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| Highgate Hill House School |
| Safeguarding & Child Protection Policy |
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Adopted by the Proprietor on 01/03/2017

Last Reviewed: October 2020

To Be Reviewed: October 2021

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Directors’ Committee Responsible: Full Local Advisory Board

Director Lead: Julie Smith

Nominated Lead Member of Staff Gina Wagland

Status & Review Cycle: Statutory Annual

Next Review Date: Oct 2020

**Safeguarding Statement**

Highgate Hill House School recognises its 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 the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. Child protection forms part of the school’s safeguarding responsibilities. Child abuse includes the four main categories of; physical abuse, emotional abuse, sexual abuse, neglect, and also; violent extremism, children missing education, domestic abuse, child exploitation and E-safety.

**Key Personnel**

**The nominated Safeguarding/ Child Protection Director is Julie Smith**

Contact details:

email: chair@hhhschool.co.uk

Telephone: 07713255531

Julie can be contacted by post at the school address: HHH School, Whitstone, Holsworthy, EX22 6TJ.

**The Designated Safeguarding Lead (DSL) is Gina Wagland**

Contact details: email: [headteacher@hhhschool.co.uk/](mailto:headteacher@hhhschool.co.uk/)

Telephone: 07591463554

**The Deputy Designated Safeguarding Lead (DDSL) is Steve Badham**

Contact details: [steve.badham@hhhschool.co.uk/](mailto:steve.badham@hhhschool.co.uk/)

Telephone: 07918184502

**Terminology**

Safeguarding and promoting the welfare of children is defined as:

* protecting children from maltreatment;
* preventing impairment of children's health or development;
* ensuring that children grow up in circumstances consistent with the provision of safe and effective care
* taking action to enable all children to have the best outcomes.

Child Protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm, such as physical abuse, emotional abuse, sexual abuse, neglect and violent extremism.

Staff refers to all those working for or on behalf of the school, full or part time, temporary or permanent, in either a paid or voluntary capacity.

Child includes everyone under the age of 18.

Parents refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

**1. Introduction**

The following safeguarding legislation and guidance has been considered when drafting this policy:

* Keeping Children Safe in Education (September 2020) (KCSIE 2020)
* KCSIE incorporates Disqualification under the Childcare Act 2006 (September 2018)
* KCSIE also refers to the non-statutory advice for practitioners: What to do if you’re worried a child is being abused (March 2015)
* Working Together to Safeguard Children (September 2018 – updated in 2019 but without changing the date on the published version)
* HM Gov Information Sharing 2018
* Prevent Duty Guidance: for England and Wales (July 2015)
* The Prevent duty: Departmental advice for schools and childminders (June 2015)
* The use of social media for on-line radicalisation (July 2015)
* Section 157 of the Education Act 2002 (Independent schools only, including academies and CTCs)
* The Education (Independent Schools Standards) (England) Regulations 2003
* The Safeguarding Vulnerable Groups Act 2006
* The Teacher Standards 2012

**2. Policy Principles**

The welfare of the child is paramount and HHHS will always act in the best interests of the child

* All children regardless of age, gender, culture, language, race, ability, sexual identity or religion have equal rights to protection, safeguarding and opportunities.
* We recognise that all adults, including temporary staff[[1]](#footnote-1) , volunteers and Directors, have a full and active part to play in protecting our pupils from harm and have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm;
* All staff believe that our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.
* Pupils and staff involved in child protection issues will receive appropriate support and supervision.

**3. Policy Aims**

* To demonstrate the school’s commitment to safeguarding and child protection to pupils, parents and other partners.
* To support the child’s development in ways that will foster security, confidence and independence.
* To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how, to approach adults if they are in difficulties, believing they will be effectively listened to.
* To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
* To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.
* To emphasise the need for good levels of communication between all members of staff.
* To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
* To develop and promote effective working relationships with other agencies, especially the Police and MASH.
* To ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to guidance)[[2]](#footnote-2) , and a single central record is kept for audit.

**4. Values**

Supporting Children

* We recognise that a child who is abused or who witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.
* We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.
* We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Our school will support all children by:

* Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
* Promoting a caring, safe and positive environment within the school. Applying the HHHS Positive Behaviour Policy.
* Responding sympathetically to any requests for time out to deal with distress and anxiety.
* Offering details of helplines, counselling or other avenues of external support.
* Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
* Notifying the LA/MASH as soon as there is a significant concern.
* Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the child’s new setting and ensuring the school medical records are forwarded as a matter of priority.
* Children are taught to understand and manage risk through our personal, social, health and economic (PHSE) education and Relationship and Sex Education and through all aspects of school life. This includes online safety.

**Prevention / Protection**

* We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The school community will therefore:

* Work to establish and maintain an ethos where children feel secure, are encouraged to talk and are always listened to, including regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, asking children to report whether they have had happy/sad lunchtimes/playtimes
* Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
* Include safeguarding across the curriculum, including PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular, this will include anti-bullying work, online-safety, road safety, pedestrian and cycle training. Also focussed work in Year 6 to prepare for transition to secondary phase and more personal safety/independent travel.
* Ensure all staff and students are aware of school guidance for their use of on-line and mobile technology, including cameras and have discussed safeguarding issues around the use of on-line and mobile technologies and their associated risks.
* Consider safeguarding risk assessment in all processes and procedures.
* Have due regard to the need to Prevent people from being drawn into radicalisation and terrorism – see p19.

**5. Safe School, Safe Staff**

We will ensure that:

* all staff receive information about the school’s safeguarding arrangements, the school’s safeguarding statement, staff code of conduct, Safeguarding and Child Protection Policy, the role and names of the Designated Safeguarding Lead (DSL) and the Deputy Designated Safeguarding Lead (DDSL), and sign to say they have read it
* all staff receive safeguarding and child protection training at induction, in line with advice from The Devon Children and Families Partnership, which is regularly updated, and receive safeguarding and child protection updates (for example via email, e-bulletins and staff meetings), as required, but at least annually;
* all members of staff are trained in and receive regular updates in online safety and reporting concerns.
* all staff and Directors have regular child protection awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse.
* The Safeguarding and Child Protection Policy is made available via the school website or other means and that parents/carers are made aware of this policy and their entitlement to have a copy via the school handbook/newsletter/website. All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through the publication of the Safeguarding and Child Protection Policy and reference to it in the school’s handbook.
* the school provides a coordinated offer of Early Help when additional needs of children are identified and contributes to early help arrangements and inter-agency working and plans.
* Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time.
* Community users organising activities for children are aware of the school’s Safeguarding and Child Protection Policy, guidelines and procedures.
* The name of the designated members of staff for child protection, the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead (DDSL), are clearly advertised in the school with a statement explaining the school’s role in referring and monitoring cases of suspected abuse.
* All Directors will read all of KCSIE in order to understand the statutory requirements that they are required to have oversight of it.

**6. Roles and Responsibilities**

All members of The Local Advisory Board (LAB) understand and fulfil their responsibilities, namely, to ensure that:

* there is a Safeguarding and Child Protection Policy together with a staff Code of Conduct.
* child protection, safeguarding, safer recruitment and managing allegations policies and procedures, including the staff code of conduct, are consistent with The Devon Children and Families Partnership and statutory requirements, are reviewed annually and that the Safeguarding and Child Protection Policy is publicly available on the school website or by other means;
* ensures that all staff including temporary staff and volunteers are provided with HHH School’s Safeguarding and Child Protection Policy and staff code of conduct.
* all staff have read Keeping Children Safe in Education (2019) part 1 and Annex A Further Information and that mechanisms are in place to assist staff in understanding and discharging their roles and responsibilities as set out in the guidance.
* the school operates a safer recruitment procedure that includes statutory checks on staff suitability to work with children and ensures that there is at least one person on every recruitment panel who has completed safer recruitment training.
* the school has procedures for dealing with allegations of abuse against staff (including the headteacher), volunteers and against other children. A referral is made to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have had they not resigned.
* a member of the senior leadership team has been appointed as the Designated Safeguarding Lead (DSL) by The Local Advisory Board who will take lead responsibility for safeguarding and child protection and that the role is explicit in the role holder’s job description.
* a member of the Local Advisory Board, usually the Chair, is nominated to liaise with the LA on Child Protection issues and in the event of an allegation of abuse made against the Headteacher
* on appointment, the DSL and Deputy Designated Safeguarding Lead undertake appropriate inter-agency training every two years.
* all other staff have safeguarding training updated as appropriate.
* at least one member of The Local Advisory Board has completed safer recruitment training to be repeated every five years.
* children are taught about safeguarding (including online safety) as part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHE) and/or for maintained schools through relationship and sex education (RSE);
* appropriate safeguarding responses are in place for children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future.
* appropriate online filtering and monitoring systems are in place.
* enhanced DBS checks (including barred list) are in place for all Directors.
* any weaknesses in Safeguarding and Child Protection are remedied immediately.

