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and /or acts of physical or sexual abuse. The abusive teen uses this pattern of violent and coercive behaviour, in a heterosexual or same gender relationship, in order to gain power and maintain control over the partner.

Expected action taken from all staff

Although the type of abuse may have a varying effect on the victim and initiator of the harm, these simple steps can help clarify the situation and establish the facts before deciding the consequences for those involved in perpetrating harm.

It is important to deal with a situation of peer abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts around what has occurred as soon after the child(ren) may have forgotten. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved. For example; do not use the word perpetrator, this can quickly create a 'blame' culture and leave the child labelled.

In all cases of peer on peer abuse it is necessary that all staff are trained in dealing with such incidents, talking to young people and instigating immediate support in a calm and consistent manner. Staff should not be prejudiced, judgemental, dismissive or irresponsible in dealing with such sensitive matters.

Gather the facts

Speak to all the young people involved separately, gain a statement of facts from them and use consistent language and open questions for each account. The easiest way to do this is not to have a line of questioning but to ask the young people to tell you what happened. Only interrupt the young person from this to gain clarity with open questions, 'where, when, why, who'. (What happened? who observed the incident? what was seen? what was heard/ did anyone intervene?)

Consider the intent (begin to Risk Assess)

Has this been a deliberate or contrived situation for a young person to be able to harm another?

Decide on your next course of action

If from the information that you gather believe any young person to be at risk of significant harm you must make a safeguarding referral to the Designated DSL/ Deputy Lead immediately (where a crime has been committed the police should be involved also). If this is the case, once social care has been contacted and made a decision on what will happen next you may be provided with feedback from the safeguarding team.

If social care and the police intend to pursue this further they may ask to interview the young people in school or they may ask for parents to come to school to be spoken to also. It is important to be prepared for every situation and the potential time it may take.

It may also be that social care feels that it does not meet their criteria in which case you may challenge that decision, with that individual or their line manager. If on discussion however, you agree the decision, you may then be left to inform parents.

Informing parents

If, once appropriate advice has been sought from the police/social care the Designated DSL/ Deputy Lead will inform parents. If services are not going to be involved the equally, this information may need to be shared with parents. If a young person is deemed

to be 'Gillick Competent' following the 'Fraser' guidelines and does not wish you to share the information with parents, then the school must consider this especially for example if the young person is pregnant and this is why they are being bullied (unless this has occurred through significant harm in which case a criminal/social care case is likely or the young person is under the age of 13).

In all circumstances where the risk of harm to the child is evident then the school should encourage the young person to share the information with their parent or even with them (they may be scared to tell parents that they are being harmed in any way). Where school can evidence they are acting in the best interests of the young person they would not be criticised, however this would be the case if they actively breached the rights and choices of the young person.

The best way to inform parents is face to face. Although this may be time consuming, the nature of the incident and the type of harm/abuse a young person may be suffering can cause fear and anxiety to parents whether their child is the child who was harmed or who harmed another.

Points to consider for the Safeguarding Team:

What is the age of the children involved?

How old are the young people involved in the incident and is there any age difference between those involved? (In relation to sexual exploration, children under the age of 5, in particular 1-4 year olds who are learning toileting skills may show a particular interest in exploration at around this stage. This, however should not be overlooked if other issues arise

Where did the incident or incidents take place?

Was the incident in an open, visible place to others? If so, was it observed? If not, is more supervision required within this particular area?

What was the explanation by all children involved of what occurred?

Can each of the young people give the same explanation of the incident and also what is the effect on the young people involved? Is the incident seen to be bullying for example, in which case regular and repetitive? Is the version of one young person different from another and why?

What is each of the children's own understanding of what occurred?

Do the young people know/understand what they are doing? E.g. do they have knowledge of body parts, of privacy and that it is inappropriate to touch? Is the young person's explanation in relation to something they may have heard or been learning about that has prompted the behaviour? Is the behaviour deliberate and contrived? Does the young person have an understanding of the impact of their behaviour on the other person?

In dealing with an incident of this nature the answers are not always clear cut.

Repetition

Has the behaviour been repeated to an individual on more than one occasion? In the same way it must be considered has the behaviour persisted to an individual after the issue has already been discussed or dealt with and appropriately resolved?

Next steps

Once the outcome of the incident(s) has been established it is necessary to ensure future incidents of abuse do not occur again and consider the support and intervention required for those involved.

