



# New Forest Small School

## Safeguarding Policy, Procedures and Guidance

Member of Staff Responsible	Headteacher
Regularity of Review	Annually

### **Aims**

- To provide Staff with the framework to promote and safeguard the wellbeing of children and in doing so ensure they meet their statutory responsibilities.
- To ensure consistent good practice across the school.
- To demonstrate our commitment to protecting children.

The following guidance and legislation has been consulted in order to update this safeguarding policy:

### **Policy Statement**

'Working Together to Safeguard Children' (2019), HM Government statutory guidance, defines safeguarding as:

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

The actions that we take to prevent harm; to promote wellbeing; to create safe environments; to educate on rights, respect and responsibilities; to respond to specific issues and vulnerabilities all form part of the safeguarding responsibilities of the school. As such, this overarching policy will link to other policies which will provide more information and greater detail.

Working Together to Safeguard Children 2018 (minor updates February 2019)  
Keeping Children Safe in Education September 2019  
Inspecting Safeguarding in early years, education and skills settings, September 2019  
Revised Prevent duty guidance for England and Wales, 2016  
The Education (Independent School Standards) Regulations 2014  
The Children Act 2004  
The Children Act 1989  
Regulation 5 of the Local Safeguarding Children Boards Regulations 2006  
Ofsted New Education Inspection Framework, September 2019

## **Ethos**

The New Forest Small School is committed to an ethos and environment that will help children to feel safe, secure and respected; encourage them to talk openly; and enable them to feel confident that they will be listened to.

We will support the welfare and safety of all students, including those with protected characteristics, additional needs and vulnerabilities, by:

- Maintaining the welfare of all students as our paramount concern, with particular attention to those who might need additional support in order to reach their full potential
- Ensuring the content of the curriculum includes appropriate spiritual, moral, social and cultural (SMSC) education, LGBT-inclusive relationships and sex education (RSE), mental wellbeing education, and other aspects of personal and social education, including education about staying safe online
- Ensuring that child protection is included in the curriculum to help children stay safe, recognise when they don't feel safe, and identify who they might / can talk to
- Providing suitable support and guidance so that students have a range of appropriate adults to approach if they are in difficulties
- Promoting a positive, supportive, neutral and secure environment where students develop a sense of being valued and heard in their own right
- Building a culture of learning and continuous improvement around equality and diversity – constantly asking ourselves how we can reduce direct and indirect discrimination, and conscious and unconscious biases, and keep all students safe from harassment and victimization
- Encouraging all staff to identify students who might benefit from early help (i.e. providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years) or are at risk of neglect, abuse, grooming or exploitation
- Ensuring all steps are taken to maintain site security and students' physical safety, including helping students to reduce the risk of harm by securing the support they need
- Working with parents and carers to build an understanding of the school's responsibility to ensure the welfare of all children, including the need for referral to other agencies in some situations
- Ensuring all staff are able to recognise the signs and symptoms of abuse and are aware of the school's procedures and lines of communication

- Monitoring children and young people who have been identified as having welfare or protection concerns; keeping confidential records which are stored securely and shared appropriately with other professionals
- Developing effective and supportive liaison with other agencies

We will know if we are effective in our safeguarding through the following evidence:

- All children and learners feel protected and safe
- Children who are able to can explain how / why they feel safe
- Adults working in school are proactive and know clearly the procedures involved when there is a concern about pupil welfare and safety
- The Designated Safeguarding Leads play an effective role in pursuing concerns and protecting children and learners
- Children and learners identify a trusted adult to communicate with about any concerns
- Written records are kept securely and shared appropriately
- Safeguarding concerns are shared with the relevant Local Authority

## Principles and Values

Safeguarding is everyone's responsibility. As such it should not be left to the Designated Safeguarding Lead (DSL) and their Deputy to take responsibility for all of the areas covered within this policy. However, the DSL and their Deputy are most likely to have a complete safeguarding picture and be the most appropriate people to advise on the response to safeguarding concerns.

Safeguarding processes are intended to put in place measures that minimise harm to children and promote their well-being in a holistic way. There will be situations where gaps or deficiencies in the policies and processes we have in place will be highlighted. In these situations a review will be carried out in order to identify learning and inform the policy, practice and culture of the school.

The school takes a child-centred approach to safeguarding, ensuring that the needs of adults are not placed above those of children, and recognising that children need:

- o **Vigilance:** to have adults notice when things are troubling them
- o **Understanding and action:** to understand what is happening; to be heard and understood; and to have that understanding acted upon
- o **Stability:** to be able to develop an ongoing stable relationship of trust with those helping them
- o **Respect:** to be treated with the expectation that they are competent rather than not
- o **Information and engagement:** to be informed about and involved in procedures, decisions, concerns and plans
- o **Explanation:** to be informed of the outcome of assessments and decisions, and reasons when their views have not met with a positive response

- o **Support:** to be provided with support in their own right as well as a member of their family
- o **Advocacy:** to be provided with advocacy to assist them in putting forward their views,

As a school, we review this policy at least annually in line with DfE, HSCB, HCC and any other relevant guidance.

## **Areas of Safeguarding**

Within *Keeping Children Safe in Education* (2019) and the Ofsted inspection guidance (2015), there are a number of safeguarding areas directly highlighted or implied within the text.

These areas of safeguarding have been separated into issues that are emerging or high risk issues (part 1); those related to the students as an individual (part 2); other safeguarding issues affecting students (part 3); and those related to the running of the school (part 4).

The Governance Advisory Board chair responsible for safeguarding (to whom all concerns or complaints relating to the proprietors of the school, or any safeguarding issue that the proprietors have been unable to address to parents' satisfaction, should be addressed) is Duncan Shiel.

## **Responsibilities**

The **DSL** has overall responsibility for the day to day oversight of safeguarding and child protection systems in school. Including:

- Co-ordinating safeguarding action for individual children, including early help where appropriate
- Liaising with other agencies and professionals
- Ensuring that locally established procedures are followed and making referrals as necessary
- Acting as a consultant for staff to discuss concerns
- Maintaining a confidential recording system and keeping detailed, accurate and secure written records of all concerns and referrals
- Attending any relevant training or refresher courses
- Representing or ensuring the school is appropriately represented at inter-agency safeguarding meetings (including Child Protection conferences)
- Managing and monitoring the school's part in CAF / Child in Need / Child Protection plans
- Organising training for all school staff (especially new and part-time staff) to ensure that they have access to, and can understand, the school's policies and procedures relating

to safeguarding, child protection, online safety, attendance, behaviour and the prevention of bullying

- Ensuring that the school's policies and procedures in the above areas are reviewed at least annually, and that they are available publicly on the school website.

The Headteacher will ensure that the **DSL** is properly supported in this role at a time and resource level.

However, **Child Protection and welfare are the responsibility of all staff in school and ANY observation, information or issue which results in concern for a pupil's welfare MUST be reported to the Designated Safeguarding Lead (s)**

In order to protect confidentiality, safeguarding information about individual children is shared on a need to know basis only and thus, what may seem to be a minor issue to one staff member, may be highly significant to the bigger picture of risk.

## **SAFEGUARDING AND CHILD PROTECTION PROCEDURES**

**The New Forest Small School adheres to the following legislation in carrying out its statutory duties:**

**Working Together to Safeguard Children 2018**  
**Keeping Children Safe in Education September 2018**

The New Forest Small School adheres to the procedures of the four Local Safeguarding Children Boards (4LSCB) for Hampshire, Isle of Wight, Southampton and Portsmouth, which have worked together to produce a common procedures manual.

Copies of all new Safeguarding legislation are kept in the Headteacher's office. These documents have been shared with all staff.

Details of referral procedures are included in the school's Child Protection Policy.

The school's Child Protection Policy also includes definitions of the four categories of abuse (physical abuse, emotional abuse, sexual abuse, and neglect) and the indicators and signs of abuse in each case.

