



Child Protection and Safeguarding Policy

Hayward's Primary School



DCC Last Update: 1 September 2020
Includes required COVID Updates

COVID-19

Keeping Children Safe in Education (KCSIE) remains in force throughout the response to coronavirus (COVID-19).

The department has issued non-statutory interim guidance on [safeguarding in schools, colleges and other providers](#) during the coronavirus outbreak. This guidance supports governing bodies, proprietors, senior leadership teams and designated safeguarding leads to continue to have appropriate regard to KCSIE and keep their children safe. It suggests where schools and colleges might consider safeguarding policy and process differently when compared to business as usual

COVID-19 school response

Should Government or LA advice alter and/or new guidance issued Hayward's School will review its Child Protection and Safeguarding policy and where necessary add a supporting appendix. This new addition to the Child Protection and Safeguarding policy once ratified will be shared with all staff.

Written by:	School Adapted Policy	Signed:
Approved by Governors:	16 th September 2020	
Next review due by:	September 2021	

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Model Child Protection and Safeguarding Policy September 2020 – With COVID additions

Governors' Committee Responsible:	Full Governing Body
Governor Lead:	Sally Yeo
Nominated Lead Member of Staff	Maugan Collins (Assistant Head – Designated Lead) Andy Smith (Headteacher – Deputy Safeguarding Lead)
Other Trained Staff	Ben Geale (Pastoral Leader) Ruth Dixon (Pastoral Leader) Kirsty Brett (School Bursar)
Status & Review Cycle:	Statutory Annual
Next Review Date:	September 2021

Safeguarding Statement

Hayward's School recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to 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. The Child Protection and Safeguarding policy underpins and guides Hayward's school's procedures and protocols to ensure its pupils and staff are safe.

This policy is one of a series in the school's integrated safeguarding portfolio and must be read in conjunction with the portfolio for fuller guidance and expectations for example code of conduct, managing allegations and acceptable user policies.

Our core safeguarding principles are:

- The school's responsibility to safeguard and promote the welfare of children is of paramount importance.
- Safer children make more successful learners.
- Policies will be reviewed at least annually unless an incident or new legislation or guidance suggests the need for an interim review.

Child protection statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in this policy apply to all staff and governors and are consistent with those of the Devon Children and Families Partnership (DCFP).

Key Personnel

The Designated Safeguarding Lead (DSL) is: Maugan Collins (Assistant Headteacher)

Contact details: email: mcollins@haywards.devon.sch.uk

Telephone: 01363 772970

The deputy DSL(s) is/are: Andy Smith (Headteacher)

Contact details: headteacher@haywards.devon.sch.uk

Telephone: 01363 772970

Other Trained L3 Staff:

Ben Geale (Pastoral)

Ruth Dixon (Pastoral and SEND)

Kirsty Brett (School Bursar)

The nominated child protection governor is:

Contact details: Sally Yeo syeo@haywards.devon.sch.uk

Telephone: [REDACTED]

The nominated deputy child protection governor is:

Contact details: Di Evelyn

Telephone: [REDACTED]

The Headteacher is:

Contact details: Andy Smith – headteacher@haywards.devon.sch.uk

Telephone: 01363 772970

The Chair of Governors is:

Contact details: Nicola Frost (nfrost@haywards.devon.sch.uk)

Telephone: [REDACTED]

Out of hours contact details will be made available to staff.

Terminology

Safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment;
- preventing impairment of children's mental and physical 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.

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 and LA corporate parents.

1. Introduction

Safeguarding legislation and guidance

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

- Section 175 of the Education Act 2002 (maintained schools only)
- Section 157 of the Education Act 2002 (Independent schools only, including academies and CTCs)
- The Education (Independent Schools Standards) (England) Regulations 2003 (Independent schools only, including academies and CTCs)
- The Safeguarding Vulnerable Groups Act 2006
- The Teacher Standards 2012
- Working Together to Safeguarding Children 2018
- Keeping Children Safe in Education 2020
- Information Sharing 2018
- What to do if you're worried a child is being abused 2015

2. Policy Principles

The welfare of the child is paramount

- 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 staff¹, volunteers and governors, 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 mental wellbeing and moral development of the individual child.
- Pupils and staff involved in child protection issues will receive appropriate support and supervision.

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 governors.

3. Policy Aims

- Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the designated safeguarding lead (or deputy) should be considering the context within which such 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 are a threat to their safety and/or welfare.
- To demonstrate the school's commitment with regard 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 to, 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 (and volunteers) working within our school who have substantial access to children have been checked as to their suitability through our safer working practices, which include verification of their identity, checking of referees, safeguarding questions which are included in the interview process, qualifications, and a satisfactory DBS check (according to guidance)², and a single central record is kept for audit.

4. Values

Supporting Children

- We recognise that a child who is abused or 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 as well as exhibiting signs of mental health problems.
- We understand the impact on a child's emotional and mental health, behaviour and education when experiencing difficulties, abuse and/or neglect.

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.
- Responding sympathetically to any requests for time out to deal with distress and anxiety.
- By noting concerns through our CPOMS system which are used to build up a clearer picture of any difficulty that a child might be experiencing.

² Guidance regarding DBS checks recently updated by the of Freedoms Act 2012

- Offering details of helplines, counselling or other avenues of external support.
- Supporting multi-agency working by promoting/complying with effective and appropriate information sharing.
- Children are given an opportunity to communicate directly with governors about any concerns or suggestions for improvements through the school council.
- Liaising and working together with all other settings, support services and those agencies involved in the safeguarding of children.
- Notify MASH (Multi-Agency Safeguarding Hub) when a child reaches the appropriate thresholds.
- Provide ongoing support when a child leaves Hayward's, particularly if there are safeguarding concerns, by ensuring that appropriate information (both safeguarding and medical) is sent to the new school by recorder delivery. We will ensure that this occurs as a matter of priority.
- Children are taught to understand and manage risk through our person, social, health and economic (PHSE) education and Relationship and Sex Education and through all aspects of school life. This includes online safety; and
- by accessing and utilising the necessary resources, guidance and toolkits to support the identification of children requiring mental health support, support services and assessments and the subsequent systems and processes.

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.
- Include 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 are adults in the school whom they can approach if they are worried or in difficulty.
- include safeguarding across the curriculum, including PSE, 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; provide focussed activities to prepare key year groups for transition to new settings and/or key stages e.g. more personal safety/independent travel; and
- To school will work regularly with the Child Assault Prevention Team (CAP UK) to ensure that children are receiving a consistent message in what to do in difficult situations. Workshops will be aimed at all children from Reception to Y6.
- To school will work regularly with the NSPCC to ensure that children are receiving a consistent message in what to do in difficult situations. Workshops will be aimed at all children with specific workshops aimed at the Y5 and Y6 children.
- Ensure all staff, pupils and parent are aware of school guidance for their use of mobile technology and the safeguarding issues around the use of mobile technologies and their associated risks have been shared.