**The Proprietor;**

* holds ultimate responsibility for safeguarding and child protection in the school.
* provides oversight of safeguarding and child protection through regular scrutiny visits to the school, including weekly log of safeguarding concerns and exchanges, DSL Annual Report to the Local Advisory Board, Safeguarding Audit to Devon County Council, Annual Safeguarding Training
* acts as a source of support and expertise in carrying out safeguarding duties for the whole school community.
* encourages a culture of listening to children and taking account of their wishes and feelings.
* is appropriately trained with updates every two years and will refresh their knowledge and skills at regular intervals but at least annually.
* will refer a child if there are concerns about possible abuse, to the MASH[[3]](#footnote-3), and act as a focal point for staff to discuss concerns. Enquiries[[4]](#footnote-4) must be followed up in writing, if referred by telephone.
* will keep detailed, accurate records, either written or using appropriate online software, of all concerns about a child even if there is no need to make an immediate referral.
* will ensure that all such records are kept confidential, stored securely and are separate from pupil records, until the child’s 25th birthday.
* will ensure that an indication of the existence of the additional file is marked on the pupil records.
* will ensure that when a pupil leaves the school, their child protection file is passed to the new school (separately from the main pupil records and ensuring secure transit) and that confirmation of receipt is obtained.
* will ensure that a copy of the child protection file is retained until such a time that the new school acknowledges receipt of the original file. The copy should then be shredded.
* will liaise with the Local Authority and work with other agencies and professionals in line with Working Together to Safeguard Children.
* has a working knowledge of Devon Children and Families Partnership.
* will ensure that either they, or another staff member, attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report where required which has been shared with the parents.
* will ensure that any pupil currently with a child protection plan who is absent in the educational setting without explanation for two days is referred to their social worker.
* will ensure that all staff sign to say they have read, understood and agree to work within the School’s Safeguarding and Child Protection Policy, staff code of conduct and Keeping Children Safe in Education 2019 Part 1 and annex A and ensure that the policies are used appropriately as part of their induction programme;
* will organise child protection and safeguarding induction, regularly updated training and a minimum of annual updates (including online safety) for all school staff delivered by the Local Safeguarding Partnership, keep a record of attendance and address any absences.
* will contribute to and provide, with the Headteacher, the “Audit of Statutory Duties and Associated Responsibilities” to be submitted annually to the Education Safeguarding Team at Devon County Council.
* has an understanding of locally agreed processes for providing early help and intervention and will support members of staff where Early Help is appropriate.
* will ensure that the name of the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead, are clearly advertised in the school, with a statement explaining the school’s role in referring and monitoring cases of suspected abuse.
* will ensure that allegations against staff, Directors and volunteers are managed in line with the HHHS Whistleblowing Policy, including reporting to the Local Authority Designated Officer (LADO).
* sufficient time, training, support, resources, including cover arrangements where necessary, is allocated to the DSL and deputy DSL(s) to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings.

**The Designated Safeguarding Lead.**

See Annex B in KCSIE 2020

The Designated Safeguarding Lead’s responsibilities are outlined in the job description given in Appendix 1

**The Deputy Designated Safeguarding Lead (DDSL):**

* Is trained to the same standard as the Designated Safeguarding Lead and, in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of pupils. Whilst the activities of the DSL can be delegated to trained deputies, the ultimate lead responsibility for child protection remains with the DSL. In the event of the long-term absence of the DSL, the deputy DSL will assume all of the functions above.

**All School Staff**

1. Will attend induction, which includes:
   * Safeguarding and Child Protection Policy.
   * Code of Conduct.
   * Role of the Designated Safeguarding Lead (including the identity of the Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL);
   * Know how to respond to a pupil who discloses abuse through delivery of ‘Working together to Safeguard Children’, and ‘What to do if you suspect a Child is being Abused’ (2018);
   * Part one of KCSIE 2020 and Annex A
   * Policies on on-line safety, pupil behaviour policy and children missing education

[ Note: copies of these policy documents are provided to new staff]

1. Will understand that it is everyone’s responsibility to safeguard and promote the welfare of children and that they have a role to play in identifying concerns, sharing information and taking prompt action, which includes:

* Safeguarding response to children who go missing from education.
* consider, at all times, what is in the best interests of the child.
* will refer any safeguarding or child protection concerns to the DSL or if necessary where the child is at immediate risk to the police or MASH.
* are aware of the Early Help[[5]](#footnote-5) process and understand their role within it including identifying emerging problems for children who may benefit from an offer of Early Help, liaising with the DSL in the first instance and supporting other agencies and professionals in an early help assessment through information sharing. In some cases, staff may act as the Lead Professional in Early Help Cases.
* will provide a safe environment in which children can learn.
* should be aware of the process for making referrals to children’s social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.7

**Contractors and Visitors**

* all contractors will be required to sign a declaration stating that they have read this safeguarding policy and agree to abide by its contents
* will be issued with a leaflet entitled “Guidelines for Visitors and Contractors” in which standards of behaviour and working practice are outlined.
* Attendance at Highgate Hill House school will be taken to mean that any visitor to the site has read, understood and agreed to comply with the guidelines

**7. Confidentiality**

* Highgate Hill House School recognises that in order to effectively meet a child’s needs, safeguard their welfare and protect them from harm the school must contribute to inter-agency working in line with Working Together to Safeguard Children (2018) and share information between professionals and agencies where there are concerns.
* All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and that the Data Protection Act 1998 is not a barrier to sharing information where the failure to do so would place a child at risk of harm.
* All staff must be aware that they cannot promise a child to keep secrets which might compromise the child’s safety or wellbeing.
* However, we also recognise that all matters relating to child protection are personal to children and families. Therefore, in this respect they are confidential and the Headteacher and DSLs will only disclose information about a child to other members of staff on a need to know basis.
* We will always undertake to share our intention to refer a child to MASH with their parents /carers unless to do so could put the child at greater risk of harm or impede a criminal investigation. If in doubt, we will contact the MASH consultation line.

**8.** **Definitions of Abuse**

* Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in the family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children. Abuse can take place wholly online, or technology may be used to facilitate offline abuse.
* **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
* **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
* **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
* **Neglect**: the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.
* Further information about the four categories of abuse; physical, emotional, sexual and neglect, and indicators that a child may be being abused can be found in Appendix 2.
* Any child in any family in any school could become a victim of abuse. Staff should always maintain an attitude of “It could happen here”.
* There are also a number of specific safeguarding concerns that we recognise our pupils may experience:

child missing from education

child missing from home or care

child sexual exploitation (CSE)

bullying including cyberbullying

domestic abuse

drugs

fabricated or induced illness

faith abuse

female genital mutilation (FGM)

forced marriage

gangs and youth violence

gender-based violence/violence against women and girls (VAWG)

mental health

private fostering

radicalisation

youth produced sexual imagery (sexting)

teenage relationship abuse

trafficking

peer on peer abuse

Upskirting

Staff are aware that behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger and that safeguarding issues can manifest themselves via peer on peer abuse.