This policy and all other safeguarding-related policies can be found on the school website. We also have a dedicated section on the Kindergarten page entitled 'How we keep our little ones safe'.

## *Contextual Safeguarding*

The school recognises that safeguarding incidents and/or behaviours may be associated with factors outside the school, and/or can occur between children outside the school. All staff, but especially the designated safeguarding lead (or deputy) should be considering the context within which incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that threaten their safety and/or welfare.

When making referrals to children's social care, the school will seek to provide as much information as possible as part of the referral process, in order to allow any assessment to consider all the available evidence and the full context of any abuse.

Additional guidance can be found on the [Contextual Safeguarding Network](#) website.

## **Part 1: High-risk and emerging safeguarding issues**

### **1.1. Preventing Radicalisation and Extremism**

The Prevent duty requires that all staff are aware of the signs that a child may be vulnerable to radicalisation. The risks will need to be considered for political; environmental; animal rights; or faith based extremism that may lead to a child becoming radicalised. All staff have undertaken e-learning and received awareness training in order that they can identify the signs of children being radicalised. Refresher training will be provided every year as part of the annual Safeguarding training.

As part of the preventative process, resilience to radicalisation will be built through the promotion of fundamental British values through the curriculum. Further details are provided in the Curriculum Policy and in the Social, Moral, Spiritual and Cultural Education (SMSC) Policy.

Any child who is considered vulnerable to radicalisation will be referred by the DSL to Hampshire children's social care, where the concerns will be considered in the MASH process. If the police prevent officer considers the information to be indicating a level of risk, a "channel panel" will be convened and the school will attend and support this process.

### **1.2. Gender based violence / Violence against women and girls**

#### ***1.2.1. Female Genital Mutilation (FGM)***

The school recognises that there is a statutory duty under Section 5B of the Female Genital Mutilation Act 2003 and Section 74 of the Serious Crime Act 2015 for teachers to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. **At no time will staff examine students to confirm this.**

Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), the mandatory reporting duty refers

specifically to individual teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, that individual must report this to the police.

The DSL will ensure that all staff are aware of the issue of Female Genital Mutilation and the statutory duty to report known cases of FGM to the police.

In cases where it is believed that a girl may be vulnerable to FGM or there is a concern that she may be about to be genitally mutilated, the staff will inform the DSL who will report it as with any other child protection concern.

### *1.2.2. Forced Marriage*

Staff will be made aware of the characteristics that may indicate forced marriage or attempted forced marriage and, if they have concerns about a student, will report this to the DSL. If the DSL agrees that there is cause for concern, they will seek advice through the national Forced Marriage Unit or through the local police safeguarding team or children's social care.

### *1.2.3. So-Called 'Honour-Based' Violence*

The DSL will make all staff aware of the characteristics of so-called 'honour-based' violence (see Appendix A).

If staff believe that a student is at risk from 'honour-based' violence the DSL will follow the usual safeguarding referral process. However, if it is clear that a crime has been committed or the student is at immediate risk, the police will be contacted immediately. It is important that if 'honour-based' violence is known or suspected that communities and family members are NOT spoken to prior to referral to the police or social care as this could increase risk to the child.

### 1.3. Peer-on-Peer Abuse

All staff should be aware that safeguarding issues can manifest themselves via peer-on-peer abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse e.g. hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting (now a criminal offence), 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, or cause the victim humiliation, distress or alarm;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

All staff should report any observation or suspicion of peer-on-peer abuse to the DSL or their deputy, who will deal with it in accordance with the school's Child Protection Policy and Anti-Bullying Policy.

The school will provide education to prevent young people from becoming victims and perpetrators of abusive relationships by encouraging them to rethink their views of violence, abuse and controlling behaviours, and understand what consent means within their relationships. We will use the 'FRIES' model to help young people understand the five attributes of true consent – **F**reely given, **R**eversible, **I**nformed, **E**nthusiastic and **S**pecific.

#### 1.4. Serious Violent Crime

All staff should be aware of indicators which may signal that children are at risk from, or are involved with, serious violent crime. These may include:

- increased absence from school
- a change in friendships or relationships with older individuals or groups
- a significant decline in performance
- signs of self-harm or a significant change in wellbeing,
- signs of assault or unexplained injuries.

Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice is provided in the Home Office's '[Advice to schools and colleges on gangs and youth violence](#)' and its '[Criminal exploitation of children and vulnerable adults: county lines](#)' guidance.

#### 1.4. The 'Toxic Trio' – Domestic abuse, parental mental illness and parental substance misuse

If staff believe that a child is living with domestic abuse or parental substance misuse, or is suffering harm because of a parent's mental health, this will be reported to the designated safeguarding lead for referral to be considered to children's social care.

#### 1.5. Missing, Exploited and Trafficked Children

##### *1.5.1. Children missing from education*

Patterns of children missing education can be an indicator of either abuse or safeguarding risks. A relatively short length of time a child is missing does not reduce risk of harm to that child, and all absence or non-attendance should be considered with other known factors or concerns.

If children are missing from lessons on a regular basis (either as specific lessons, single days, or continuous periods of absence) the DSL and staff members will monitor the situation carefully and examine the circumstances. The school may take steps that could



result in legal action for attendance, or a referral to children's social care, or both, as per the Attendance Policy.

Where reasonably possible, the school administrator will ensure that the school holds more than one emergency contact number for every student, and that timely contact is made with the second person on the list (who may, if necessary, be a grandparent, friend or neighbour) if it has not been possible to reach the first person (usually a parent or legal guardian) to discuss absence concerns.

Separate records are kept if children are deleted from the admissions register for the following reasons:

- Child is home educated
- Child is certified unfit for medical reasons
- Child no longer lives in travelling distance of school
- Child placed in residential unit or pupil referral unit or police custody / protection
- Child is permanently excluded

In the case of primary students who are enrolled on a flexi-schooling basis, and home educated on the days when they are not in school, it is the responsibility of the DSL to ensure that all staff are aware of the days on which the student is not expected to be in attendance, and that the register is kept accordingly, in line with the Attendance Policy. If a person with parental responsibility requests to change the schedule for school attendance and home education, the DSL will communicate this to all staff. The DSL will monitor the attendance and welfare of flexi-schooled students carefully and contact the parents or carers if they feel there is any cause for concern.

When children leave the school, the DSL will ensure their child protection file is transferred to the new school or college as soon as possible, separately from the main pupil file (ensuring secure transit) and obtain confirmation of receipt. In addition to the child protection file, the DSL should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving – for example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

#### *1.5.2. Children missing from home or care*

As a school we will inform all parents/carers of students who are absent (unless the parent/carer has informed us).

If the parent/carer is also unaware of the location of their child, and the definition of 'missing' is met (*anyone whose whereabouts cannot be established and where the circumstances are out of character or the context suggests the person may be the subject of crime or at risk of harm to themselves or another*), we will either support the parent/carer to inform the police, or directly contact the police to inform them.

#### *1.5.3. Child sexual exploitation*

The DSL will educate all staff in the signs and indicators of sexual exploitation.

We use the sexual exploitation risk assessment form ([SERAF](#)) to identify students who are at risk and the DSL will share this information as appropriate with children's social care.

We recognise that we may have information or intelligence that could be used to both protect children and prevent risk. Any relevant information that we have will be shared on the community partnership information (CPI) form [Appendix 1]

#### *1.5.4. Trafficked children*

If staff believe that a child is being trafficked, this will be reported to the designated safeguarding lead for referral to be considered to children's social care.

### 1.6. Online Safety

The school will seek to provide information and awareness relating to online safety to both students and their parents/carers through:

- Acceptable use agreements for children, teachers, and parents/carers
- Curriculum activities involving raising awareness around staying safe online
- Information included in web site
- Parent meetings (making parents aware that they can come to the school for advice)
- High profile events / campaigns
- Building awareness around information that is held on relevant web sites and or publications

The school has a separate Online Safety Policy which is available on the website.