5. Safe School, Safe Staff

We will ensure that;

- all staff and volunteers read KCSiE Part 1 and Annex A annually and sign to say they read and understood it.

- all staff receive information about the school's safeguarding arrangements, the school's safeguarding statement, staff behaviour policy (code of conduct)³, child protection and safeguarding policy, behaviour policy, the safeguarding response to children who go missing from education, the role and names of the Designated Safeguarding Lead and their deputy(ies), and sign to say they have read, understood and will abide by it;
- all staff receive safeguarding and child protection information, including online safety, in line with advice from Devon Children and Family 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 governors have annual Level 2 child protection awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse;
- The child protection and safeguarding 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 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; assessments and plans are recorded on the Rights for Children (R4C) system;
- Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time, for example, by having evidence of DBS checks having been undertaken;
- Community users organising activities for children are aware of the school's Child Protection and Safeguarding Policy, guidelines and procedures;
- The name of the designated members of staff for child protection, the Designated Safeguarding Lead and deputy(ies), are clearly advertised in the school with a statement explaining the school's role in referring and monitoring cases of suspected abuse;
- All Governors will be given a copy of Part 2 and Annex A of Keeping Children Safe in Education 2020 and will sign to say they have read and understood and will abide by the information contained.

6. Roles and Responsibilities

All members of The Governing Body understand and fulfil their responsibilities, namely to ensure that;

- there is a Child Protection and Safeguarding policy together with a staff behaviour policy (code of conduct);
- child protection, safeguarding, recruitment and managing allegations policies and procedures, including the staff behaviour policy (code of conduct), are consistent with Devon Children and Families Partnership and statutory requirements, are reviewed annually and that the Child Protection and Safeguarding policy is publically available on the school website or by other means;
- All staff including temporary staff and volunteers are provided with the school's child Protection and Safeguarding Policy and staff behaviour policy;
- all staff have read Keeping Children Safe in Education (2020) part 1 and Annex A 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 disqualification by association regulations and by ensuring that there is at least one person on every recruitment panel who has completed safer recruitment training;

³ The code of conduct should include acceptable use of technology, staff & pupil relationship boundaries and communications, including the use of social media.

- the school has procedures for dealing with allegations of abuse against staff (including the headteacher), supply staff, volunteers and against other children and that 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 Governing Body, 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
- a member of the senior leadership team has been appointed as the Designated Safeguarding Lead (DSL) by the Governing Body who will take lead responsibility for safeguarding and child protection and that the role is explicit in the role holder's job description;
- on appointment, the DSL and deputy(ies) undertake appropriate Level 3 identified training offered by Devon Children and Families Partnership or other provider every two years;
- all other staff have safeguarding training updated as appropriate; but at least annually.
- at least one member of the governing body 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 (without barred list checks, unless the governor is also a volunteer at the school) are in place for all Governors;
- any weaknesses in Child Protection are remedied immediately;

The Headteacher will ensure that;

- the Child Protection and Safeguarding Policy and procedures are implemented and followed by all staff;
- sufficient time, training, support, resources, including cover arrangements where necessary, is allocated to the DSL and deputy(ies) DSL(s) to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings;
- where there is a safeguarding concern that the child's wishes and feelings are taken into account when determining what action to take and what services to provide;
- systems are in place for children to express their views and give feedback which operate with the best interest of the child at heart;
- all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle-blowing procedures;
- that pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online;
- they liaise with the Local Authority Designated Officer (LADO), before taking any action and on an ongoing basis, where an allegation is made against a member of staff, supply staff or volunteer; and
- anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service.

The Designated Safeguarding Lead;

- holds ultimate responsibility for safeguarding and child protection (including online safety) in the school and is a member of the SLT.
- acts as a source of support and expertise in carrying out safeguarding duties for the whole school community;
- will have the necessary knowledge and understanding to recognise possible children at risk of contextual and/or familial abuse or exploitation;
- 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 MASH⁴, and act as a focal point for staff to discuss concerns. Enquiries⁵ 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, relevant child protection information is passed to the new school (separately from the main pupil file, ensuring secure transit) as soon as possible and that confirmation of receipt is obtained;
- in addition to the child protection file (held on CPOM'S at Hayward's) the designated safeguarding lead should also consider if it would be appropriate to share any information with the DSL of 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. All transfers should be made securely.
- will liaise with the Local Authority, its safeguarding partners⁶ 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 procedures;
- 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 child protection policy, staff behaviour policy (code of conduct) and Keeping Children Safe in Education Part 1 and annex A and ensure that the policies are used appropriately;
- Will organise child protection and safeguarding induction, regularly updated training and a minimum of annual updates (including online safety) for all school staff, keep a record of attendance and address any absences;
- Will contribute to and provide, with the Headteacher and Chair of Governors, 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 and/or Safer Me (concerns around exploitation) is appropriate;
- Will ensure that the name of the designated members of staff for Child Protection, the Designated Safeguarding Lead and deputies, are clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.

The Deputy Designated Safeguarding Lead(s)

- Is/are 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. In the event of the long-term absence of the DSL the deputy will assume all of the functions above.

⁴ 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.

⁵ Online forms are available via [Devon County Council](#) or [DCFP](#).

⁶ NPCC – when to call the police will support DSLs understand when they should consider contacting the police and what to expect when they do

All School Staff

- 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;
- Consider, at all times, what is in the best interests of the child;
- will be aware of the indicators of abuse and neglect both familial and contextual; and recognise that contextual harm can take a variety of different forms;
- 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' (2015);
- 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;
- Will be aware of the Case Resolution protocol or the duty to report concerns if the DSL fails to do so without reasonable cause
- Are aware of the Early Help⁷ 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;

7. Confidentiality

- Hayward's 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 (2015) 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 2018⁸ 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 or 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. Child Protection Procedures

Good practice at Hayward's includes:

- treating all pupils with respect
- setting a good example by conducting ourselves appropriately
- involving pupils in decisions that affect them
- encouraging positive, respectful and safe behaviour among pupils
- being a good listener
- being alert to changes in pupils' behaviour

⁷ Detailed information on early help can be found in Chapter 1 of [Working Together to safeguard children](#)

⁸ The UK Data Protection Act 2018 (DPA 2018) is supplementary to the General Data Protection Regulation 2016 (the GDPR) and replaces DPA 1998.