We also recognise that abuse, neglect and safeguarding issues are complex and are rarely standalone events that can be covered by one definition or label. Staff are aware that in most cases multiple issues will overlap one another.

If staff are concerned about a child’s welfare

* If staff notice any indicators of abuse/neglect or signs that a child may be experiencing a safeguarding issue they should record these concerns on an Expression of Concern and pass it to the DSL. They may also discuss their concerns in person with the DSL, but the details of the concern should be recorded in writing.
* There will be occasions when staff may suspect that a pupil may be at risk but have no ‘real’ evidence. The pupil’s behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical or inconclusive signs may have been noticed.
* Highgate Hill House School recognise that the signs may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill or an accident has occurred. However, they may also indicate a child is being abused or is in need of safeguarding.
* In these circumstances staff will try to give the child the opportunity to talk. It is fine for staff to ask the pupil if they are OK or if they can help in any way.
* Staff should use the Expression of Concern Form to record these early concerns and give the completed form to the DSL.
* Following an initial conversation with the pupil, if the member of staff remains concerned, they should discuss their concerns with the DSL and put them in writing.
* If the pupil does begin to reveal that they are being harmed, staff should follow the advice below regarding a pupil making a disclosure.

If a pupil discloses to a member of staff

* We recognise that it takes a lot of courage for a child to disclose they are being abused. They may feel ashamed, guilty or scared, their abuser may have threatened that something will happen if they tell, they may have lost all trust in adults or believe that what has happened is their fault. Sometimes they may not be aware that what is happening is abuse.
* A child who makes a disclosure may have to tell their story on a number of subsequent occasions to the police and/or social workers. Therefore, it is vital that their first experience of talking to a trusted adult is a positive one.

During their conversation with the pupil, staff will:

* listen to what the child has to say and allow them to speak freely
* remain calm and not overact or act shocked or disgusted – the pupil may stop talking if they feel they are upsetting the listener
* reassure the child that it is not their fault and that they have done the right thing in telling someone
* not be afraid of silences – staff must remember how difficult it is for the pupil and allow them time to talk
* take what the child is disclosing seriously
* ask open questions and avoid asking leading questions
* avoid jumping to conclusions, speculation or make accusations
* not automatically offer any physical touch as comfort. It may be anything but comforting to a child who is being abused.
* avoid admonishing the child for not disclosing sooner. Saying things such as ‘I do wish you had told me about it when it started’ may be the staff member’s way of being supportive but may be interpreted by the child to mean they have done something wrong.
* tell the child what will happen next.

If a pupil talks to any member of staff about any risks to their safety or wellbeing the staff member will let the child know that they will have to pass the information on – staff are not allowed to keep secrets.

The member of staff will write up their conversation as soon as possible on the Expression of Concern form in the child’s own words. Staff will make this a matter of priority. The record will be signed and dated, the member of staff’s name will be printed, and it will also detail where the disclosure was made and who else was present. The record will be handed to the DSL on the same day. In their absence, the record will be passed to the Deputy DSL or the Director responsible for Safeguarding, Julie Smith.

Notifying Parents

The School will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively, and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children’s MASH.

Where there are concerns about forced marriage or honour based violence, parents should not be informed a referral is being made as to do so may place the child at a significantly increased risk.

Making a referral

* Concerns about a child or a disclosure should be discussed with the DSL who will help decide whether a referral to children’s MASH or other support is appropriate in accordance with The Devon Children and Families Partnership Threshold Tool
* If a referral is needed, then the DSL should make it. However, anyone can make a referral and if for any reason a staff member thinks a referral is appropriate and one hasn’t been made they can and should consider making a referral themselves.
* The child (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.
* If after a referral the child’s situation does not appear to be improving the Designated Safeguarding Lead (or the person that made the referral) should press for re-consideration to ensure their concerns have been addressed, and most importantly the child’s situation improves.
* If a child is in immediate danger or is at risk of harm a referral should be made to children’s MASH and/or the police immediately. Anybody can make a referral.
* Where referrals are not made by the DSL, the DSL should be informed as soon as possible.

Process for Reporting

All Staff

Child Protection Concern (See signs of abuse Appendix 2)

Gina Wagland: 01288341998

Steve Badham 07488386426

**Act Immediately**

Inform DSL

Make a written record of the allegation, disclosure or incident which you must sign, date and record your position using the school record of concern forms in the Safeguarding folder.

DSL

Receive Child Protection Concern.

If you believe that **urgent action** is needed because a child is in immediate danger or needs accommodation, phone the MASH on **0345 155 1071** and give as much information as you can. Your information will be passed immediately to the manager who will decide the action needed and will normally respond to you within one hour

Contact the **Multi-Agency Safeguarding Hub (MASH)** on **0345 155 1071** or email[**mashsecure@devon.gcsx.gov.uk**](mailto:mashsecure@devon.gcsx.gov.uk) and give as much information as you can. All MASH referrals made by email must be sent with a read receipt.

Complete the MASH enquiry from and send to MASH within 24hrs.

Multi-Agency Safeguarding Hub – MASH

This is an initiative which has been developed by Devon and Cornwall Police, Devon Children and Young People’s Service (CYPS) and partner agencies, supported by the Devon Children and Families Partnership. Devon’s Multi-Agency Safeguarding Hub (MASH)will provide information sharing across all partners involved in safeguarding – including statutory, non-statutory and third sector sources. All partners work together to provide the highest level of knowledge and analysis to make sure that all safeguarding activity and intervention is timely, proportionate and necessary. All information within the MASH is collected and decision-making will take place in a timely manner within agreed timescales depending on the priority criteria when the concern is referred to a Hub.

Highgate Hill House school is in Devon and has a Devon DfE number. Therefore, this policy is based on Devon procedures. However, children attending the school may come from other Local Authorities, namely Cornwall. In this case a referral to MARU may be more appropriate. Their contact details are shown in Appendix 11 of this policy. If in doubt, refer to MASH and they will advise.

Multi Agency Referral Unit - MARU

The [Multi-Agency Referral Unit](http://www.cornwall.gov.uk/media/21909513/maru-and-maat-and-ehh-information.pdf) (MARU) provides a multi-disciplinary response to concerns about the welfare or safety of a child in line with the LSCB guidance on interagency thresholds/continuum of need. It is the Cornwall equivalent of Devon’s MASH.

What is the Multi-Agency Advice Team (MAAT)?

The [Multi-Agency Advice Team](http://www.cornwall.gov.uk/media/21909513/maru-and-maat-and-ehh-information.pdf) (MAAT) is a multidisciplinary team within the MARU. The MAAT provides advice and consultation in cases where the LSCP threshold for statutory social work intervention is not met. The MAAT gathers more information and considers those cases that are on the cusp of the threshold criteria for social work.

Local Safeguarding Partnership

Cornwall Council and Devon County, in exercising their social care functions, are responsible for ensuring there is a Local Safeguarding Partnership covering their area, to bring together representatives of each of the main agencies and professionals responsible for helping to protect children from abuse and neglect. The Local Safeguarding Partnership is an inter-agency forum for agreeing how the different services and professional groups should co-operate to safeguard children in the area, and for making sure that arrangements work effectively to bring about good outcomes for children.

Supporting Staff

* We recognise that staff working in the school who have become involved with a child who has suffered harm or appears to be likely to suffer harm may find the situation stressful and upsetting.
* We will support such staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate.

**9. Children who are particularly vulnerable**

Highgate Hill House School recognises that some children, including those with SEND are more vulnerable to abuse and neglect and that additional barriers exist when recognising abuse for some children.

We understand that this increase in risk is due more to societal attitudes and assumptions or child protection procedures which fail to acknowledge children’s diverse circumstances, rather than the individual child’s personality, impairment or circumstances.

In some cases, possible indicators of abuse such as a child’s mood, behaviour or injury might be assumed to relate to the child’s impairment or disability rather than giving a cause for concern. Or a focus may be on the child’s disability, special educational needs or situation without consideration of the full picture. In other cases, such as bullying, the child may be disproportionately impacted by the behaviour without outwardly showing any signs that they are experiencing it.