#### *1.6.1. Cyber-bullying*

We will respond to any cyber-bullying we become aware of, whether it is carried out onsite or by students when they are away from the site, in accordance with our Anti-Bullying Policy.

If we become aware of any incidents of cyberbullying, we will need to consider each case individually as to any criminal act that may have been committed. The school will pass on information to the police if it feels that it is appropriate or are required to do so.

#### *1.6.2. Sexting*

The school will use age-appropriate educational material to raise awareness of sexting (sharing of naked or 'nude' pictures or video through mobile phones and the internet, as well as underwear shots, sexual poses and explicit text messaging), to promote safety, and to help students deal with pressure to engage in sexting.

If a staff member becomes aware that a student is engaging in sexting, they will discuss it with the child and may impose sanctions in line with the school's Behaviour Policy.

#### *1.6.3. Online gaming*

Online gaming is an activity that the majority of children and many adults get involved in. The school will raise awareness:

- By liaising with parents/carers about the games their children play and help them identify whether they are appropriate.
- By supporting parents/carers in identifying the most effective way of safeguarding their children by using parental controls and child safety mode.
- By talking to parents/carers about setting boundaries and time limits when games are played.
- By highlighting relevant resources.

#### *1.6.4. Online reputation*

All staff are responsible for ensuring students are aware that anything that is posted about them online could influence their future professional reputation and that the majority of organizations and work establishments now check digital footprint before considering applications for positions or places on courses.

#### *1.6.5. Grooming*

The school will include awareness around grooming as part of their curriculum, and identify with both parents/carers and students how they can be safeguarded against grooming.

If a member of staff is concerned that a student's safety is at risk because they suspect someone is using communication technologies (such as social networking sites) to make inappropriate contact with the child then the following steps will be taken:

1. Report to and discuss with the DSL in school and contact parents
2. Advise the student on how to terminate the communication and save all evidence
3. Contact CEOP <http://www.ceop.gov.uk/> (Child Exploitation and online Protection centre)
4. Consider the involvement of police and social services if necessary

Students should be confident in a no-blame culture when it comes to reporting inappropriate incidents involving the internet or mobile technology: they must be able to do this without fear.

## **Part 2: Safeguarding issues relating to individual student needs**

### **2.1. Special educational needs and disabilities**

As a school we are aware that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges.

All staff will be made aware of the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

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

## 2.2. Students with medical conditions

As a school we will make sure that sufficient staff are trained to support any student with a medical condition. All relevant staff will be made aware of the condition to support the student and be aware of medical needs and risks to the student. An individual healthcare plan may be put in place to support the student and their medical needs. There is a separate policy which provides more detail on the school's position on this. See also 'Protected characteristics' below.

We recognise that there will be occasions when children are temporarily unable to attend our school on a full-time basis because of their medical needs. These children and young people are likely to be:

- children and young people suffering from long-term illnesses
- children and young people with long-term post-operative or post-injury recovery periods
- children and young people with long-term mental health problems (emotionally vulnerable)

In such circumstances, the school will take a flexible approach that balances care for the student's medical needs with attention to educational outcomes and the statutory duty to provide appropriate education. This may include, for example, encouraging part-time school attendance or providing resources and (where practicable) support for home-based learning.

## 2.3. Mental health concerns

When mental health concerns are identified, school staff will provide opportunities for the child to talk or receive support within the school environment. The DSL will inform parents/carers of the concerns and a shared way to support the student will be discussed in accordance with the school's Mental Health and Wellbeing Policy.

## 2.4. Protected characteristics

As a school we are committed to narrowing the achievement gaps between different groups of children and ensuring that nobody is disadvantaged because of a protected characteristic under the Equality Act 2010. The protected characteristics relevant to schools are disability, gender reassignment, race, religion or belief (or the lack of it), sex, sexual orientation, marriage or civil partnership, pregnancy, and maternity. We apply a broad definition of gender reassignment that is not limited to medical transition and fully validates, supports

and protects people with non-binary gender identities and people with intersex bodies, both of which are grey areas within the current Equality Act.

From October 2017 all new staff will undergo in-depth training on the Equality Act 2010 and its implications, including activities designed to raise awareness of unconscious biases and indirect discrimination, as part of their induction. A refresher will be offered to all staff every two years.

We will work to build a culture of mutual respect through the curriculum and other measures as detailed in the Curriculum Policy, the Equalities and Cohesion Policy, the Social, Moral, Spiritual and Cultural (SMSC) Education Policy, the SEN Policy, the Medical Conditions Policy and the Anti-Bullying Policy.

The DSL is responsible for taking positive action to prevent all forms of direct and indirect discrimination, harassment and victimisation. In particular, the DSL will ensure, as far as possible, that reasonable adjustments are made so that pupils with protected characteristics can benefit from the education offered by NFSS to the same extent as those without. Further details are provided in the Equalities and Cohesion Policy.

### **Part 3: Other safeguarding issues affecting children**

#### **3.1. Prejudice-based abuse and hate crime**

The DSL will ensure that all staff are aware of the definition of prejudice-based abuse and hate crime and with formal procedures for dealing with them, in accordance with the Equality Act 2010 and the school's own Anti-Bullying Policy and Equalities and Cohesion Policy. We will clearly identify any prejudice-based incidents and hate crimes and monitor the frequency and nature of them within the school, if applicable - recognising the wider implications of such incidents for the school and local community. Reports of these incidents will be provided to staff meetings and External Advisors.

To reduce the likelihood of such incidents occurring, we will ensure that the curriculum reflects and represents accurately the diverse nature of the UK and the world, and addresses issues of diversity in ways that counter prejudiced assumptions. All staff are responsible for promoting a culture of respect for every student and making sure that false assumptions and stereotypes are challenged with sound factual information, especially with regard to the protected characteristics highlighted in the 2010 Equality Act.

The DSL is responsible for ensuring that perpetrators of prejudice-based abuse are dealt with effectively, that victims are supported, and that staff are

- supporting victims of prejudice based incidents and hate crimes
- ensuring that staff are familiar with a range of restorative practices to address bullying and prevent it happening again

#### **3.2. Drugs and Substance Misuse**

The school works to a separate drug education policy that is found on the school website.

#### **3.3. Gangs and Youth Violence**

As a school we will:

- develop skills and knowledge to resolve conflict as part of the curriculum;
- challenge aggressive behaviour in ways that prevent the recurrence of such behaviour;
- understand risks for specific groups, including those that are gender-based, and target interventions;
- safeguard, and specifically organise child protection, when needed;
- make referrals to appropriate external agencies;
- carefully manage individual transitions between educational establishments, especially into Pupil Referral Units (PRUs) or alternative provision; and
- work with local partners to prevent anti-social behaviour or crime.

### 3.4. Private Fostering

If the school becomes aware that a student is being privately fostered (cared for by another adult who is not closely related and is not a legal guardian with parental responsibility, for 28 days or more) we will inform the children's services department and inform both the parents and carers that we have done so.

### 3.5. Parenting

As a school we will support parents/carers in understanding the parenting role and provide them with strategies to make a difference by discussing any relevant issues with them and supporting them in making their own plans of how to respond differently (using evidence based parenting programmes), providing details of community based parenting courses, and linking to web based parenting resources. Early help services may be considered if appropriate.

## **Part 4 –Safeguarding Processes**

### 4.1. Safer Recruitment

The school operates a separate safer recruitment process as detailed in the school's Recruitment Policy and DBS Checks Policy. On all recruitment panels there is at least one member who has undertaken safer recruitment training. The process checks the identity, criminal record (Enhanced DBS with List Checks), prohibition orders, mental and physical capacity, medical fitness for work, and right to work in the U.K., and professional qualifications and seeks confirmation of the applicant's experience and history through references.