- recognising that challenging behaviour may be an indicator of abuse
- reading and understanding the school's child protection policy and guidance documents on wider safeguarding issues, for example bullying, behaviour, physical contact and information-sharing
- asking the pupil's permission before initiating physical contact, such as assisting with dressing, physical support during PE or administering first aid
- maintaining appropriate standards of conversation and interaction with and between pupils and avoiding the use of sexualised or derogatory language
- being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse
- applying the use of reasonable force only as a last resort and in compliance with school and DEVON CHILDREN AND FAMILIES PARTNERSHIP procedures.
- risk assessments which detail CP procedures for children changing for PE/adventurous activities whilst on trips/residential.
- when on residential trips with children, staff are aware that they are in "loco parentis" and will act accordingly to this. They will have read and understood the code of conduct, behaviour policy, safeguarding policy and risk assessment for that trip. No alcohol will be consumed at any point on a residential by staff
- the school has in place safe guarding procedures for children changing for PE in school ie separate areas and blinds on windows. Staff receive additional safeguarding guidance to read around this.
- the Intimate Care policy being updated regularly and annual training takes place for those involved in line with safeguarding
- termly safeguarding admin meetings being held where all discussions and actions are minuted and fed back into policy
- robust training for volunteers and students
- robust signing in procedures for any adult visiting the school
- the SCR (Single Central Record) being checked at least each half term by a L3 CP lead and also by the Safeguarding Governor at a termly portfolio meeting. A signed sheet is in place to evidence this.
- School also undertake a Babcock Safeguarding Audit on a minimum of a two-year basis to ensure that our systems are working as effectively as possible.

All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach. The school's Code of Conduct sets out our expectations of staff and is signed by all staff members.

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

Staff understand that:

- 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). Abuse can take place wholly online, or technology may be used to facilitate off line abuse. They may be abused by an adult or adults or by another child or children.
- Abuse and Neglect may also take place outside of the home, contextual safeguarding, and this may include (but not limited to), sexual exploitation criminal exploitation, serious youth violence, radicalisation.
- 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 appendices 1 and 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)
 - child criminal exploitation: county lines
 - bullying including cyberbullying
 - domestic abuse
 - drugs
 - fabricated or induced illness
 - faith abuse
 - Honour based violence - including female genital mutilation (FGM),forced marriage
 - Homelessness
 - 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
 - serious violence and sexual harassment

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 CPOM'S. Staff have been briefed on ensuring that anything of concern is also reported directly with the DSL or deputy. Discussing their concerns in person with the DSL is also encouraged but the details of the concern should be recorded on CPOM's (Paper copies of referral forms and Body maps are available in the staff room should the computer system have failed) .
- 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. These observations should be logged on CPOM'S and the relevant staff tagged.
- Hayward's 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 write and then record their observations on CPOM'S. Where relevant a body map can be accessed through CPOM'S.
- 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 and on CPOM's.
- 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 overreact 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
- Staff understand the importance of not investigating the allegation, they are not asked to provide it is true only to record the child's statement.
- 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 should write up their conversation as soon as possible on CPOM's in the child's own words. Staff should make this a matter of priority. CPOM's is automatically records the date and the time the report was written. The member of staff's name should be printed and it should also detail where the disclosure was made and who else was present.

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 e.g. familial sexual abuse.

Where there are concerns about forced marriage or honour based abuse parents should not be informed a referral is being made as to do so may place the child at a significantly increased risk. In some circumstances it would be appropriate to contact the police.

Making a referral

- Concerns about a child or a disclosure should be immediately raised with the DSL who will help decide whether a referral to children's MASH or other support is appropriate in accordance with Devon Children and Families Partnership Threshold Tool⁹.
- If a referral is needed then the DSL should make this rapidly and systems in place to enable this happen. 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.

Supporting our 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

Hayward's School recognises that some children 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.

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 themselves;

⁹ DCFP Threshold Tool

- 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.
- has an imprisoned parent

10. Anti-Bullying/Cyberbullying

Our 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 governing body. 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 PSHE education.

11. 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.

12. 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 '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.

Hayward's 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 terrorism¹⁰.

Hayward's 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 6.

¹⁰ [The Prevent duty](#)

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)¹¹ .

The school governors, the Head Teacher 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 governors to raise concerns around Prevent (020 7340 7264).

13. 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 5).

Staff at Hayward's are trained in '**Operation Encompass**' and deal as a point of contact when required. Operation Encompass provides an efficient, confidential channel of communication between police forces and Key Adults within schools. This enables the immediate and discrete recognition of the child's situation by the Key Adult, ensuring a secure and sympathetic environment is provided and the broader effects of abuse are addressed.

14. Child Sexual Exploitation (CSE)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. This power imbalance could be due to age, gender, sexual identity, cognitive ability, physical strength, status, and /or access to economic or other resources. The abuse could be linked to an exchange for something the victim perceives that they need or want and/or will be to the financial benefit or other advantage (such as increase status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It may involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when the activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. More definitions and indicators are included in Appendix 3.

¹¹ [Promoting Fundamental British Values](#)

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

The DSL will use the Devon Children and Families Partnership Adolescent Safety Framework Safer Me Assessment¹² 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 MACE¹³ (Missing & Child Exploitation) 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.

Hayward's 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.

Hayward's 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.

15. 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 police¹⁴.

The duty applies to all persons in Hayward's 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. It should not be transferred to the Designated Safeguarding Lead, however the DSL should be informed.

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 4. Concerns about FGM outside of the mandatory reporting duty should be reported as per Hayward's School'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 practicing 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.

¹² [DCFP Adolescent Safety Framework info and Safer Me Assessment](#)

¹³ [DCFP MACE guidance](#)

¹⁴ [FGM procedural information](#)

16. 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

17. Honour-based Abuse

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.

18. 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.

Hayward's 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.

The 101 diversity team can be contacted in the event of an emergency.

19. Mental Health

Staff will 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. Whilst school recognise that only appropriately trained professionals can diagnose mental health problems; staff are able to make day to day observations of children and identify such behaviour that may suggest they are experiencing a mental health problem or be at risk of developing one.

How traumatic Adverse Childhood Experiences (ACE's) and experiences of abuse and neglect can impact on a child's mental health, behaviour and education through to adolescence and adulthood will be covered in safeguarding awareness training and updates. If staff have a mental health concern about a child that is also a safeguarding concern they will share this with the DSL or deputy.

19. 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 placed 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.

Hayward's 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 with the DSL and the DSL will notify MASH of the circumstances.

20. Looked After Children and previously looked after children

The most common reason for children becoming looked after is as a result of abuse and neglect. Hayward's 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 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.

The designated teacher for looked after children works with the virtual school head to discuss how Pupil Premium Plus funding can be best used to support the progress of looked after children in the school and meet the needs in the child's personal education plan. The designated teacher will follow the statutory guidance 'Promoting the education of Looked After Children'.

21. Children Missing Education

Attendance, absence and exclusions are closely monitored. The school will hold more than one emergency contact number for the pupils and students where reasonably possible'. 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'¹⁵.

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

¹⁵ [CME Statutory Guidance for Local Authorities](#)

22. 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

Hayward's School has an online safety policy which explains how we try to keep pupils safe in school and how we respond to online safety incidents (See flowchart, Appendix 7).