Some children may also find it harder to disclose abuse due to communication barriers, lack of access to a trusted adult or not being aware that what they are experiencing is abuse.

To ensure that all of our pupils receive equal protection we will give special consideration to children who are:

* Have special educational needs or are disabled (SEND)
* Young carers
* Affected by parental substance misuse, domestic abuse or parental mental health needs
* Asylum seekers
* Living away from home
* Vulnerable to being bullied or engaged in bullying
* Already viewed as a ‘problem’
* Living in temporary accommodation
* Live transient lifestyles
* Living in chaotic and unsupportive home situations
* Vulnerable to discrimination on the grounds of race, ethnicity, religion, disability or sexuality
* At risk of sexual exploitation
* Do not have English as a first language
* At risk of female genital mutilation
* At risk of forced marriage
* At risk of being drawn into extremism.

Safeguarding risk assessment

A Strategy for Safeguarding and Risk Assessment is maintained which includes an analysis of the general safeguarding risks inherent in the school and its operation. A standard Procedure for Safeguarding and Risk Assessment is in place which operates in harmony with the General Health and Safety Risk Assessment. Safeguarding risk assessment is a consideration in all processes and procedures. A HHHS pupil profile is completed for all pupils during their induction period with the child, parents and tutor. This will detail any anticipated risks and will be updated termly as a minimum. All activities with pupils are risk assessed and safeguarding is taken into account.

### **10. Mental Health**

Mental health is explicitly included in the definition of safeguarding, which now includes "preventing impairment of children's **mental** and physical health or development"

* + All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation
  + Only trained professionals should make a diagnosis of a mental health problem, but staff are well placed to observe children and identify those whose behaviour suggests they may be experiencing a mental health problem, or be at risk of developing one
  + Abuse, neglect and other traumatic adverse childhood experiences can have a lasting impact, and it's key that staff are aware of how these experiences can affect children's mental health, behaviour and education
  + Staff should take action on any mental health concerns that are also safeguarding concerns, following our school's Safeguarding and Child Protection policy and speaking to the DSL or deputy
  + There's DfE guidance available on [preventing and tackling bullying](https://www.gov.uk/government/publications/preventing-and-tackling-bullying) and [mental health and behaviour](https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2), as well as Public Health England guidance on [promoting children's emotional health and wellbeing](https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing) and lesson plans and teaching materials from [Rise Above](https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview)

**11. Anti-Bullying/Cyberbullying**

HHH School policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents which is shared with and analysed by the Local Advisory Board. All staff are aware that children with SEND and/or differences/perceived differences are more susceptible to being bullied/victims of child abuse.

If the bullying is particularly serious, or the anti-bullying procedures are seen to be ineffective, the headteacher and the DSL will consider implementing child protection procedures.

The subject of bullying is addressed at regular intervals in PHSE education.

**12. Racist Incidents**

Our policy on racist incidents is set out separately and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents and report them to the Local Authority.

**13. Radicalisation and Extremism**

The Prevent Duty for England and Wales (2015) under section 26 of the Counter-Terrorism and Security Act 2015 places a duty on education and other children’s services to have due regard to the need to prevent people from being drawn into terrorism.

Extremism is defined 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.

Some children are at risk of being radicalised; adopting beliefs and engaging in activities which are harmful, criminal or dangerous.

Highgate Hill House School is clear that exploitation of vulnerable children and radicalisation should be viewed as a safeguarding concern and follows the Department for Education guidance for schools and childcare providers on preventing children and young people from being drawn into terrorism[[6]](#footnote-6).

Highgate Hill House School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right/ Neo Nazi/White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

School staff receive training to help identify early signs of radicalisation and extremism. Indicators of vulnerability to radicalisation are in detailed in Appendix 7.

Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and the school follows the DfE advice Promoting Fundamental British Values as part of SMSC (spiritual, moral, social and cultural education) in Schools (2014)[[7]](#footnote-7) .

The school Directors, and the Designated Safeguarding Lead (DSL) will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include the use of school premises by external agencies, anti-bullying policy and other issues specific to the school’s profile, community and philosophy.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL. They should then follow normal safeguarding procedures. If the matter is urgent then Devon Police must be contacted by dialling 999. In non-urgent cases where police advice is sought then dial 101. The Department of Education has also set up a dedicated telephone helpline for staff and Directors to raise concerns around Prevent (020 7340 7264).

**14. Domestic Abuse**

Domestic abuse represents one quarter of all violent crime. It is actual or threatened physical, emotional, psychological or sexual abuse. It involves the use of power and control by one person over another. It occurs regardless of race, ethnicity, gender, class, sexuality, age, religion, mental or physical ability. Domestic abuse can also involve other types of abuse.

We use the term domestic abuse to reflect that a number of abusive and controlling behaviours are involved beyond violence.

Slapping, punching, kicking, bruising, rape, ridicule, constant criticism, threats, manipulation, sleep deprivation, social isolation, and other controlling behaviours all count as abuse.

Living in a home where domestic abuse takes place is harmful to children and can have a serious impact on their behaviour, wellbeing and understanding of healthy, positive relationships. Children who witness domestic abuse are at risk of significant harm and staff are alert to the signs and symptoms of a child suffering or witnessing domestic abuse (See Appendix 6).

**15. Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)**

These are defined as forms of abuse where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity

* + The imbalance can be due to age, as well as other factors like gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources
  + In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (e.g. increased status) of the perpetrator or facilitator
  + It can be perpetrated by individuals or groups, males or females, and children or adults
  + It can be a one-off occurrence or be a series of incidents over time, and range from opportunistic to complex organised abuse
  + It can involve force and/or enticement-based methods of compliance and can involve violence or threats of violence
  + Victims can be exploited even when activity appears to be consensual
  + It can happen online as well as in person

Child sexual exploitation is a form of child sexual abuse. Further details and guidance are covered by the HHHS CSE Policy.

Any concerns that a child is being, or is at risk of, being sexually exploited should be passed without delay to the DSL. Highgate Hill House School is aware there is a clear link between regular school absence/truanting and CSE. Staff should consider a child to be at potential CSE risk in the case of regular school absence/truanting and make reasonable enquiries with the child and parents to assess this risk.

The DSL will use the The Devon Children and Families Partnership CSE Screening Tool[[8]](#footnote-8) on all occasions when there is a concern that a child is being, or is at risk of being, sexually exploited or where indicators have been observed that are consistent with a child who is being, or who is at risk of being, sexually exploited.

In all cases if the tool identified any level of concern the DSL should contact their local MACSE and email the completed CSE Screening Tool along with a MASH enquiry form. If a child is in immediate danger the police should be called on 999.

Highgate Hill House School is aware that a child often is not able to recognise the coercive nature of the abuse and does not see themselves as a victim. As a consequence, the child may resent what they perceive as interference by staff. However, staff must act on their concerns as they would for any other type of abuse.

Highgate Hill House School includes the risks of sexual exploitation in the PHSE and SRE curriculum. Pupils will be informed of the grooming process and how to protect themselves from people who may potentially be intent on causing harm. They will be supported in terms of recognising and assessing risk in relation to CSE, including online, and knowing how and where to get help.

**16. Female Genital Mutilation (FGM)**

Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act (2003). It is a form of child abuse and violence against women. A mandatory reporting duty requires teachers to report ‘known’ cases of FGM in under 18s, which are identified in the course of their professional work, to the police[[9]](#footnote-9) .

The duty applies to all persons in Highgate Hill House School who is employed or engaged to carry out ‘teaching work’ in the school, whether or not they have qualified teacher status.

The duty applies to the individual who becomes aware of the case to make a report; however, unless the teacher has good reason not to, they should still consider and discuss such a case with the school’s Designated Safeguarding Lead and involve children’s social care as appropriate.

If a teacher is informed by a girl under 18 that an act of FGM has been carried out on her or a teacher observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe the act was necessary for the girl’s physical or mental health or for purposes connected with labour or birth, the teacher should personally make a report to the police force in which the girl resides by calling 101. The report should be made by the close of the next working day.