#### *Recruitment of members of the Governance Advisory Board*

The school notes that the Secretary of State is able to make directions prohibiting individuals from taking part in independent school management under section 128 of the Education and Skills Act 2008. As school governors are only required to have an Enhanced DBS check, which does not include a barred list check (unless in addition to their

governance duties they also engage in regulated activity), the school will use the free Employer Secure Access sign-in portal via the Teaching Regulation Agency's (TRA) Teacher Services web page to check if a person they propose to recruit as a member of the Governance Advisory Board is barred as a result of being subject to a section 128 direction.

#### 4.2. Staff Induction

The DSL and/or their Deputy will provide all new staff with induction to enable them to both fulfil their role and also to understand the Child Protection Policy, the Behaviour Policy, the Safeguarding Policy, the Staff Code of Conduct, the Health and Safety Policy and other relevant policies, as well as the safeguarding response to children who go missing from education, the provisions relating to disqualification by association under the Childcare Act 2006 if applicable, and part one of Keeping Children Safe in Education (2019).

This induction may be covered within the annual training if this falls at the same time; otherwise it will be carried out separately during the initial starting period.

An induction checklist must be completed by each new member of staff to confirm that the above policies have been read and understood, as well as giving them an opportunity to discuss any questions or concerns in person with the DSL or their deputy. This checklist should be countersigned by the DSL and kept in the staff member's file.

#### 4.3. Annual Training

The DSL and their Deputy will attend an annual training programme for safeguarding leads to refresh or update their knowledge of relevant legislation and guidance.

The DSL will organise a staff training session on Safeguarding and Child Protection every year, immediately after updating the school's Safeguarding Policy, to ensure that all staff are aware of any changes in policy or procedures and of the implications for their work. In addition, the DSL will ensure that all staff receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

#### 4.4. Health and Safety

The site, the equipment and the activities carried out as part of the curriculum are all required to comply with the Health and Safety at Work act 1974 and regulations made under the act. All risks are required to be assessed and recorded plans of how to manage the risk are in place. The plans should always take a common sense and proportionate approach to allow activities to be safe rather than preventing them from taking place. The school has a Health and Safety policy which details the actions that we take in more detail.

#### 4.5. Site Security

We aim to provide a secure site, but recognise that the site is only as secure as the people who use it. Therefore all people on the site have to adhere to the rules which govern it. These are:

- Doors are kept closed to prevent intrusion.
- Anyone wishing to gain entrance to the premises during school hours must ring the front door bell and be invited in to the reception by the Office Administrator to sign in. Visitors will normally be admitted to the premises only if:
  - they are already known to the school (e.g. parents of current or prospective pupils – see below); or
  - they have an appointment with a named staff member; or
  - they are attending a school event; or
  - they can give an acceptable reason for their admission and present evidence of their identity (e.g. company representatives with a current and valid ID card).
- Visitors must wear an identification badge and must be accompanied by a member of staff at all times while on the premises, unless they have been pre-approved as volunteers and subjected to Extended DBS checks (with Barred List checks if engaging in regulated activity) in accordance with the school's Safer Recruitment Policy.
- Students are only allowed to leave the premises during the school day when accompanied by a person with parental responsibility, e.g. for medical appointments, as per the Attendance Policy, or (in the case of students aged 14 or over) if permission has been granted by a person with parental responsibility.
- All students leaving or returning during the school day have to sign out and in.
- In the event that the fire alarm goes off while visitors are in attendance, the Receptionist is responsible for ensuring that they have left the building safely by checking off names in the visitors' book.

Usually parental access to school premises will be by appointment, by invitation to a school event, or for administrative purposes (e.g. making payments or completing paperwork). Parents are also allowed into the playground and, in the case of Kindergarten and Primary students, may be allowed to come into the entrance corridor (at the discretion of the Office Administrator) at the beginning and end of the school day to drop off and collect students.

The school reserves the right to bar a parent from the premises if they feel that the parent's aggressive, abusive or insulting behaviour or language presents a risk to staff or students. It is enough for a member of staff or a student to *feel* threatened. If proposing to implement a bar, the Headteacher will write to the person concerned, presenting the case reasonably and giving them a formal opportunity to express their views.

If a parent who has already been barred from the school premises persists in causing a nuisance or disturbance, the DSL will inform the police and request for the offender to be removed from the school under Section 547 of the Education Act 1996.

#### 4.6. Off-Site Visits

A particular strand of health and safety is looking at risks when undertaking off site visits. Some activities, especially those happening away from the school and residential visits, can involve higher levels of risk. The school has a separate Off-Site Visits policy, available on its website, which outlines the measures to be taken to mitigate and manage these risks and the procedures to be followed in the event of an accident or emergency during an off-site visit.



The DSL is responsible for ensuring that staff conducting off-site visits are thoroughly briefed about safeguarding issues relating to individual students, including appropriate risk management policies where there is reasonable cause for concern that a particular student may be likely to harm themselves or others during an off-site visit.

If the school arranges work experience placements for students, the Careers Adviser will ensure that they are well briefed in advance about the need to read, understand and abide by the health and safety policy of the company that they are visiting, and to follow all instructions carefully.

#### 4.7. First Aid

There is a separate First Aid policy which can be found on the school website.

#### 4.8. Physical Intervention (use of reasonable force)

As a school we have a separate policy outlining how we will use physical intervention. This can be found on the school website.

#### 4.9. Taking and the use and storage of images

As a school we will seek consent from the parent/carer of a student and from teachers and other adults before taking and publishing photographs or videos that contain images that are sufficiently detailed to identify the individual in school publications, printed media or on electronic publications.

We will not seek consent for photos where you would not be able to identify the individual.

We will seek consent for the period the student remains registered with us and, unless we have specific written permission we will remove photographs after a student (or teacher) appearing in them leaves the school or if consent is withdrawn.

Photographs will only be taken on selected persons' mobile phones, uploaded to the school website at the earliest opportunity, and deleted immediately after uploading.

#### 4.10. Disqualification under the Childcare Act

The Childcare Act of 2006 was put in place to prevent adults who have been cautioned or convicted of a number of specific offences from working within childcare.

Staff (meaning individuals employed by the school or local authority, those undertaking training in schools (both salaried and unsalaried), casual workers and volunteers) are covered by this legislation in the following circumstances:

- they are employed and/or provide early years childcare (this covers the age range from birth until 1 September following a child's fifth birthday, i.e. up to and including reception age). This includes education in nursery and reception classes (e.g. teachers and support staff in a reception class) and/or any supervised activity (such as breakfast clubs, lunchtime supervision and after school care provided by the school) both during and outside of school hours for children in the early years age range; and
- they work in childcare provided by the school outside of school hours for children who are above reception age but who have not attained the age of 8. This includes before school settings, such as breakfast clubs, after school provision and holiday clubs. It does NOT include education or supervised activity for children above reception age during school hours including extended school hours for co-curricular learning activities, such as the school's choir or sports teams.

The legislation also applies to any staff directly concerned in the management of such early or later years' provision.

In 2009 additional regulations were made to include those living in the same household as another person who is (or would be) disqualified under the Act.

If a member of staff is impacted by the disqualification by association provisions we will ask them to apply for a waiver from Ofsted and put in place appropriate risk management plans while the waiver is being processed. If a waiver is not granted we will seek advice from our External Advisors and/or the LADO as to how risk is most effectively managed.

#### 4.11. Curriculum and Staying Safe

Schools play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned.

NFSS will use the curriculum to provide opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness, consent and decision making so that students have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others. Systems have been established to support the empowerment of children to talk to a range of staff when they are in difficulty and to raise comments, complaints and feedback about their school experience.

Specific systems outside of expected day to day classroom interaction and support include: School Council; buddy and peer-mentoring systems; regular feedback questionnaires with groups of children; anti-bullying policy.

#### 4.12. Early Help

In accordance with the 2018 update to 'Keeping Children Safe in Education', all staff should be aware of their local early help process and understand their role in it. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol;
- Is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child.