Hayward's School will also provide advice to parents when pupils are being asked to learn on line at home and consider how best to safeguard both pupils and staff.

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 Peter Gordon.

23. Child on Child Sexual violence and sexual harassment

The DSL, Governing Body/Board and Head Teacher will take due regard to Section 5, KCSiE 2020

In most instances, the conduct of pupils towards each other will be covered by our behaviour policy. However, some allegations may be of such a serious nature that they may raise safeguarding concerns. Hayward's School recognise that children are capable of abusing their peers. It will not be passed off as 'banter' or 'part of growing up'. The forms of peer on peer abuse are outlined below.

- Domestic abuse – an incident or pattern of actual or threatened acts of physical, sexual, financial and/or emotional abuse, perpetrated by an adolescent against a current or former dating partner regardless of gender or sexuality.
- Child Sexual Exploitation – children under the age of 18 may be sexually abused in the context of exploitative relationships, contexts and situations by peers who are also under 18.
- Harmful Sexual Behaviour – Children and young people presenting with sexual behaviours that are outside of developmentally 'normative' parameters and harmful to themselves and others (For more information, please see Appendix 2).
- 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, or cause the victim humiliation, distress or alarm
- Serious Youth Violence¹⁶ – Any offence of most serious violence or weapon enabled crime, where the victim is aged 1-19' i.e. murder, manslaughter, rape, wounding with intent and causing grievous bodily harm. 'Youth violence' is defined in the same way, but also includes assault with injury offences. All staff will receive training so that they are aware of indicators which may signal that children are at risk from, or involved with serious violence and crime.
- Power imbalance – this could be in the form of an imbalance of age but also an imbalance of power.

The term peer-on-peer abuse can refer to all of these definitions 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.

¹⁶ [Preventing youth violence and gang involvement](#)

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).

Hayward's 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 which 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, Hayward's 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 Hayward's School'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 be provided with support.

24. Youth produced sexual imagery (sexting)¹⁷

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 of 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'¹⁸.

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.

¹⁷ Youth refers to anyone under the age of 18

¹⁸ [Sexting in schools and colleges](#)

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. Such decisions will be recorded.

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.

25. Allegations against staff

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.

Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction¹⁹.

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 aware of the information, will immediately inform the Headteacher²⁰.

The Headteacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO)²¹ 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 Governors who will consult the LADO as above, without notifying the Headteacher first.

The school will follow the Devon procedures for managing allegations against staff, procedures set out in Keeping Children Safe in Education 2020 and the school's Managing Allegations policy and procedures.

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 Governors 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 governors 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.

26. Whistle-blowing

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 Whistleblowing Policy.

¹⁹ Refer to "Guidance for Safe Working Practice"

²⁰ Chair of Governors in the event of an allegation against the Headteacher

²¹ Duty LADO 01392 384964 or email ladosecure-mailbox@devon.gov.uk

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.

Whistle-blowing re the Headteacher should be made to the Chair of the Governing Body whose contact details are readily available to staff (as pertinent to setting).

27. First Day Response

The school will design a flowchart of procedures which we will follow. Parents will be contacted re. absence by 9:45am. School will attempt to contact all numbers on the contact list. In the event of non-contact by 11:00 am the information will be passed to either the Safeguarding Lead or the Deputy Safeguarding Lead and a decision will be made as to whether a visit to home is made to check on well-being. In the event of further concern a call will be logged with 101.

28. 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 of working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundary.

28. Confidentiality and sharing information and GDPR

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, headteacher/principal or chair of governors (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.

Child protection information will be stored and handled in line with the Data Protection Act 2018 ²²and HM Government Information Sharing and Advice for practitioners providing safeguarding services to children, young people, parents and carers, July 2018.

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

- necessary and proportionate
- relevant
- adequate

²² The UK Data Protection Act 2018 (DPA 2018) is supplementary to the General Data Protection Regulation 2016 (the GDPR) and replaces DPA 1998.

- accurate
- timely
- secure

Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

29. This policy also links to our policies on:

- Behaviour,
- Staff Behaviour Policy / Code of Conduct
- Whistleblowing,
- Anti-bullying,
- Health & Safety
- Allegations against staff,
- Parental concerns,
- Attendance,
- Curriculum
- PSHE
- Teaching and Learning
- Administration of medicines
- Drug Education
- Sex and Relationships Education
- Physical intervention
- E-Safety, including staff use of mobile phones
- Risk Assessment
- Recruitment and Selection
- Child Sexual Exploitation
- Intimate Care
- Radicalisation and Extremism
- Data Protection/GDPR Guidance

Appendix 1

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-needing behaviour
- Suspicious bruises or other injuries such as burns with unsatisfactory explanations
- Unmet medical Needs
- Hunger
- Poor Hygiene
- Lack of self-esteem
- Self-injury
- Depression and/or anxiousness
- Age inappropriate sexual behaviour
- Criminality
- Substance abuse
- Mental Health Problems
- Poor attendance

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:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face and neck
- 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 is 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 2

Sexual Abuse & Sexual Harassment

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. Staff should be vigilant to:

- bullying (including cyberbullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- sexting (also known as youth produced sexual imagery)
- initiation/hazing type violence and rituals
- upskirting

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, inappropriate 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 by choosing Safeguarding Children – Protocols and Guidance for Professionals.

Appendix 3

Exploitation (including Child Sex Exploitation, Child Criminal Exploitation and County Lines)

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 or criminal exploitation.

Signs include:

- going missing from home or school
- regular school absence/truancy
- 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.

County lines is a term used to describe gangs and organised criminal networks involved in the exporting of illegal drugs (primarily crack cocaine and heroin) into one or more importing areas (within the UK), using dedicated mobile phone lines or other form of 'deal line.'

Exploitation is an integral part of the county lines offending model with children and vulnerable adults being exploited to move (and store) drugs and money. The same grooming models used to coerce, intimidate and abuse individuals for sexual and criminal exploitation are also used for grooming vulnerable individuals for county lines.

Appendix 4

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. If a member of staff, in the course of their work, discovers that an act of FGM appears to have been carried out, the member of staff must report this to the Police.

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. It is important to note that female children are most at risk from infancy to age 15, which makes primary aged children at high risk of this abuse.

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 Leon, 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 5

Domestic Abuse (incl Operation Encompass)

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 serious long lasting emotional and psychological impact on children. In some cases children may blame themselves for the abuse or may have had to leave the family home as a result.

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/>

If you are concerned about a child or young person in Devon please contact the [Multi-Agency Safeguarding Hub \(MASH\)](#) on 0345 155 1071 or email mashsecure@devon.gov.uk.

If you are concerned about an adult (aged 16+) in Devon please complete the [Risk Identification Checklist](#) (Safelives DASH RIC) to identify the level of risk which support service to refer them too, and follow the advice on the [MARAC page](#) for all levels of risk.