School staff are trained to be aware of risk indicators of FGM which are set out in Appendix 5. Concerns about FGM outside of the mandatory reporting duty should be reported as per Holsworthy Area Federation’s child protection procedures. Staff should be particularly alert to suspicions or concerns expressed by female pupils about going on a long holiday during the summer vacation period. There should also be consideration of potential risk to other girls in the family and practising community.

Where there is a risk to life or likelihood of serious immediate harm the teacher should report the case immediately to the police, including dialling 999 if appropriate.

There are no circumstances in which a teacher or other member of staff should examine a girl.

**17. Forced Marriage**

A forced marriage is a marriage in which one or both people do not (or in cases of people with learning disabilities cannot) consent to the marriage but are coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.

Forced marriage is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.

A forced marriage is not the same as 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 prospective spouses.

School staff should never attempt to intervene directly as a school or through a third party. Contact should be made with MASH.

**18. Honour-based Violence**

Honour based violence (HBV) can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code.

Honour based violence might be committed against people who:

* become involved with a boyfriend or girlfriend from a different culture or religion.
* want to get out of an arranged marriage.
* want to get out of a forced marriage.
* wear clothes or take part in activities that might not be considered traditional within a particular culture.

It is a violation of human rights and may be a form of domestic and/or sexual abuse. There is no, and cannot be, honour or justification for abusing the human rights of others.

**19. One Chance Rule**

All staff are aware of the ‘One Chance’ Rule’ in relation to forced marriage, FGM and HBV. Staff recognise they may only have one chance’ to speak to a pupil who is a potential victim and have just one chance to save a life.

Highgate Hill House School are aware that if the victim is not offered support following disclosure that the ‘One Chance’ opportunity may be lost. Therefore, all staff are aware of their responsibilities and obligations when they become aware of potential forced marriage, FGM and HBV cases.

**20. Private Fostering Arrangements**

A private fostering arrangement occurs when someone other than a parent or close relative cares for a child for a period of 28 days or more, with the agreement of the child’s parents. It applies to children under the age of 16 or 18 if the child is disabled. Children looked after by the local authority or who are place in residential schools, children’s homes or hospitals are not considered to be privately fostered.

Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age.

Highgate Hill House School recognise that most privately fostered children remain safe and well but are aware that safeguarding concerns have been raised in some cases. Therefore, all staff are alert to possible safeguarding issues, including the possibility that the child has been trafficked into the country.

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children’s services as soon as possible. However, where a member of staff becomes aware that a pupil may be in a private fostering arrangement they will raise this will the DSL and the DSL will notify MASH of the circumstances.

**21. Looked After Children**

The most common reason for children becoming looked after is as a result of abuse and neglect. Highgate Hill House School ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child’s looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child and contact arrangements with birth parents or those with parental responsibility.

The Designated teacher for looked after children (Vicky Percival) and the DSL have details of the child’s social worker and the name and contact details of the Devon County Council’s virtual school head for children in care.

**22. Children in need**

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

**23. Children Missing Education**

Attendance, absence and exclusions are closely monitored by adhering to the HHHS attendance policy and Missing Persons Procedure. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation.

The DSL will monitor unauthorised absences and take appropriate action including notifying the local authority particularly where children go missing on repeat occasions and/or are missing for periods during the school day in conjunction with ‘Children Missing Education: Statutory Guidance for Local Authorities[[10]](#footnote-10) .

Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

**24. Online Safety**

Our pupils increasingly use electronic equipment on a daily basis to access the internet and share content and images via social media sites such as Facebook, twitter, Instagram, Snapchat and Oovoo.

Unfortunately, some adults and other children use these technologies to harm children. The harm might range from sending hurtful or abusive texts or emails, to grooming and enticing children to engage in sexual behaviour such as webcam photography or face-to-face meetings. Pupils may also be distressed or harmed by accessing inappropriate material such as pornographic websites or those which promote extremist behaviour, criminal activity, suicide or eating disorders

Highgate Hill House School has an online safety policy that explains how we try to keep pupils safe in school, how we use filters to block inappropriate websites and monitor its usage and how we respond to online safety incidents (See flowchart, Appendix 8).

Pupils are taught about online safety throughout the curriculum and all staff receive online safety training which is regularly updated. The school online safety co-ordinator is Luke Medhurst.

**25. Peer on Peer Abuse**

In most instances, the conduct of pupils towards each other will be covered by our positive behaviour and anti-bullying policies. However, some allegations may be of such a serious nature that they may raise safeguarding concerns. Highgate Hill House School recognises that children are capable of abusing their peers. It will never be passed off as ‘banter’, ‘having a laugh’ or ‘part of growing up’. The forms of peer on peer abuse include sexual violence, sexual harassment, physical abuse, sexting (youth-produced sexual imagery), upskirting, initiation/hazing type violence and rituals;

The term peer-on-peer abuse can refer to all of the definitions of domestic abuse, child sexual exploitation, harmful sexual behaviour or serious youth violence and a child may experience one or multiple facets of abuse at any one time. Therefore, our response will cut across these definitions and capture the complex web of their experiences.

There are also different gender issues that can be prevalent when dealing with peer on peer abuse (i.e. girls being sexually touched/assaulted or boys being subjected to initiation/hazing type violence); or upskirting, which typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification.

Highgate Hill House School aims to reduce the likelihood of peer on peer abuse through:

* the established ethos of respect, friendship, courtesy and kindness.
* high expectations of behaviour.
* clear consequences for unacceptable behaviour.
* providing a developmentally appropriate PSHE curriculum that develops pupils’ understanding of healthy relationships, acceptable behaviour, consent and keeping themselves safe.
* systems for any pupil to raise concerns with staff, knowing that they will be listened to, valued and believed.
* robust risk assessments and providing targeted work for pupils identified as being a potential risk to other pupils and those identified as being at risk.

Research indicates that young people rarely disclose peer on peer abuse and that if they do, it is likely to be to their friends. Therefore, Highgate Hill House School will also educate pupils in how to support their friends if they are concerned about them, that they should talk to a trusted adult in the school and what services they can contact for further advice.

Any concerns, disclosures or allegations of peer on peer abuse in any form should be referred to the DSL using HHHS’s child protection procedures as set out in this policy. Where a concern regarding peer on peer abuse has been disclosed to the DSL(s), advice and guidance will be sought from MASH and where it is clear a crime has been committed or there is a risk of crime being committed the Police will be contacted.

Working with external agencies the school will respond to the unacceptable behaviour. If a pupil’s behaviour negatively impacts on the safety and welfare of other pupils, then safeguards will be put in place to promote the well-being of the pupils affected and the victim and perpetrator will both be provided with support.

**26. Youth produced sexual imagery (sexting)[[11]](#footnote-11)**

The practice of children sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. However, this online technology has also given children the opportunity to produce and distribute sexual imagery in the form of photos and videos. Such imagery involving anyone under the age of 18 is illegal.

Youth produced sexual imagery refers to both images and videos where;

* A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18.
* A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult.
* A person under the age if 18 is in possession of sexual imagery created by another person under the age of 18.

All incidents of this nature should be treated as a safeguarding concern and in line with the UKCCIS guidance ‘Sexting in schools and colleges: responding to incidents and safeguarding young people’[[12]](#footnote-12) .

Cases where sexual imagery of people under 18 has been shared by adults and where sexual imagery of a person of any age has been shared by an adult to a child is child sexual abuse and should be responded to accordingly.

If a member of staff becomes aware of an incident involving youth produced sexual imagery, they should follow the child protection procedures and refer to the DSL as soon as possible. The member of staff should confiscate the device involved and set it to flight mode or, if this is not possible, turn it off. Staff should not view, copy or print the youth produced sexual imagery.