If staff have any concerns about a child's welfare, they should act on them **immediately** by following the school's Child Protection Policy. Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe.

If early help is appropriate, the designated safeguarding lead (or deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse.

#### 4.13. Site Safety and Visitors

All visitors are required to ring the doorbell. Visitors should sign the visitor book on arrival and must wear a visitor badge and be accompanied by a member of staff at all times while on the premises, unless they have been pre-approved as volunteers, work placement students, trainees, regular contractors, etc. and subjected to Enhanced DBS checks (with Barred List checks if they will be engaging in regulated activity) in accordance with the school's Safer Recruitment Policy. All visitors must sign out on leaving the school.

#### 4.14. Whistleblowing / Raising Concerns

Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, they should refer to the school's Whistleblowing Policy for guidance.

The NSPCC's '[What you can do to report abuse](#)' [dedicated helpline](#) is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a safeguarding issue is being handled by the school. Staff can call 0800 028 0285 from 8:00 AM to 8:00 PM, Monday to Friday, or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

If a staff member feels that a child is in immediate danger, they should call the police on 999 or the NSPCC's emergency number on 0808 800 5000 immediately.

#### **Linked/Related Policies**

Attendance Policy  
Child Protection Policy  
Disclosure and Barring Service (DBS) Checks Policy  
Safer Recruitment Policy  
Behaviour Policy  
Health & Safety  
Staff Conduct  
Recruitment  
Whistleblowing  
Management of Physical Restraint

#### **Monitoring**

The effectiveness of this Policy will be monitored on an ongoing basis by the DSL and the Governance Advisory Board member with responsibility for overseeing safeguarding, and will be updated as necessary in response to:

- (a) changes in legislation or official guidelines (including the annual update of *Keeping Children Safe in Education*); or
- (b) any issues arising at the school or within the local area that necessitate a policy change.

## **Appendix A: Guidance relating to safeguarding issues**

### **Definitions of Abuse**

#### **Physical Abuse**

Physical Abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to the 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**

Emotional Abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse affects on the child's emotional development. It may involve conveying to children 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 and may include interactions beyond the child's developmental ability, overprotection, limitation of exploration or learning, prevention of normal social interaction. Seeing or hearing ill-treatment of another, serious bullying (including Cyberbullying) causing children to frequently feel frightened or in danger, or exploitation and corruption of children. Some level of emotional abuse is involved in all types of ill-treatment of a child, although it may occur alone.

#### **Sexual Abuse**

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 penetrative (i.e. rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may include non-contact activities, such as involving children in looking at, or the production of, sexual images, or watching sexual activities, or encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

#### **Neglect**

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

## **Appendix B: Further Information and Guidance on Key Safeguarding Issues**

### **Preventing Radicalisation and Extremism**

[www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty](http://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty)  
<http://www.hampshire.police.uk/internet/advice-and-information/safe4me/Safe4me+Prevent>

### **Gender based violence / Violence against women and girls**

<https://www.gov.uk/government/policies/violence-against-women-and-girls>

The government have a strategy looking at specific issues that women and girls face. Within the context of this safeguarding policy the following sections are how we respond to violence against girls. Female genital mutilation, forced marriage, honour based violence and teenage relationship abuse all fall under this strategy.

### **Female Genital Mutilation (FGM)**

[www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information](http://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information)  
<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons. It has no health benefits and harms girls and women in many ways. It involves removing and damaging healthy and normal female genital tissue, and hence interferes with the natural function of girls' and women's bodies.

The age at which girls undergo FGM varies enormously according to the community. **The procedure may be carried out when the girl is new-born, during childhood or adolescence, just before marriage or during the first pregnancy.** However, the majority of cases of FGM are thought to take place between the ages of 5 and 8 and therefore girls within that age bracket are at a higher risk. FGM is illegal in the UK.

### **Forced Marriage**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/70188/forced-marriage-guidelines\\_English.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/70188/forced-marriage-guidelines_English.pdf)  
<http://www.forcedmarriage.net/>

In the case of children: *'a forced marriage is a marriage in which one or both spouses cannot consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure.'* In developing countries 11% of girls are married before the age of 15. One in 3 victims of forced marriage in the U.K. is under 18.

It is important that all members of staff recognise the presenting symptoms, how to respond if there are concerns and where to turn for advice.

Advice and help can be obtained nationally through the Forced Marriage Unit and locally through the local police safeguarding team or children's social care.

Policies and practices in this school reflect the fact that while all members of staff, including teachers, have important responsibilities with regard to students who may be at risk of forced marriage, teachers and school leaders should not undertake roles in this regard that are most appropriately discharged by other children's services professionals such as police officers or social workers.

### ***Characteristics that may indicate forced marriage***

While individual cases of forced marriage, and attempted forced marriage, are often very particular, they are likely to share a number of common and important characteristics, including:

- an extended absence from school/college, including truancy;
- a drop in performance or sudden signs of low motivation;
- excessive parental restriction and control of movements;
- a history of siblings leaving education to marry early;
- poor performance, parental control of income and students being allowed only limited career choices;
- evidence of self-harm, treatment for depression, attempted suicide, social isolation, eating disorders or substance abuse; and/or
- evidence of family disputes/conflict, domestic violence/abuse or running away from home.

On their own, these characteristics may not indicate forced marriage. However, it is important to be satisfied that where these behaviours occur, they are not linked to forced marriage. It is also important to avoid making assumptions about an individual student's circumstances or act on the basis of stereotyping. For example, an extended holiday may be taken for entirely legitimate reasons and may not necessarily represent a pretext for forced marriage.

### **So-Called 'Honour-Based' Violence**

<http://www.hampshire.police.uk/internet/advice-and-information/abuse-against-the-person/honour-based-violence>

So-called 'honour-based' violence is a violent crime or incident which may have been committed to protect or defend the honour of the family or community.

It is often linked to family or community members who believe someone has brought shame to their family or community by doing something that is not in keeping with their unwritten rule of conduct. For example, 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
- convert to a different faith from the family
- women and girls are the most common victims of honour based violence however it can also affect men and boys. Crimes of 'honour' do not always include violence. Crimes committed in the name of 'honour' might include:
  - domestic abuse
  - threats of violence
  - sexual or psychological abuse
  - forced marriage
  - being held against your will or taken somewhere you don't want to go
  - assault

### **Teenage Relationship Abuse**

<https://www.gov.uk/government/publications/this-is-abuse-summary-report>

<http://www.hampshire.police.uk/internet/advice-and-information/safe4me/healthy-relationships>

<https://www.gov.uk/government/publications/statutory-guidance-framework-controlling-or-coercive-behaviour-in-an-intimate-or-family-relationship>

<https://www.disrespectnobody.co.uk/>

Research has shown that teenagers didn't understand what constituted abusive behaviours such as controlling behaviours, which could escalate to physical abuse, e.g. checking someone's phone, telling them what to wear, who they can/can't see or speak to and that this abuse was prevalent within teen relationships. Further research showed that teenagers didn't understand what consent meant within their relationships. They often held the common misconception that rape could only be committed by a stranger down a dark alley and didn't understand that it could happen within their own relationships.

This led to these abusive behaviours feeling 'normal' and therefore left unchallenged as they were not recognised as being abusive.

### **The Toxic Trio**

The term 'Toxic Trio' has been used to describe the issues of domestic violence, mental ill-health and substance misuse which have been identified as common features of families where harm to women and children has occurred.

They are viewed as indicators of increased risk of harm to children and young people. In a review of Serious Cases Reviews undertaken by Ofsted in 2011, they found that in nearly 75% of these cases two or more of the issues were present.