If you are concerned about a vulnerable adult please contact [Care Direct](#) on 0845 155 1007 (8am – 8pm Monday to Friday and 9am – 1pm on Saturdays) In an emergency, please contact the Emergency Duty Service 0845 6000 388 or email csc.caredirect@devon.gov.uk.

Splitz Support Service is a charity delivering support services to women and young people experiencing the trauma of domestic abuse and sexual violence. Telephone 0345 155 1074 or email admin@splitzdevon.org

SAFE (Stop Abuse For Everyone) is a charity based in Exeter providing help and support to children and families who have experienced domestic abuse and violence. Telephone 030 30 30 0112 or email hello@safe-services.org.uk (Monday to Friday, 9am – 5pm)

National Domestic Abuse Helpline Refuge runs the National Domestic Abuse Helpline, available 24hour a day 0808 2000 247 and its website offers guidance and support for potential victims.

Refuge <https://www.refuge.org.uk/>

Operation Encompass helps police and schools work together to provide emotional and practical help for children. Police will inform the 'key adult' within school if they have been called to an incident of domestic abuse, where there are children in the household before registration the next day.

Appendix 6

INDICATORS OF VULNERABILITY TO RADICALISATION

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.

3. 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.

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

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

Indicators of vulnerability include:

- Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the student / pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

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

More critical risk factors could include:

- Being in contact with extremist recruiters;

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

The Prevent duty ensures schools and colleges have 'due regard' to the need to prevent people from being drawn into terrorism.

Channel is the voluntary, confidential support programme which focuses on providing support at an early stage to individuals that have been identified as being vulnerable to radicalisation. Prevent referrals may be passed to the multi-agency Channel panel to determine whether individuals require support.

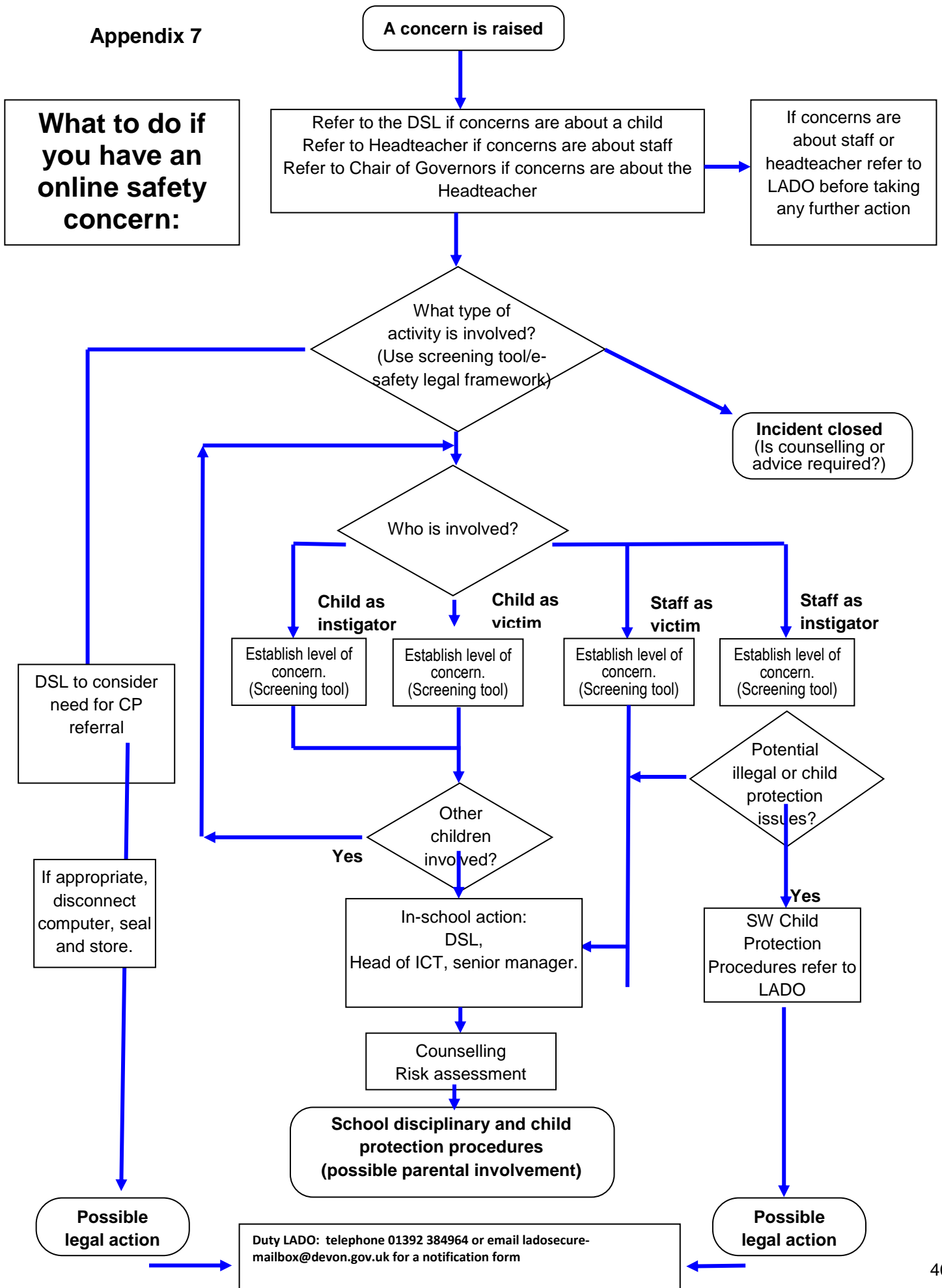
[The Prevent Duty can be accessed via this link.](#) (school specific para's 57-76)

[The Prevent Duty, for Further Education Institutions](#)

Guidance on Channel <https://www.gov.uk/government/publications/channel-guidance>

Further information can be obtained from the Home Office website.