The DSL should hold an initial review meeting with appropriate school staff and subsequent interviews with the children involved (if appropriate). Parents should be informed at an early stage and involved in the process unless there is reason to believe that involving parents would put the child at risk of harm. At any point in the process if there is concern a young person has been harmed or is at risk of harm a referral should be made to MASH or the Police as appropriate.

Immediate referral at the initial review stage should be made to MASH/Police if;

* The incident involves an adult.
* There is good reason to believe that a young person has been coerced, blackmailed or groomed or if there are concerns about their capacity to consent (for example, owing to special education needs).
* What you know about the imagery suggests the content depicts sexual acts which are unusual for the child’s development stage or are violent.
* The imagery involves sexual acts.
* The imagery involves anyone aged 12 or under.
* There is reason to believe a child is at immediate risk of harm owing to the sharing of the imagery, for example the child is presenting as suicidal or self-harming.

If none of the above apply then the DSL will use their professional judgement to assess the risk to pupils involved and may decide, with input from the Headteacher, to respond to the incident without escalation to MASH or the police.

In applying judgement, the DSL will consider if;

* there is a significant age difference between the sender/receiver.
* there is any coercion or encouragement beyond the sender/receiver.
* the imagery was shared and received with the knowledge of the child in the imagery.
* the child is more vulnerable than usual i.e. at risk.
* there is a significant impact on the children involved.
* the image is of a severe or extreme nature.
* the child involved understands consent.
* the situation is isolated or if the image been more widely distributed.
* there other circumstances relating to either the sender or recipient that may add cause for concern i.e. difficult home circumstances.
* the children have been involved in incidents relating to youth produced imagery before.

If any of these circumstances are present the situation will be escalated according to our child protection procedures, including reporting to the police or MASH. Otherwise, the situation will be managed within the school.

The DSL will record all incidents of youth produced sexual imagery, including both the actions taken, actions not taken, reasons for doing so and the resolution in line with safeguarding recording procedures.

**27. Allegations of abuse against staff**

The school’s has arrangements for handling allegations of abuse against members of staff,  including supply staff (KCSIE, paragraph 101), and concerns that may meet the 'harm test' should be addressed as set out in part 4 of KCSIE (paragraph 102). This policy should also be followed where someone may have been involved in an incident outside of school which didn't involve children, but could have an impact on their suitability to work with them (e.g. domestic violence) All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults. See the section below for a full explanation including reporting to the DBS/TRA.

Guidance about conduct and safe practice, including safe use of mobile phones and cameras by staff and volunteers will be given at induction and in the school’s Code of Conduct.

We understand that a pupil may make an allegation against a member of staff or staff may have concerns about another staff member. If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or becoming aware of the information, will immediately inform the Headteacher[[13]](#footnote-13) .

The Headteacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO)[[14]](#footnote-14) at the earliest opportunity and before taking any further action.

If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Directors/Proprietor who will consult the LADO as above, without notifying the Headteacher first.

If the allegation is against the Proprietor, the matter should be reported directly to the LADO

The school will, in consultation with the LADO, follow the procedures set out in Part 4 of Keeping Children Safe in Education (2019).

Suspension of the member of staff, excluding the Headteacher, against whom an allegation has been made, needs careful consideration, and the Headteacher will seek the advice of the LADO and an HR Consultant in making this decision. In the event of an allegation against the Headteacher, the decision to suspend will be made by the Chair of Directors with advice as above.

We have a procedure for managing the suspension of a contract for a community user in the event of an allegation arising in that context.

Staff, parents and Directors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing including content placed on social media sites.

If an allegation is substantiated and the member of staff, contractor or volunteer is dismissed because they are unsuitable to work with children, or would have been had the person not resigned, a settlement agreement (sometimes referred to as a compromise agreement) will not be used and a report to the Disclosure and Barring Service will be made promptly and in any event within one month of the person leaving the school.

If a teacher has been dismissed, or would have been dismissed had they not resigned, in cases involving unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction for a relevant offence, the School will give separate consideration to whether a referral should be made to the Teaching Regulatory Authority. The School will follow the advice set out in the TRA documents: [Teacher misconduct: information for teachers](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/738316/Teacher_misconduct_information_for_teachers.pdf); and [Teacher misconduct: the prohibition of teachers](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/752668/Teacher_misconduct-the_prohibition_of_teachers_.pdf) (as updated from time to time) to decide whether a referral should be made.

**28. Whistleblowing**

We recognise that children 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 the management of child protection, which may include the attitude or actions of colleagues, poor or unsafe practice and potential failures in the school’s safeguarding arrangements. If it becomes necessary to consult outside the school, they should speak in the first instance, to the LADO following the HHHS Whistleblowing Policy.

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.

Whistleblowing re the Headteacher should be made to the Chair, Julie Smith, whose contact details are readily available to staff via the website.

**29. Physical Intervention**

We acknowledge that staff must only ever use physical intervention as a last resort, 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 and signed by a witness.

Staff who are likely to need to use physical intervention will 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.

We recognise that touch is appropriate in the context or working with children, and all staff have been given ‘Safe Practice’ guidance to ensure they are clear about their professional boundary.

**30. Confidentiality and Information Sharing**

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that information being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the DSL, or Chair of Directors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a ‘need-to-know’ basis.

However, following a number of cases where senior leaders in school had failed to act upon concerns raised by staff, Keeping Children Safe in Education (2020) emphasises that any member of staff can contact Children’s Social Care if they are concerned about a child. Guidance on the GDPR has been clarified to explain that you can refuse to share information if a serious harm test is met (KCSIE, 2020, paragraph 84)

Child protection information will be stored and handled in line with the Data Protection Act 1998 and HM Government Information Sharing and Advice for practitioners providing safeguarding services to children, young people, parents and carers, March 2018

Information sharing is guided by the following principles. The information is:

* necessary and proportionate
* relevant
* adequate
* accurate
* timely
* secure

**31. Opportunities to Teach Safeguarding**

This includes covering relevant issues for schools through Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools), which was made compulsory in September 2020

**31. Linked Policies**

This policy also links to our policies on:

* Positive Behaviour
* Staff Code of Conduct
* Recruitment and selection of staff
* Whistleblowing
* Anti-bullying
* Health & Safety
* Allegations against staff
* Parental concerns
* Attendance
* Curriculum
* PSHE
* Teaching and Learning
* Medical
* Drug Education
* Sex and Relationships Education
* Physical intervention
* On-line Safety, including staff use of mobile phones and cameras
* Risk Assessment
* Child Sexual Exploitation
* Intimate Care
* Radicalisation and Extremism