### **Domestic Abuse**

<http://www.hampshire.police.uk/internet/advice-and-information/safe4me/secondary-domestic-abuse>

<https://www.gov.uk/guidance/domestic-violence-and-abuse#domestic-abuse-and-young-people>



Domestic abuse is any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass, but is not limited to, the following types of abuse:

- Psychological
- Physical
- Sexual
- Financial
- Emotional

Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

Research indicates that living within a home where domestic abuse takes place is harmful to children and can have a serious impact on their behaviour, wellbeing and understanding of what a normal relationship is.

Children witnessing domestic abuse is recognised as 'significant harm' in law. These children may become aggressive; display anti-social behaviours; suffer from depression or anxiety; or fail to reach their educational potential.

Indicators that a child is living within a relationship with domestic abuse include:

- withdrawn
- suddenly behaves differently
- anxious
- clingy
- depressed
- aggressive
- problems sleeping
- eating disorders
- wets the bed
- soils clothes
- takes risks
- misses school
- changes in eating habits
- obsessive behaviour
- nightmares
- drugs
- alcohol
- self-harm

- thoughts about suicide

These behaviours themselves do not indicate that a child is living with domestic abuse, but should be considered as indicators that this may be the case.

### **Parental mental health**

<https://www.gov.uk/government/publications/the-mental-health-strategy-for-england>

The term "mental ill health" is used to cover a wide range of conditions, from eating disorders, mild depression and anxiety to psychotic illnesses such as schizophrenia or bipolar disorder. Parental mental illness does not necessarily have an adverse impact on a child's developmental needs, but it is essential to always assess its implications for each child in the family. It is essential that the diagnosis of a parent/carer's mental health is not seen as defining the level of risk. Similarly, the absence of a diagnosis does not equate to there being little or no risk.

For children the impact of parental mental health can include:

- The parent / carer's needs or illnesses taking precedence over the child's needs
- Child's physical and emotional needs neglected
- A child acting as a young carer for a parent or a sibling
- Child having restricted social and recreational activities
- Child finds it difficult to concentrate- impacting on educational achievement
- A child missing school regularly as (s)he is being kept home as a companion for a parent / carer
- Adopt paranoid or suspicious behaviour as they believe their parent's delusions.
- Witnessing self-harming behaviour and suicide attempts (including attempts that involve the child)
- Obsessional compulsive behaviours involving the child

### **Parental Substance misuse**

[http://www.hampshiresafeguardingchildrenboard.org.uk/practitioners-issues\\_drug\\_alc.html](http://www.hampshiresafeguardingchildrenboard.org.uk/practitioners-issues_drug_alc.html)

Substance misuse applies to the misuse of alcohol as well as 'problem drug use', defined by the Advisory Council on the Misuse of Drugs as drug use which has: 'serious negative consequences of a physical, psychological, social and interpersonal, financial or legal nature for users and those around them.

Parental substance misuse of drugs or alcohol becomes relevant to child protection when substance misuse and personal circumstances indicate that their parenting capacity is likely to be seriously impaired or that undue caring responsibilities are likely to be falling on a child in the family.

For children the impact of parental substance misuse can include:

- Inadequate food, heat and clothing for children (family finances used to fund adult's dependency)
- Lack of engagement or interest from parents in their development, education or wellbeing

- Behavioural difficulties- inappropriate display of sexual and/or aggressive behaviour
- Bullying (including due to poor physical appearance)
- Isolation – finding it hard to socialise, make friends or invite them home
- Tiredness or lack of concentration
- Child talking of or bringing into school drugs or related paraphernalia
- Injuries /accidents (due to inadequate adult supervision )
- Taking on a caring role
- Continued poor academic performance including difficulties completing homework on time
- Poor attendance or late arrival

These behaviours themselves do not indicate that a child's parent is misusing substances, but should be considered as indicators that this may be the case.

### **Missing, Exploited and Trafficked Children (MET)**

[http://www.proceduresonline.com/4lscb/shared\\_content\\_SCB\\_php/shared\\_files/4lscb\\_met\\_protocol.pdf](http://www.proceduresonline.com/4lscb/shared_content_SCB_php/shared_files/4lscb_met_protocol.pdf)

Within Hampshire, the acronym MET is used to identify all children who are missing; believed to be at risk of or being sexually exploited; or who are at risk of or are being trafficked. Given the close links between all of these issues, there has been a considered response to join all three issues so that cross over of risk is not missed.

### **Children Missing from Education**

[http://www.hampshiresafeguardingchildrenboard.org.uk/practitioners-issues\\_miss\\_edu.html](http://www.hampshiresafeguardingchildrenboard.org.uk/practitioners-issues_miss_edu.html)  
<https://www.gov.uk/government/publications/school-attendance>  
<https://www.gov.uk/government/publications/children-missing-education>

### **Children Missing from Home or Care**

<https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care>  
<http://www.childrenssociety.org.uk/what-we-do/policy-and-lobbying/children-risk/runaways>

Children who run away from home or from care, provide a clear behavioural indication that they are either unhappy or do not feel safe in the place that they are living. Research shows that children run away from conflict or problems at home or school, neglect or abuse, or because children are being groomed by predatory individuals who seek to exploit them. Many run away on numerous occasions.

The association of chief police officers has provided the following definitions and guidance. *“Missing person is: ‘Anyone whose whereabouts cannot be established and where the circumstances are out of character or the context suggests the person may be the subject of crime or at risk of harm to themselves or another.’*

*An absent person is: ‘A person not at a place where they are expected or required to be.’*

*All cases classified as ‘missing’ by the police will receive an active police response – such as deployment of police officers to locate a child. Cases where the child was classified as*

*'absent' will be recorded by the police and risk assessed regularly but no active response will be deployed.*

*The absent case will be resolved when a young person returns or new information comes to light suggesting that he/she is at risk. In the latter instance, the case is upgraded to 'missing'.*

Within any case of children who are missing both push and pull factors will need to be considered.

Push factors include:

- Conflict with parents/carers
- Feeling powerless
- Being bullied/abused
- Being unhappy/not being listened to
- The Toxic Trio

Pull factors include:

- Wanting to be with family/friends
- Drugs, money and any exchangeable item
- Peer pressure
- For those who have been trafficked into the United Kingdom as unaccompanied asylum seeking children there will be pressure to make contact with their trafficker
- 

### **Child Sexual Exploitation (CSE)**

<http://paceuk.info/>

[http://www.proceduresonline.com/4lscb/shared\\_content\\_SCB\\_php/shared\\_files/4lscb\\_met\\_protocol.pdf](http://www.proceduresonline.com/4lscb/shared_content_SCB_php/shared_files/4lscb_met_protocol.pdf)

Sexual exploitation of children is not limited by the age of consent and can occur up until the age of 18. CSE involves children being in situations, contexts or relationships where they (or a third person) receive 'something' as a result of them performing sexual activities. The something can include food, accommodation, drugs, alcohol, cigarettes, affection, gifts, or money.

Child sexual exploitation can happen via technology without the child's being aware; for example, being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain.

In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.

Indicators a child may be at risk of CSE include:

- going missing for periods of time or regularly coming home late;
- regularly missing school or education or not taking part in education;
- appearing with unexplained gifts or new possessions;

- associating with other young people involved in exploitation;
- having older boyfriends or girlfriends;
- suffering from sexually transmitted infections;
- mood swings or changes in emotional wellbeing;
- drug and alcohol misuse; and
- displaying inappropriate sexualised behaviour.

CSE can happen to a child of any age, gender, ability or social status. Often the victim of CSE is not aware that they are being exploited and do not see themselves as a victim.

### **Trafficked Children**

[http://www.proceduresonline.com/4lscb/shared\\_content\\_SCB\\_php/shared\\_files/4lscb\\_met\\_protocol.pdf](http://www.proceduresonline.com/4lscb/shared_content_SCB_php/shared_files/4lscb_met_protocol.pdf)

Human trafficking is defined by the UNHCR in respect of children as a process that is a combination of:

- Movement (including within the UK);
- For the purpose of exploitation
- 

Any child transported for exploitative reasons is considered to be a trafficking victim. There is significant evidence that children (both of UK and other citizenship) are being trafficked internally within the UK and this is regarded as a more common form of trafficking in the UK.