Appendix 7



Appendix 8

Further advice on child protection is available from:

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

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

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

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

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

Thinkuknow (includes resources for professionals and parents) <https://www.thinkuknow.co.uk/>

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>



For Early Help, Consultation and Enquiries please contact:

Telephone: **0345 155 1071**

Email: mashsecure@devon.gov.uk

Fax: 01392 448951

Enquiry Form available at:

<https://new.devon.gov.uk/making-a-mash-enquiry>

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

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

Early Help Team

Senior Manager: TBC

Manager Exeter and South: TBC

Manager Mid & East: Ian Flett 07815 562 370

Manager South & West: Karen Hayes 07854 253424

Manager Northern: Sarah Simpson 07854 304 512

Locality Early Help Mailbox

North: earlyhelpnorthsecuremailbox@devon.gov.uk

Mid & East: earlyhelpmideastsecuremailbox@devon.gov.uk

South & West: earlyhelpsouthsecuremailbox@devon.gov.uk

Exeter: earlyhelpexetersecuremailbox@devon.gov.uk

For emergencies outside of office hours please call:

0345 600 0388 or 0845 600 0388



**COVID-19 school closure arrangements for
Safeguarding and Child Protection
at Hayward's Primary School**

Hayward's Primary School



Written by:	Devon County Council	Signed:
Approved by Governors:	Summer 2020	
Next review due by:	Summer 2021	

APPENDIX ONE

COVID-19 school closure arrangements for Safeguarding and Child Protection at Hayward's Primary School

- Policy owner: Andy Smith (Hayward's Primary School)
- Date ratified by governors: 8th April 2020
- Date shared with staff: 9th April 2020

Contents:

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- 2.0 Vulnerable children*
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 - 2.2 How will this look in our schools*
 - 2.3 Those vulnerable children not attending school*
- 3.0 Designated Safeguarding Lead*
 - 3.1 DSL in school*
 - 3.2 Informing staff*
- 4.0 Reporting a concern*
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- 5.0 Safeguarding training and induction*
- 6.0 Safer recruitment/volunteers and movement of staff*
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- 8.0 Supporting children not in school*
- 9.0 Peer-on-Peer abuse*

1.0 Context

This appendix has been developed in response to and aligned to DfE guidance <https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers> published 27th March 2020.

From 20th March 2020 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for vulnerable children and those of workers **critical to the COVID-19 response** - who absolutely need to attend.

Schools and all childcare providers were asked to provide care for a limited number of children –

- **children who are vulnerable** (see para 2), and
- children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

This appendix of the Safeguarding, and Child Protection policy contains details of our individual safeguarding arrangements during this period of time and is likely to be reviewed at regular intervals particularly when new advice is released by the LA or DfE. This appendix of the Safeguarding and Child Protection policy will also be reviewed should school play 'host' to a collapsed provision or direct pupils/staff to a 'cluster' school. The review will then consider any information about 'hub' working issued by the DfE, and consideration will be made for example on, the sharing of vulnerable pupil information, the reporting of concerns and updating of safeguarding files.

It remains the case that **safeguarding is everybody's responsibility**, therefore this additional information needs to be shared with all staff and volunteers who in turn must read, digest and seek support from their DSL team or school leaders if further clarification is required. All staff should continue

to have access to the Child Protection policy, Code of Conduct and KCSiE 2020 where further details and information can be found.

The schools' safeguarding team (DSL, Safeguarding Governor etc) and their contact details can be found in the main body of the Schools Safeguarding Policy. Changes to the DSL and DDSL during these exceptional circumstances can be found in para 3 of this appendix. Any changes will be shared with all staff and volunteers of the school.

2.0 Vulnerable children

Vulnerable children include those who have a social worker (including children in care) and those children and young people up to the age of 25 with education, health and care plans (EHCPs). A child may also be deemed to be vulnerable if they have been assessed (by the school, or other professional) as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

Those with an EHC plan will be risk-assessed in consultation with the SENDCO, Local Authority and parents, to decide whether they need to continue to be offered a school or college place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary and available, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.

Eligibility for free school meals in and of itself should not be the determining factor in assessing vulnerability. Senior leaders, especially the Designated Safeguarding Lead (and deputy) know who our most vulnerable children are. They have the flexibility to offer a place to those on the edge of receiving children's social care support.

School leaders must also consider the health, safety and wellbeing of staff and all other children attending the setting. If a child is unwell, or showing the symptoms of Covid -19 (as defined by current government guidelines) they will expect the child to remain at home and the school will offer provision and support remotely informing relevant partner agencies. This will include establishing regular contact with the family until such time as they have adhered to guidelines enabling the now well or symptom free child to return to school.

If the school has information that parents are not following current government guidelines Leaders will use their professional discretion, working with any partner agencies and LA officers to agree appropriate action. This will firstly take into account the child's safety however where other exceptional circumstances exist whereby a child compromises the health, wellbeing or safety of staff or other children, then appropriate action will be agreed by the school together with the social worker/LA.

Hayward's will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children. If current plans and support packages exist for these pupils the school will continue to provide for these as best as possible in conjunction with the relevant agencies. The lead person for this will be: Ruth Dixon (Designated Safeguarding Lead) / **Maugan Collins (Updated September 2020)**.

There is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at risk. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and school will explore the reasons for this directly with the parent. Where parents are concerned about the risk of the child contracting COVID19, Hayward's or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England. We will encourage our vulnerable children and young people to attend school, including remotely if not possible by other means.

2.1 Attendance monitoring

Local authorities and education settings do not need to complete their usual day-to-day attendance processes to follow up on non-attendance. Key staff and social workers will agree with parents/carers whether children in need and those on CP should be attending school – we will then follow up (**Schools Safeguarding of Vulnerable Children During Covid 19**) on any pupil that we were expecting to attend, who does not.

Hayward's will also follow up with any parent or carer who has arranged care for their child(ren) and the child(ren) subsequently do not attend.

School will complete a return online so the DfE can monitor who is in school and who isn't by midday everyday https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings?utm_source=15dbdd08-0355-41cd-a731-77d42d9cf9a9&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate

The LA has a duty to monitor vulnerable children's attendance and Hayward's Primary School will be completing the necessary spreadsheets and returning to schoolsdailyreturns@devon.gov.uk daily.

2.2 How will this look in our school?

To support the above, Hayward's will, when communicating with parents/carers and carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available. In all circumstances where a vulnerable child does not take up their place at school, or discontinues, Hayward's will take the actions described in the **Schools Safeguarding of Vulnerable Children During Covid 19 flowchart**.

2.3 Those vulnerable children not attending school

Those vulnerable children who are not attending school will be contacted on a regular basis so that school are satisfied that they are safe. We maintain regular telephone/email with families and record this on a spreadsheet. School will follow the **Schools Safeguarding of Vulnerable Children During Covid 19 flowchart** along with that from other agencies working with the pupil and family. The DSL or Deputy DSL will review their RAG ratings for this group at least weekly taking into account any reported concerns from school contact or any information from partner agencies such as ViST reports. Any changes will be recorded on the schools central vulnerable group spreadsheet and shared with the Headteacher if not DSL. **Any changes in the RAG rating will be sent to the LA on this link so the master records can be updated. schoolsdailyreturns@devon.gov.uk**

3.0 Designated Safeguarding Lead (DSL)

Hayward's Primary School has a Designated Safeguarding Lead (DSL) and a Deputy DSL. During this extra ordinary situation their contact details are as follows:

Role	Name	Contact Number 1	Contact Number 2	Email
Designated Safeguarding Lead	Ruth Dixon			rdixon@haywards.devon.sch.uk Until September 2020
Designated Safeguarding Lead	Maugan Collins	07538 574618		mcollins@haywards.devon.sch.uk From September 2020
Deputy Designated Safeguarding Lead	Andy Smith	07834 836739	01363 84601	headteacher@haywards.devon.sch.uk

Deputy Designated Safeguarding Lead	Kirsty Brett	01363 776854	07707 909740	kbrett@haywards.devon.sch.uk
Deputy Designated Safeguarding Lead	Ben Geale	01363 776781		bgeale@haywards.devon.sch.uk

3.1 DSL cover in school

The optimal scenario is to have a trained DSL (or deputy) available on site. Where this is not the case a trained DSL (or deputy) will be available to be contacted via phone or online video - for example when working from home. Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for co-ordinating safeguarding on site. This might include updating and managing access to child protection records and liaising with the offsite DSL (or deputy) and as required liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school or college.