**Appendix 1: Job Description - Designated Safeguarding Lead**

|  |  |
| --- | --- |
| **Job description for the Designated Safeguarding Lead (DSL and DDSLs)** | |
| **Highgate Hill House School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment** | |
| **Summary of the role** | To take lead responsibility for safeguarding and child protection (including online safety) occurring at the School and to support all other staff in dealing with any child welfare and child protection concerns that arise.  To have the status and authority within the School to carry out the duties of the post including committing resources, and where appropriate, supporting and directing other staff to safeguard and promote the welfare of students.  Whilst the activities of DSL can be delegated to appropriately trained deputies (DDSLs), the ultimate lead responsibility for child protection remains with the DSL. This lead responsibility cannot be delegated.  To take part in strategy discussions and inter-agency meetings and to support other staff to do so, and to contribute to the assessment of students.  To promote and safeguard the welfare of students in the School. |
| ***Main duties and responsibilities*** | ***Further specifics:*** |
| **Managing referrals** | You are expected to:   * refer cases of suspected abuse of any student at the School to the local authority children's social care; * support staff who make referrals to local authority children’s social care; * refer cases to the Channel programme where there is a radicalisation concern; * support staff who make referrals to the Channel programme; * refer cases where a person is dismissed or left due to risk/harm to a child to Disclosure and Barring Service (**DBS**); and * refer cases where a crime has been committed to the Police. |
| **Work with others** | You are expected to:   * act as a point of contact with the three safeguarding partners: the local authorities (Devon and Cornwall); the clinical commissioning group; and the police; * liaise with the Chair of the Advisory Board (Safeguarding lead) to inform her of issues; especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations; * as required, liaise with the “case manager” (as per Part 4 of KCSIE) and the designated officer (LADO) at the local authority for child protection concerns in cases which concern a staff member; * liaise with staff (especially pastoral support staff, IT staff, First Aiders, and the named persons with oversight for SEND) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and * to act as a source of support, advice and expertise for all staff. |
| **Training** | You are expected to:   * ensure your child protection training and that of the DDSLs is sufficient and appropriate to provide the knowledge and skills required to carry out this role. This training must be updated every two years. All members of the DSL team should also undertake Prevent awareness training. * In addition to the formal training, the knowledge and skills of members of the DSL team should be supplemented and refreshed at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role in order to: * understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children’s social care referral arrangements. * have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so. * ensure each member of staff has access to, and understands, the School or School’s child protection policy and procedures, especially new and part-time staff. * be alert to the specific needs of children in need, those with special educational needs and young carers. * understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation. * understand the importance of information sharing, both within the School, and with the three safeguarding partners, other agencies, organisations and practitioners. * be able to keep detailed, accurate, secure written records of concerns and referrals. * understand and support the School with regards to the requirements of the Prevent duty and be able to provide advice and support to staff on protecting children from the risk of radicalisation. * be able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at School. * be able to recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online. * obtain access to resources and attend any relevant or refresher training courses; and * encourage a culture of listening to students and taking account of their wishes and feelings, among all staff, in any measures the School may put in place to protect them. |
| **Raising awareness** | You are expected to:   * ensure that the School's child protection policies are known, understood and used appropriately. * ensure the School’s Safeguarding and Child Protection Policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the Board regarding this, * ensure the safeguarding policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the School in this; and * link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements |
| **Child protection files** | You are expected to:   * ensure that when a student leaves the School their child protection file is transferred to the new school or college as soon as possible. * ensure child protection files are transferred separately from the student’s main file in a secure manner and confirmation of receipt is received from the destination school or college. * consider whether it is appropriate to share any information with the new school or college in advance of the student leaving |
| **Availability** | You are expected to:   * ensure during term time either the Designated Safeguarding Lead (or a deputy) will always be available to discuss any safeguarding concerns; and * Arrange adequate and appropriate cover arrangements for any out of hours/out of term activities. |

**Appendix 2: Recognising signs of child abuse**

Categories of Abuse:

* Physical Abuse
* Emotional Abuse (including Domestic Abuse)
* Sexual Abuse (including child sexual exploitation)
* Neglect

Signs of Abuse in Children:

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

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

Risk Indicators

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

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

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

In an abusive relationship the child may:

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

The parent or carer may:

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

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

Recognising Physical Abuse

The following are often regarded as indicators of concern:

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

Bruising

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

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

Bite Marks

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

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

Burns and Scalds

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

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

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

Fractures

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

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

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

Scars

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

Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

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

The following may be indicators of emotional abuse:

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

Recognising Signs of Sexual Abuse

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

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

Some behavioural indicators associated with this form of abuse are:

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

Some physical indicators associated with this form of abuse are:

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

Recognising Neglect

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

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

**Appendix 3** Sexual Abuse by Young People

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

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

Inappropriate Sexual Behaviour can be inappropriate socially, in appropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child or young person has been exposed. If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base. In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

Equality – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies

Consent – agreement including all the following:

* Understanding that is proposed based on age, maturity, development level, functioning and experience
* Knowledge of society’s standards for what is being proposed
* Awareness of potential consequences and alternatives
* Assumption that agreements or disagreements will be respected equally
* Voluntary decision
* Mental competence

Coercion – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide. Further information and advice is available in the Devon multi-agency protocol “Working with Sexually Active Young People” available at [www.devon.gov.uk/safeguarding](http://www.devon.gov.uk/safeguarding) by choosing Safeguarding Children – Protocols and Guidance for Professionals.

**Appendix 4** Child Sexual Exploitation

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

Signs include:

* going missing from home or school
* regular school absence/truanting
* underage sexual activity
* inappropriate sexual or sexualised behaviour
* sexually risky behaviour, 'swapping' sex
* repeat sexually transmitted infections
* in girls, repeat pregnancy, abortions, miscarriage
* receiving unexplained gifts or gifts from unknown sources
* having multiple mobile phones and worrying about losing contact via mobile
* online safety concerns such as youth produced sexual imagery or being coerced into sharing explicit images.
* having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
* changes in the way they dress
* going to hotels or other unusual locations to meet friends
* seen at known places of concern
* moving around the country, appearing in new towns or cities, not knowing where they are
* getting in/out of different cars driven by unknown adults
* having older boyfriends or girlfriends
* contact with known perpetrators
* involved in abusive relationships, intimidated and fearful of certain people or situations
* hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
* associating with other young people involved in sexual exploitation
* recruiting other young people to exploitative situations
* truancy, exclusion, disengagement with school, opting out of education altogether
* unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
* mood swings, volatile behaviour, emotional distress
* self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
* drug or alcohol misuse
* getting involved in crime
* police involvement, police records
* involved in gangs, gang fights, gang membership
* injuries from physical assault, physical restraint, sexual assault.

**Appendix 5**

Female Genital Mutilation (FGM)

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

Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act 2003 (“the 2003 Act”). It is a form of child abuse and violence against women. FGM comprises all procedures involving partial or total removal of the external female genitalia for non-medical reasons.

Section 5B of the 2003 Act1 introduces a mandatory reporting duty which requires regulated health and social care professionals and teachers in England and Wales to report ‘known’ cases of FGM in under 18s which they identify in the course of their professional work to the police. The duty came into force on 31 October 2015.

What is FGM?

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

4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

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

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

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

Why is it carried out?

Belief that:

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

Is FGM legal?

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

Circumstances and occurrences that may point to FGM happening are:

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

Signs that may indicate a child has undergone FGM:

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

The ‘One Chance’ rule

As with Forced Marriage there is the ‘One Chance’ rule. It is essential that settings /schools/colleges take action **without delay** and make a referral to children’s services.

**Appendix 6 Domestic Abuse**

How does it affect children?

Children can be traumatised by seeing and hearing violence and abuse. They may also be directly targeted by the abuser or take on a protective role and get caught in the middle. In the long term this can lead to mental health issues such as depression, self-harm and anxiety.

What are the signs to look out for?

Children affected by domestic abuse reflect their distress in a variety of ways. They may change their usual behaviour and become withdrawn, tired, start to wet the bed and have behavioural difficulties. They may not want to leave their house or may become reluctant to return. Others will excel, using their time in your care as a way to escape from their home life. None of these signs are exclusive to domestic abuse so when you are considering changes in behaviours and concerns about a child, think about whether domestic abuse may be a factor.

What should I do if I suspect a family is affected by domestic abuse?

Contact: <https://new.devon.gov.uk/dsva/>

**Appendix 7:** Radicalisation and Extremism

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. 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.*

1. Extremism is defined by the Crown Prosecution Service as:  
   The demonstration of unacceptable behaviour by using any means or medium to express views which:

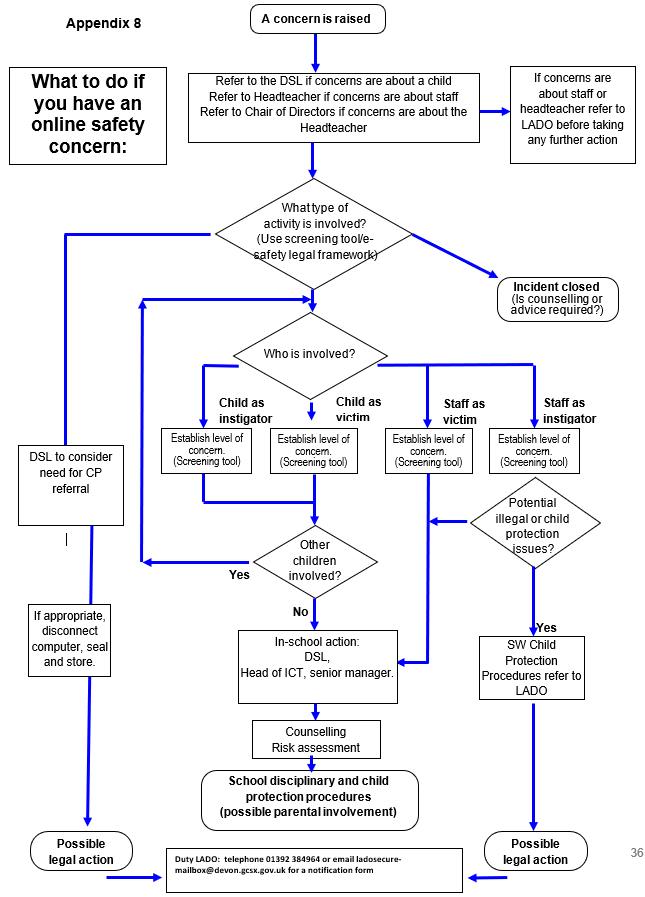
* Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
* Seek to provoke others to terrorist acts;
* Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
* Foster hatred which might lead to inter-community violence in the UK.