There are a number of indicators which suggest that a child may have been trafficked into the UK, and may still be controlled by the traffickers or receiving adults. These are as follows:

- Shows signs of physical or sexual abuse, and/or has contracted a sexually transmitted infection or has an unwanted pregnancy;
- Has a history with missing links and unexplained moves;
- Is required to earn a minimum amount of money every day;
- Works in various locations;
- Has limited freedom of movement;
- Appears to be missing for periods;
- Is known to beg for money;
- Is being cared for by adult/s who are not their parents and the quality of the relationship between the child and their adult carers is not good;
- Is one among a number of unrelated children found at one address;
- Has not been registered with or attended a GP practice;
- Is excessively afraid of being deported.

For those children who are internally trafficked within the UK indicators include:

- Physical symptoms (bruising indicating either physical or sexual assault);
- Prevalence of a sexually transmitted infection or unwanted pregnancy;
- Reports from reliable sources suggesting the likelihood of involvement in

sexual exploitation / the child has been seen in places known to be used for sexual exploitation;

- Evidence of drug, alcohol or substance misuse;
- Being in the community in clothing unusual for a child i.e. inappropriate for age, or borrowing clothing from older people
- Relationship with a significantly older partner ;
- Accounts of social activities, expensive clothes, mobile phones or other possessions with no plausible explanation of the source of necessary funding;
- Persistently missing, staying out overnight or returning late with no plausible explanation;
- Returning after having been missing, looking well cared for despite having not been at home;
- Having keys to premises other than those known about;
- Low self- image, low self-esteem, self-harming behaviour including cutting, overdosing, eating disorder, promiscuity;
- Truancy / disengagement with education;
- Entering or leaving vehicles driven by unknown adults;
- Going missing and being found in areas where the child or young person has no known links; and/or
- Possible inappropriate use of the internet and forming on-line relationships, particularly with adults.

These behaviours themselves do not indicate that a child is being trafficked, but should be considered as indicators that this may be the case.

### **Technologies**

[http://4lscb.proceduresonline.com/chapters/p\\_ca\\_information.html](http://4lscb.proceduresonline.com/chapters/p_ca_information.html)  
[KCSiE 2016 paragraphs 67 – 69](#)

Technological hardware and software is developing continuously with an increase in functionality of devices that people use. The majority of children use online tools to communicate with others locally, nationally and internationally. Access to the Internet and other tools that technology provides is an invaluable way of finding, sharing and communicating information. While technology itself is not harmful, it can be used by others to make children vulnerable and to abuse them.

### **Online Safety**

<https://www.thinkuknow.co.uk/Teachers/>  
<http://www.saferinternet.org.uk/>

With the current speed of on-line change, some parents and carers have only a limited understanding of online risks and issues. Parents/carers may underestimate how often their children come across potentially harmful and inappropriate material on the internet and may be unsure about how to respond. Some of the risks could be:

- unwanted contact
- grooming
- online bullying including sexting
- digital footprint

Useful resources include:

- [Teaching online safety in school](#) – 2019 non-statutory DfE guidance outlining how schools can ensure their pupils understand how to stay safe and behave online as part of existing curriculum requirements.
- UKCIS has recently published its [Education for a connected world framework](#). Online safety is a whole school and college issue. The framework aims to support the development of the curriculum and is of particular relevance to PSHE education and Computing. It is designed, however, to be usable across the curriculum and beyond and to be central to a whole school or college approach to safeguarding and online safety. It covers early years through to age 18.
- The PSHE Association provides guidance to schools on developing their PSHE curriculum – [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Parent Zone and Google have developed [Be Internet Legends](#) a free internet safety curriculum with PSHE accredited lesson plans and teaching resources for Key Stage 2 pupils.

## Social media

<https://www.thinkuknow.co.uk/Teachers/Resources/>

With the current speed of on-line change, some parents and carers have only a limited understanding of online risks and issues. Parents may underestimate how often their children come across potentially harmful and inappropriate material on the internet and may be unsure about how to respond. Some of the risks could be:

- unwanted contact
- grooming
- online bullying including sexting
- digital footprint

The school will therefore seek to provide information and awareness to both students and their parents/carers through:

- Acceptable use agreements for students, teachers, parents/carers
- Curriculum activities involving raising awareness around staying safe online
- Information included in letters, newsletters, web site
- Parent meetings
- High profile events / campaigns
- Building awareness around information that is held on relevant web sites and or publications

## Cyber Bullying

<http://www.hampshire.police.uk/internet/asset/f0db2eea-0e3c-4fb4-b98c-e3fa681b860P/primary-social-networking-cyber-bullying>

Central to the School's anti-bullying policy should be the principle that '*bullying is always unacceptable*' and that '*all students have a right not to be bullied*'.

The school should also recognise that it must take note of bullying perpetrated outside school which spills over into the school and so we will respond to any cyber-bullying we become aware of carried out by students when they are away from the site.

Cyber-bullying is defined as “an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend himself/herself.”

By cyber-bullying, we mean bullying by electronic media:

- Bullying by texts or messages or calls on mobile phones
- The use of mobile phone cameras to cause distress, fear or humiliation
- Posting threatening, abusive, defamatory or humiliating material on websites, to include blogs, personal websites, social networking sites
- Using e-mail to message others
- Hijacking/cloning e-mail accounts
- Making threatening, abusive, defamatory or humiliating remarks in on-line forums

Cyber-bullying may be at a level where it is criminal in character.

It is unlawful to disseminate defamatory information in any media including internet sites.

Section 127 of the Communications Act 2003 makes it an offence to send, by public means of a public electronic communications network, a message or other matter that is grossly offensive or one of an indecent, obscene or menacing character.

The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.

## **Sexting**

<https://www.thinkuknow.co.uk/Teachers/Resources/>

<http://www.hampshire.police.uk/internet/advice-and-information/safe4me/Safe4me+%27Sexting%27>

<https://www.ceop.police.uk/Media-Centre/Press-releases/2009/What-does-sexting-mean/>

'Sexting' often refers to the sharing of naked or 'nude' pictures or video through mobile phones and the internet. It also includes underwear shots, sexual poses and explicit text messaging.

While sexting often takes place in a consensual relationship between two young people, the use of Sexted images in revenge following a relationship breakdown is becoming more commonplace. Sexting can also be used as a form of sexual exploitation and take place between strangers.

As the average age of first smartphone or camera enabled tablet is 6 years old, sexting is an issue that requires awareness raising across all ages.

## **Gaming**

<http://www.saferinternet.org.uk/search-results?keywords=gaming>

<http://www.childnet.com/search-results/?keywords=gaming>

<http://www.kidsmart.org.uk/games/>

## **Online reputation**

<http://www.childnet.com/resources/online-reputation-checklist>



<http://www.saferinternet.org.uk/search-results?keywords=online%20reputation>  
<http://www.kidsmart.org.uk/digitalfootprints/>

Online reputation is the opinion others get of a person when they encounter them online. It is formed by posts, photos that have been uploaded and comments made by others on people's profiles. It is important that children and staff are aware that anything that is posted could influence their future professional reputation. The majority of organizations and work establishments now check digital footprint before considering applications for positions or places on courses.

## **Grooming**

<http://www.saferinternet.org.uk/search-results?keywords=grooming>  
<http://www.childnet.com/search-results/?keywords=grooming>

Online grooming is the process by which one person with an inappropriate sexual interest in children will approach a child online, with the intention of developing a relationship with that child, to be able to meet them in person and intentionally cause harm.