3.2 Informing staff

It is important that all school staff and volunteers have access to a trained DSL (or deputy), or the named school leader, Hayward's Primary School will inform all staff and volunteers of changes to the details above.

Therefore, each day staff on site will be made aware of who that person is and how to speak to them. The DSL will continue to engage with social workers and attend all multi-agency meetings, which can be done remotely or seek support and liaise with Early Help professionals.

Any changes to the DSL on duty will also be shared with those staff working from home via email. School will also have a daily information board sharing the DSL and safeguarding contacts for the day for all staff working on site.

Any changes to the Safeguarding team details will also be shared with Babcock LDP and Devon County Council.

4.0 Reporting a concern

Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy which can be done remotely via email or through telephone. In the unlikely event that a member of staff cannot access any electronic system from home, they should email the Designated Safeguarding Lead, Headteacher or Safeguarding contact. This will ensure that the concern is received. Staff are reminded of the need to report any concern immediately and without delay. All staff should follow the escalation process as laid out in **Schools Safeguarding of Vulnerable Children During Covid 19 flowchart**.

4.1 Reporting a concern about an adult/the HT

Where staff are concerned about an adult working with children in the school, they should report the concern to the Headteacher. If there is a requirement to make a notification to the Headteacher whilst away from school, this should be done verbally and followed up with an email to the Headteacher immediately.

Concerns around the Headteacher should be directed to the Chair of Governors:
nfrost@haywards.devon.sch.uk

5.0 Safeguarding training and induction

DSL training is **very unlikely** to take place whilst there remains a threat of the COVID 19 virus. For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they have or will miss their refresher training. All existing school staff who have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2020), are similarly likely to not receive whole staff training during this time. DSLs should therefore communicate with staff any new local arrangements, so they know what to do if they are worried about a child. This should be achieved through emails and similar electronic means.

Where new staff or volunteers are recruited they will continue to be provided with a safeguarding induction, as identified in our safer recruitment policy.

6.0 Safer recruitment/volunteers and movement of staff

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, Hayward's Primary School will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2020) (KCSIE).

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact. Where Hayward's Primary School are utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under **no circumstances** will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

Hayward's Primary School will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE. Hayward's Primary School will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's 'Teacher misconduct advice for making a referral'. During the COVID-19 period all referrals should be made by emailing Misconduct.Teacher@education.gov.uk Whilst acknowledging the challenge of the current National emergency, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, Hayward's Primary School will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

Where staff are required to work in schools that are not their normal place of work, senior leaders take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that

- the individual has been subject to an enhanced DBS and children's barred list check
- there are no known concerns about the individual's suitability to work with children
- there is no ongoing disciplinary investigation relating to that individual

There is no requirement to list such individuals in the schools SCR, unless leaders choose to do so as long as such written confirmation is received. School will retain this evidence until such time as the current restrictions on schools are lifted and in line with our current data and information retention policies.

For movement within the Trust, schools should seek assurance from the Multi-Academy Trust or Federation HR Manager or equivalent senior leader that the member of staff has received appropriate safeguarding training and all pre-employment safeguarding requirements are in place.

Upon arrival, they must have access to a copy of the receiving setting's child protection policy, confirmation of local processes and confirmation of DSL arrangements and contact details.

7.0 Online safety in schools and colleges

Hayward's Primary School will continue to provide a safe environment, including online. This includes the use of an online filtering system. Where students are using computers in school, appropriate supervision will be in place.

7.1 Children and online safety away from school and college

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk or suffering abuse. Any such concerns should be dealt with as per the Child Protection Policy (and where appropriate the **Schools Safeguarding of Vulnerable Children During Covid 19 flowchart**). Referrals should still be made to MASH/social worker and as required, to the police. Online teaching should follow the same principles as set out in the code of conduct.

Hayward's Primary School will ensure any use of **online learning tools** and systems is in line with privacy and data protection/GDPR requirements. Below are some things to consider when delivering virtual lessons, especially where webcams are involved:

- No 1:1s , groups only, unless as a result of risk assessments confirmed with the Headteacher. This may for example involve having the parent in the room.
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms.
- The live class should be recorded so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms agreed by school leaders
- Staff should record the length, time, date and attendance of any sessions held.

7.2 Online safety at home

School will continue to support parents, sharing online safety information, websites and resources for them to utilise on the school website and in school communications and updates. E.g. links to CEOPs, ThinkUKnow.

8.0 Supporting children not in school

Hayward's Primary School is committed to ensuring the safety and wellbeing of all its children. Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person. Details of this plan must be recorded, as should a record of contact which has been made. The communication plans can include; remote contact, phone contact, door-step visits (if appropriately risk assessed). The plans put in place will as a minimum reflect the **Schools Safeguarding of Vulnerable Children During Covid 19 flowchart**). Other individualised contact methods should be carefully considered, ideally working with families, and recorded.

Hayward's Primary School and its DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan. Any such plan must be reviewed at least Hayward's Primary School and where concerns arise, the DSL will consider any referrals as appropriate. The school will share safeguarding messages on its website and social media pages. Hayward's Primary School recognises that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their parents and carers

All staff at Hayward's Primary School need to be aware of this in setting expectations of pupils' work where they are at home. Hayward's Primary School will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and recorded. Hayward's Primary School is committed to ensuring the safety

and wellbeing of all its students. We will continue to be a safe space for all children to attend and flourish.

The Headteacher will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety. Hayward's Primary School will continually refer to the most recent Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19. Where staff have concerns about the impact of staff absence – such as our Designated Safeguarding Lead or first aiders – they discuss them immediately with senior leaders.

9.0 Peer on Peer Abuse

Hayward's Primary School recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims. Where a school receives a report of peer on peer abuse, they will follow the principles as set out in part 5 of KCSIE and of those outlined within of the Child Protection Policy.

The school will listen and work with the young person, parents/carers and any multiagency partner required to ensure the safety and security of that young person. Concerns and actions must be recorded and appropriate referrals made.