1. 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.
2. 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.
3. 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.

1. 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.
2. 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.



**Appendix 9 Resources**

Further advice on Safeguarding and Child Protection is available from:

Anti-Bullying Alliance: <http://anti-bullyingalliance.org.uk/>

Beat Bullying: <http://www.beatbullying.org/>

Childline: <http://www.childline.org.uk/pages/home.aspx>

Childnet International –making the internet a great and safe place for children. Includes resources for professionals and parents <http://www.childnet.com/>

DfE: <https://www.gov.uk/government/publications/data-protection-toolkit-for-schools>

DfE: <https://www.gov.uk/government/publications/teaching-online-safety-in-schools>

National Crime Agency's CEOP education programme Thinkuknow (includes resources for professionals and parents) <https://www.thinkuknow.co.uk/>

National Police Chiefs' Council: <https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20police%20guidance%20for%20schools%20and%20colleges.pdf>

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

Public Health England: <https://campaignresources.phe.gov.uk/schools/topics/mental-wellbeing/overview>

Safer Internet Centre <http://www.saferinternet.org.uk/>

Transgender

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

<http://www.mermaidsuk.org.uk/assets/media/East%20Sussex%20schools%20transgender%20toolkit.pdf>

<https://uktrans.info/70-topic-overviews/328-resources-for-schools>

<https://www.intercomtrust.org.uk/item/55-schools-transgender-guidance-july-2015>

UK Council for Internet Safety (UKCIS) guidance: <https://www.gov.uk/government/publications/education-for-a-connected-world>

**Appendix 10 – MASH Contacts**

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**For Early Help, Consultation and Enquiries please contact**:

Telephone:  **0345 155 1071**

E-mail: [mashsecure@devon.gcsx.gov.uk](mailto:mashsecure@devon.gcsx.gov.uk)

Fax: 01392 448951

Enquiry Form available at:

[www.devon.gov.uk/mash-enquiryform.doc](http://www.devon.gov.uk/mash-enquiryform.doc)

Post: **Multi-Agency Safeguarding Hub, P.O. Box 723, Exeter EX1 9QS**

**Emergency Duty Team** – out of hours

**0845 6000 388**

**Police** – non emergency – 101

**For all LADO enquiries** Exeter (01392) 384964 Or

[**http://www.devon.gov.uk/lado**](http://www.devon.gov.uk/lado)

**Early Help Team**

Senior Manager: Phillippa Court

Manager Exeter and South: Stephen Matthewman 07790362310

Manager Mid & East: Ian Flett

Manager South & West: Karen Hayes

Manager Northern: Sarah Simpson 07854304512

Early Help Advisers:

North: Pete Simpson:[peter.simpson@devon.gcsx.gov.uk](mailto:peter.simpson@devon.gcsx.gov.uk) 07817 124965

Mid & East: Karol Stannard: karol.stannard@devon.gov.uk

[Lisa.robinson@devon.gov.uk](mailto:Lisa.robinson@devon.gov.uk) 07891 417159

South & West: Karen Hayes earlyhelpsouthsecure-mailbox@devon.gcsx.gov.uk

Exeter: Jan Mead: [jan.mead@devon.gov.uk](mailto:jan.mead@devon.gov.uk) 07891 417073

0345 155 1071, ask for Early Help [earlyhelpsecure@devon.gov.uk](mailto:earlyhelpsecure@devon.gov.uk)

**Appendix 11 MARU Contacts**

MARU – Cornwall

If you are concerned about a child's welfare or worried they are being abused, you can make a referral to:

**Cornwall**

* Multi-agency Referral Unit: 0300 123 1116
* Out of Hours Service: 01208 251300

Isles of Scilly

* Children's Social Care: 01720 424354
* Out of Hours Service: 01720 422699

**If you have concerns about a professional working with a child you need to contact your Local Authority Designated Officer (LADO) on**:

* Cornwall - 01872 326536
* Isles of Scilly - 02076 416108

The [**Cornwall Inter-agency Referral Form**](http://www.safechildren-cios.co.uk/health-and-social-care/childrens-services/cornwall-and-isles-of-scilly-safeguarding-children-partnership/policies-procedures-and-referrals/) and [**Isles of Scilly Children in Need Inter Agency Referral Form**](http://www.safechildren-cios.co.uk/health-and-social-care/childrens-services/cornwall-and-isles-of-scilly-safeguarding-children-partnership/policies-procedures-and-referrals/) can also be used to share information with your local office.

If you are unsure the [**Cornwall and Isles of Scilly Safeguarding Children Partnership Procedures Manual**](http://www.proceduresonline.com/swcpp/cornwall_scilly/index.html) will be able to help guide you or the [**Threshold Guidance**](https://www.cornwall.gov.uk/media/18591641/multi-agency-threshold-guidance.pdf) which tells you which types of services a family may need to get support.

Alternatively you can call ChildLine for advice  on 0800 1111 or email them by visiting [**www.childline.org.uk**](http://www.childline.org.uk/Pages/Home.aspx)

1. Wherever the word “staff” is used, it covers ALL staff on site, including ancillary supply and self-employed staff, contractors, volunteers working with children etc and Directors. [↑](#footnote-ref-1)
2. Guidance regarding DBS checks recently updated by the Protection of Freedoms Act 2012 [↑](#footnote-ref-2)
3. All new enquiries go to the MASH, DSLs can consult on 0345 155 1071. In an emergency out of hours referrals can be made to the Emergency Duty Team on 0845 6000 388 or Police. [↑](#footnote-ref-3)
4. Online forms are available via [www.devon.gov.uk/mashenquiryform.doc](http://www.devon.gov.uk/mashenquiryform.doc) or DCFP website. [↑](#footnote-ref-4)
5. Detailed information on early help can be found in Chapter 1 of [Working Together to safeguard children](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/592101/Working_Together_to_Safeguard_Children_20170213.pdf) [↑](#footnote-ref-5)
6. [The Prevent duty](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf) [↑](#footnote-ref-6)
7. [Promoting Fundamental British Values](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf) [↑](#footnote-ref-7)
8. [DCSP screening tool](http://www.devonsafeguardingchildren.org/cse) [↑](#footnote-ref-8)
9. [FGM procedural information](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/573782/FGM_Mandatory_Reporting_-_procedural_information_nov16_FINAL.pdf) [↑](#footnote-ref-9)
10. [CME Statutory Guidance for Local Authorities](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf) [↑](#footnote-ref-10)
11. Youth refers to anyone under the age of 18 [↑](#footnote-ref-11)
12. [Sexting in schools and colleges](https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis) [↑](#footnote-ref-12)
13. Chair of Directors in the event of an allegation against the Headteacher [↑](#footnote-ref-13)
14. Duty LADO 01392 384964 or email ladosecure-mailbox@devon.gcsx.gov.uk [↑](#footnote-ref-14)