The school will build awareness amongst children and parents/carers about ensuring that the child:

- Only has friends online that they know in real life
- Is aware that if they communicate with somebody that they have met online, that relationship should stay online

That parents/carers should:

- Recognise the signs of grooming
- Have regular conversations with their children about online activity and how to stay safe online

## **Site Security**

[www.gov.uk/government/publications/school-security](http://www.gov.uk/government/publications/school-security)

<https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced>  
[http://www.proceduresonline.com/4lscb/hampshire/p\\_fab\\_ind\\_illness.html](http://www.proceduresonline.com/4lscb/hampshire/p_fab_ind_illness.html)

There are three main ways that a carer could fabricate or induce illness in a child. These are not mutually exclusive and include:

- fabrication of signs and symptoms. This may include fabrication of past medical history;
- fabrication of signs and symptoms and falsification of hospital charts and records, and specimens of bodily fluids. This may also include falsification of letters and documents;

- induction of illness by a variety of means.

## **Mental Health**

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

<https://www.gov.uk/government/publications/the-mental-health-strategy-for-england>

Form tutors and class teachers see their students' day in, day out. They know them well and are well placed to spot changes in behaviour that might indicate an emerging problem with the mental health and emotional wellbeing of students.

The balance between the risk and protective factors are most likely to be disrupted when difficult events happen in students' lives. These include:

- **loss or separation** – resulting from death, parental separation, divorce, hospitalisation, loss of friendships (especially in adolescence), family conflict or breakdown that results in the child having to live elsewhere, being taken into care or adopted;
- **life changes** – such as the birth of a sibling, moving house or changing schools or during transition from primary to secondary school, or secondary school to sixth form; and
- **traumatic events** such as abuse, domestic violence, bullying, violence, accidents, injuries or natural disaster.

## **Part 3 – Other safeguarding issues impacting students**

### **Bullying**

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

<http://www3.hants.gov.uk/childrens-services/childrenandyoungpeople/bullying.htm>

The school works to a separate anti-bullying policy that can be found on the school website.

### **Prejudice based abuse**

Prejudice based abuse or hate crime is any criminal offence which is perceived by the victim or any other person to be motivated by a hostility or prejudice based on a person's real or perceived:

- Disability
- Race or ethnicity
- Religion or belief
- Gender identity
- Sexual orientation

Although this sort of crime is collectively known as 'Hate Crime' the offender doesn't have to go as far as being motivated by 'hate', they only have to exhibit 'hostility'.

This can be evidenced by:

- threatened or actual physical assault
- derogatory name calling, insults, for example racist jokes or homophobic language

- hate graffiti (e.g. on school furniture, walls or books)
- provocative behaviour e.g. wearing of badges or symbols belonging to known right wing, or extremist organisations
- distributing literature that may be offensive in relation to a protected characteristic
- verbal abuse
- inciting hatred or bullying against students who share a protected characteristic
- prejudiced or hostile comments in the course of discussions within lessons
- teasing in relation to any protected characteristic e.g. sexuality, language, religion or cultural background
- refusal to co-operate with others because of their protected characteristic, whether real or perceived
- expressions of prejudice calculated to offend or influence the behaviour of others
- attempts to recruit other students to organisations and groups that sanction violence, terrorism or hatred.

### **Drugs and substance misuse**

<https://www.gov.uk/government/publications/drugs-advice-for-schools>

<http://www3.hants.gov.uk/education/hias/drug-and-alcohol/resources-for-schools.htm>

The school works to a separate drug education policy that can be found on the school website.

### **Faith Abuse**

<https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>

The number of known cases of child abuse linked to accusations of “possession” or “witchcraft” is small, but children involved can suffer damage to their physical and mental health, their capacity to learn, their ability to form relationships and to their self-esteem.

Such abuse generally occurs when a carer views a child as being “different”, attributes this difference to the child being “possessed” or involved in “witchcraft” and attempts to exorcise him or her.

A child could be viewed as “different” for a variety of reasons such as, disobedience; independence; bed-wetting; nightmares; illness; or disability. There is often a weak bond of attachment between the carer and the child.

There are various social reasons that make a child more vulnerable to an accusation of “possession” or “witchcraft”. These include family stress and/or a change in the family structure.

The attempt to “exorcise” may involve severe beating, burning, starvation, cutting or stabbing and isolation, and usually occurs in the household where the child lives.

If the school become aware of a child who is being abused in this context, the DSL will follow the normal referral route in to children’s social care.

### **Gangs and Youth Violence**

The vast majority of young people will not be affected by serious violence or gangs. However, where these problems do occur, even at low levels there will almost certainly be a significant impact.

As a school we have a duty and a responsibility to protect our students. It is also well established that success in learning is one of the most powerful indicators in the prevention of youth crime. Dealing with violence also helps attainment. While students generally see educational establishments as safe places, even low levels of youth violence can have a disproportionate impact on any education.

Crucial preventive work can be done within school to prevent negative behaviour from escalating and becoming entrenched.

### **Private fostering**

<https://www.gov.uk/government/publications/children-act-1989-private-fostering>

<http://www3.hants.gov.uk/private-fostering>

Private fostering is an arrangement by a child's parents for their child (under 16 or 18 if disabled) to be cared for by another adult who is not closely related and is not a legal guardian with parental responsibility for 28 days or more.

It is not private fostering if the carer is a close relative to the child such as grandparent, brother, sister, uncle or aunt.

The Law requires that the carers and parents must notify the children's services department of any private fostering arrangement.

### **Parenting**

All parents/carers will struggle with the behaviour of their child(ren) at some point. This does not make them poor parents/carers or generate safeguarding concerns. Rather it makes them human and provides them with opportunities to learn and develop new skills and approaches to deal with their child(ren).

Some children have medical conditions and/or needs e.g. Tourette's, some autistic linked conditions, ADHD; that have a direct impact on behaviour and can cause challenges for parents in dealing with behaviours. This does not highlight poor parenting either.

Parenting becomes a safeguarding concern when the repeated lack of supervision, boundaries, basic care or medical treatment places the child(ren) in situations of risk or harm.

In situations of poor parenting where parents/carers struggle with tasks such as setting boundaries and providing appropriate supervision, timely interventions can make drastic changes to the wellbeing and life experiences of the child(ren) without the requirement for a social work assessment or plan being in place.

(<http://www3.hants.gov.uk/childrens-services/familyinformationdirectory.htm>)

**Web-based parenting resource:** <http://www.familylives.org.uk/>

### **Off site visits**

<http://oeapng.info/evc/>

### **First Aid**

[www.gov.uk/government/publications/first-aid-in-schools](http://www.gov.uk/government/publications/first-aid-in-schools)

**Physical Intervention (use of reasonable force)**

[https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools-guidelines-for-the-use-of-restrictive-physical-intervention-in Hampshire maintained schools](https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools-guidelines-for-the-use-of-restrictive-physical-intervention-in-Hampshire-maintained-schools)

**Taking and the use and storage of images**

<https://ico.org.uk/for-the-public/schools/photos>

**Disqualification under the Childcare Act**

<https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006>

**General advice and guidance on safeguarding issues:**

[www.gov.uk/government/publications/keeping-children-safe-in-education--2](http://www.gov.uk/government/publications/keeping-children-safe-in-education--2)

## Community Partnership Information

*Guidance:* This form is for the sharing of non-urgent information by partner agencies that relates to the **Missing, Exploited and Trafficked** agenda and inter-connecting issues, such as **Modern Slavery**. This information may be sanitised and used in subsequent partnership forums for the purposes of identifying and mitigating risk. Completed forms should be sent electronically to [24/7-Intel@hampshire.pnn.police.uk](mailto:24/7-Intel@hampshire.pnn.police.uk). Any questions or concerns regarding this form can be raised with your police contact, or to FIB. The form is not a referral form, nor does it replace any pre-existing referral or notification mechanism.

**Your name:**

**Your organisation:**

**Your telephone number:**

**Your email address:**

**Information (including date & location):**

**Information Source:**

Where did this information come from (name/Dob/address)?

Can they be re-contacted? What are their contact details?

How did they find this information out?

When did they find this information out?

Who else have you shared this information with?