For the young person who has been harmed

What support they require depends on the individual young person. It may be that they wish to seek counselling or one to one support via a mentor. It may also be that they feel able to deal with the incident(s) on their own or with support of family and friends. In which case it is necessary that this young person continues to be monitored and offered support should they require it in future. If the incidents are of a bullying nature, the young person may need support in improving peer groups/relationships with other young people or some restorative justice work with all those involved may be required.

Other interventions that could be considered may target a whole class or year group for example a speaker on cyber bullying, relationship abuse etc. It may be that through the continued curriculum of Personal, Social, Health Education (PSHE) and Spiritual, Moral, Social, Cultural Values (SMSC) that certain issues can be discussed and debated more frequently.

If the young person feels particularly vulnerable it may be that a risk assessment can be put in place for them whilst in school so that they have someone named that they can talk to, support strategies for managing future issues and identified services to offer additional support.

For the young person who has displayed harmful behaviour

In this circumstance it is important to find out why the young person has behaved in such a way. It may be that the young person is experiencing their own difficulties and may even have been harmed themselves in a similar way. In such cases support such as one to one mentoring or counselling may also be necessary through a CAF/strengthening families/early help referral and the young person may require additional support from family members.

Once the support required to meet the individual needs of the young person has been met, it is important that the young person receives a consequence for their behaviour. This may be in the form of restorative justice e.g. making amends with the young person they have targeted if this has been some form of bullying. In the cases of sexually harmful behaviour it may be a requirement for the young person to engage in one to one work with a particular service or agency (if a crime has been committed this may be through the police or youth offending service). If there is any form of criminal investigation on-going it may be that this young person cannot be educated on site until the investigation has concluded. In which case, the young person will need to be provided with appropriate support and education whilst off site.

Even following the conclusion of any investigation the behaviour that the young person has displayed may continue to pose a risk to others in which case an individual risk assessment may be required. This should be completed via a multiagency response to ensure that the needs of the young person and the risks towards others are measured by all of those agencies involved including the young person and their parents. This may mean additional supervision of the young person or protective strategies if the young person feels at risk of engaging in further inappropriate or harmful behaviour.

The school may also choose a punishment as a consequence such as exclusion or internal exclusion/inclusion/seclusion for a period of time to allow the young person to reflect on their behaviour.

After care

It is important that following the incident the young people involved continue to feel supported and receive help even if they have stated that they are managing the incident. Sometimes the feelings of remorse, regret or unhappiness may occur at a much later stage than the incident. It is important to ensure that the young people do not engage in any further harmful behaviour towards someone else or to themselves as a way of coping (e.g. Self-harm). In which case, regular reviews with the young people following the incident(s) are imperative.

Preventative strategies for schools and settings

For all schools and settings, it is important to develop appropriate strategies in order to prevent the issue of peer on peer abuse rather than manage the issues in a reactive way.

Firstly and most importantly for schools and settings is recognition that peer on peer abuse can and will occur on any site even with the most stringent of policies and support mechanisms. In which case it is important to continue to recognise and manage such risks and learn how to improve and move forward with strategies in supporting young people to talk about any issues and through sharing information with all staff.

This can be supported by ensuring that each school/setting has an open environment where young people feel safe to share information about anything that is upsetting or worrying them. This can be strengthened through a strong and positive PSHE/SMSC curriculum that tackles such issues as prejudiced behaviour and gives children an open forum to talk things through rather than seek one on one opportunities to be harmful to one another.

To enable such an open and honest environment it is necessary to ensure the whole workforce feels confident and enabled to talk about issues and challenge perceptions of young people including use of inappropriate language and behaviour towards one another. In order to create such an environment, it is necessary for whole staff training and CPD around abusive behaviours and talking to young people in a way that continues to create an open and honest environment without prejudice. It is incredibly important that staff do not dismiss issues as 'banter' or 'growing up' or compare them to their own experiences of childhood. It is necessary that staff consider each issue and each individual in their own right before taking action. If staff minimise the concerns raised it may result in a young person seeking no further help or advice.

It is important that signposting is available to young people in the event that they don't feel confident raising an issue to staff or a peer.

Finally, it is useful to ensure young people are part of changing their circumstances and that of the procedures within schools. Having a school council and pupil voice and encouraging young people to support changes and develop 'rules of acceptable behaviour' will go far in helping to create a positive ethos in school and one where all young people understand the boundaries of behaviour before it becomes abusive.

Signed (Headteacher)

Signed (Chair of Governors)

Dated.....