COVID-19 Safeguarding and Child Protection Policy
APPENDIX 2
Effective June 1st 2020
Continuing in September 2020

- Policy owner: Andy Smith
- Date ratified by governors: 22nd May 2020
16th September 2020 shared again with KCSiE 2020
- Date shared with staff: 25th May 2020
16th September 2020 shared again with KCSiE 2020

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1.0 Context:

This policy annex reflects the specific issues Hayward's Primary School require all employees and volunteers to be aware of as the school prepares to reopen to greater numbers of children in addition to those who have been attending either as deemed vulnerable, or are children of key workers. Vulnerable children attendance is expected, where it is appropriate for them (that is, there are no shielding concerns for the child or their household, and/or following a risk assessment for children with an EHC plan), so that they can gain the educational and wellbeing benefits of attending.

This policy annex is based on DfE guidance issued on 20th May ([Link](#)). This policy annex should also be read and understood in conjunction with the school's safeguarding policy, the safeguarding annex dated 22nd May 2020 and the schools risk assessments, health and safety requirements, code of conduct (including acceptable use of technology), Whistleblowing and the principles set out in Keeping Children Safe in Education (KCSiE) 2020 part 1 that staff are asked to ensure they are familiar with. This appendix and all linked policies and procedures will be reviewed regularly to ensure it meets the needs of Hayward's Primary School and the current situation.

The safeguarding of children remains our priority and everyone's responsibility. Where an adult has concerns about a child they should report this immediately to DSL or the Deputy DSL using the

schools established system. As a greater number of children return to school having spent a number of weeks at home, it is likely that:

- Many will have anxieties that will cause them to be distressed at being back at school
- Many are likely to have mental health concerns
- Children are likely to have had significant changes in their routine and will struggle to adjust back to being at school
- Many have had access to materials on-line that are either age inappropriate or possibly have been exposed to other adults who wish to groom children for exploitive and/or abusive purposes
- Some children will have suffered abuse from the adults in their house
- Some children will have witnessed domestic abuse and violence or have been abusive to their parents/carers or siblings (peer on peer abuse)
- Some children will have experienced abuse (online, physical, emotional, sexual) from their siblings or their peers
- Peer on peer abuse online will manifest as possible behaviour concerns

Disclosures:

As a result of the above (not an exhaustive list), all adults must be vigilant to the likelihood that there will be a greater number of disclosures. Hayward's Primary School staff will ensure that the following key points are understood. Information to support staff taking a disclosure can be found in the staffroom. Not all disclosures are verbal. Staff will need to be vigilant to this and act when appropriate. School information on disclosure highlight the following key principles:

- Don't panic – remain calm and reassuring in your manner, listen.
- Give the child your full attention to demonstrate you are listening carefully and taking the information seriously.
- Let the child take their time, go at their own pace and use their own words.
- If they need further encouragement remember TED (Tell me, Explain, Describe)
- Reassure them that they did the right thing by telling someone, and that they have been brave in doing so.
- Assure them that it is not their fault and you will do your best to help.
- Let them know that, to ensure they will be safe, you will need to tell someone else.
- Let them know what you are going to do next at an age appropriate level.
- Don't make promises to keep a disclosure a secret
- If possible seek one of the safeguarding leads to support you

As soon as the child is safe, ensure the child's words (or actions) are recorded as accurately as possible and this is shared immediately with the DSL on site or senior member of staff who is responsible for safeguarding due to the DSL's absence (see section below about DSL on site). Then the adult who took the disclosure must log the information using the schools online safeguarding system (CPOM's).

Designated Safeguarding Lead: Maugan Collins

Wherever possible, the DSL or Deputy DSL will be on site and can be accessed by all staff. They will be available to act on concerns as these become apparent, including to support partner agencies should information be required to be shared. Should it not be possible for the DSL or any deputies to be on site, they will be contactable by phone and email or similar virtual means.

DSL and DDSL will ensure that safeguarding files and chronologies have been updated with all relevant information since the start of school closures and will continue to ensure that this record keeping is kept up to date.

Currently, DSL refresher training is 'on-hold' though the DSL is expected to keep abreast of local and national changes and trends through their local authority, their local safeguarding partnership, partner agencies and national organisations such as the NSPCC and CEOPs.

The DSL will ensure that all staff and volunteers receive information that enables them to undertake their safeguarding role with diligence and curiosity. This is likely to be through the sharing of information, through email and other forms of communication ie One Minute Guides (Published by Babcock Idp) . The DSL will also ensure that staff have enough information that means they can fulfil their specific roles in school, (recognising this role may be different due to Covid 19). Staff will ensure that they seek further support if they feel that they need greater information or support. The school website (*insert link here*) will be updated to ensure that key documents, referenced in this appendix can be found.

Staff at Hayward's Primary School will be made aware on a daily basis as to the arrangements for DSL contact and the named senior member of staff. All staff are reminded of their Whistleblowing responsibilities should they have a concern about the behaviour of a colleague, including the Headteacher. This must be shared according to the current whistleblowing policy.

Safer Recruitment:

Hayward's Primary School will ensure that any recruitment of staff still adheres to the requirement as detailed in Part 3 of KCSiE 2020. The school will ensure that all relevant checks are undertaken and detailed in the schools' Single Central Record (SCR) that can be accessed by the Headteacher. Induction of new staff will still conform to requirements as detailed in KCSiE despite this being likely to be through a virtual process rather than face to face.

Should staff from other schools be deployed at Hayward's Primary School, the Headteacher will ensure that they can confirm the suitability of any individual to work with children from their 'host' school and can clarify the reason why this is necessary. Hayward's Primary School will record this information on our SCR

There is no requirement to obtain a new DBS check for returning staff who have continued to be employed but have not been working in regulated activity during partial school closures. If for any reason Hayward's Primary School have concerns about the individual, they may obtain a new check in the usual way.

Hayward's Primary School will continue to follow its legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSiE.

Visiting contractors or agency staff will equally still be required to have demonstrated the appropriate levels of checks as details in KCSiE part 3.

Transition of children:

DSL (or appropriate member of staff e.g. nominated key worker) will prior to a vulnerable child returning to school after a period of absence make contact with them and their families to identify any change in circumstance that has occurred since school closures.

Hayward's Primary School children that are attending another setting to continue to do whatever they reasonably can to provide the receiving institution with any relevant welfare and child protection information. This will be especially important where children are vulnerable

Hayward's Primary School will continue to support and advise families on how to keep their child safe (e.g. online safety and mental health awareness) via a variety of different communications.

Summary of key points:

- The best interests of children must always continue to come first
- If anyone at Hayward's Primary School has a safeguarding concern about any child or a concern about a colleague they should continue to act and act immediately as per established procedures
- DSL or deputy should always be available or contactable and staff will know who this is on a daily basis and how to contact them
- It is essential that unsuitable people are not allowed to enter the children's workforce and/or gain access to children