

St Margaret Clitherow's Catholic Voluntary Primary Academy



CHILD PROTECTION POLICY

Role	Name	Contact details
Designated safeguarding lead	Mrs N Jamalizadeh	01642 835370
Designated safeguarding lead	Mrs C McNicholas	01642 835370
Deputy Designated safeguarding lead	Mrs E McCabe Mrs H Adams Mrs J Benson Mrs Becky G Johnson	01642 835370
Nominated governor for safeguarding and child protection	Mrs Mary Larkin	01642 835370
Chair of governors	Mrs Jill Miller	01642 835370
Local Authority Designated Officer (LADO)	Mrs Loraine Press	01642 771531
Local Authority Child protection Officer	Mrs Marianne Dixon	01642 837744 07909906460
NSPCC Whistleblowing		0800 028 0285
Children's Social Care – for reporting concerns	Access Team –First Contact	01642 771500

Head Teacher Signed.....

Chair of Governors..... Signed.....

Date of Issue: September 2016
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Review Date: September 2018

Out of school hours contact for DSL e.g. after school club

Day	Duty	Contact details
Mon	C McNicholas	See CP board on HT office for phone numbers
Tue	J Benson	
Wed	E McCabe	
Thursday	H Adams	
Friday	C McNicholas	

1. Relevant Documentation

When reading this document, please be aware of the following related documents which work alongside this Child Protection Policy:

1. Tees Local Safeguarding Children Procedures accessed at www.teescpp.org.uk
2. HM Government (March 2015) Working together to safeguard children
3. HM Government (2015) what to do if you are worried a child is being abused
4. HM Government (2015) information sharing
5. HM Government (2015) Disqualification under The Childcare Act 2006
6. HM Government (September 16 Part 1 Keeping children safe in education-information for all school and college)
7. staff-The Counter Terrorism and Security Act
8. Procedure for Managing Allegations against Staff, Carers and Volunteers- South Tess LSCB
9. Safeguarding Children in Education (DFES 2004)
10. The Sexual Offences Act 2002
11. Data Protection Act 1998
12. Anti-bullying policy
13. Race Equality Policy
14. Equality and Diversity Policy
15. Harassment Policy
16. Staff Disciplinary Policy
17. Staff Recruitment Policy
18. Whistle Blowing policy
19. E Safety policy
20. Health and Safety Policy
21. Social media policy
22. Confidentiality Policy
23. Staff Code of Conduct
24. Social Networking Policy
25. Internet Acceptable Use Policy
26. DFE Child missing from Education Sep 21016

2. Scope

Statutory guidance on safeguarding issued by the Department for Education (DfE), Keeping Children Safe in Education, says that governing bodies should ensure that an effective child protection policy is in place. The guidance uses the term 'safeguarding policies' as an umbrella term covering both child protection policies and staff behaviour policies (or codes of conduct).

This document is St Margaret Clitherow's policy on Child Protection and is in line with procedures set out by the South Tees Local Safeguarding Children's Board (LSCB). This policy applies to all adults working on the school site and should be read in conjunction with the Staff Code of Conduct.

In line with the law, this policy defines a child as anyone under the age of 18 years.

This policy applies to all members of staff in our school, including all permanent, temporary and support staff, governors, volunteers, contractors and external service or activity providers.

3. Introduction

Safeguarding and promoting the welfare of children is everyone's responsibility. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.

No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

St Margaret Clitherow's Academy fully recognises its responsibilities for child protection.

In our school we respect our children. The atmosphere is one that encourages all children to do their best. We provide opportunities that enable our children to take and make decisions for themselves. The school ethos promotes a positive, supportive and secure environment and gives children a sense of being valued.

Our teaching of personal, social and health education citizenship, as part of the National Curriculum, helps to develop appropriate attitudes in our children, and makes them aware of the impact of their decisions on others. We also teach them how to recognise different risks in different situations, and how to behave in response to them (e.g. 'stranger danger' and 'internet safety').

We recognise that abuse and neglect can result in underachievement. We strive to ensure that all our children make good educational progress.

4. Staff Responsibilities are:

The school's lead person with overall responsibility for child protection and safeguarding is the **Designated Safeguarding Lead**. We have four deputy DSLs to ensure there is appropriate cover for this role at all times.

The DSL will be on our school's leadership team and their role of DSL will be explicit in their job description. This person should have the appropriate authority and be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.

The school has a **nominated governor, Mary Larkin**, responsible for safeguarding to champion good practice, to liaise with the head teacher and to provide information and reports to the governing body.

The **case manager for dealing with allegations** of abuse made against school staff members is the head teacher. The case manager for dealing with allegations against the head teacher is the chair of governors.

The **head teacher** will ensure that the policies and procedures adopted by the governing body are fully implemented and sufficient resources and time are allocated to enable staff members to discharge their safeguarding responsibilities.

The **governing body** is collectively responsible for ensuring that safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day-to-day practice.

The Governing Body utilises the experiences and expertise of our staff when shaping safeguarding policies. We provide opportunities for staff to contribute to and shape our safeguarding arrangements and child protection policies.

Governors ensure that appropriate filters and appropriate monitoring systems are in place for internet safety. (This is also part of the firewall we have in place through St Oswald's IT Support Service)

As an academy, we ensure that children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.

All of our school governors have an Enhanced DBS Check .

Virtual School head teachers are responsible for the progress of children Looked After or LAC .

All staff members, governors, volunteers and external providers

At St Margaret Clitherow's, everyone who comes into contact with children and their families has a role to play in safeguarding children. Staff are in a position to identify concerns early and provide help for children, preventing concerns from escalating.

5. All school and college staff should identify children that may benefit from early help.

Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. In the first instance, staff should discuss early help requirements and discuss any potential referrals with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment. Anyone who has a concern about a child's welfare should ensure a referral is made to children's social care.

6. If a staff member suspects a child may be a victim of abuse they are advised to do the following:

- If a child discloses information that suggests possible abuse has taken place we recommend the following:
 - Listen to the child.
 - Never coach or lead the child.
 - Do not investigate or over question the child.
 - Reassure the child they were right to talk.
 - Inform the Designated Safeguarding Lead ASAP.
 - Record events (e.g. what the child has said, word for word)
 - Date, time and sign report.
 - All staff members must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being.
- If a staff member receives information (e.g. third party) or sees something (e.g. suspicious bruise or mark) which gives them a cause for concern, they must inform the DSL ASAP.
- Staff should always consult with the DSL when they first begin to have concerns about a child. This process will help clarify what action if any, needs to be taken to meet the needs of the child.

- Where staff feel a child is expressing or demonstrating extreme, radical view or behaviours, they should make the Head Teacher/nominated person for Child Protection aware of their concerns.
- In exceptional circumstances such as an emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to Children's Social Care
- If staff have concerns regarding the conduct of another staff member they should inform the Head Teacher directly. If the concern is regarding the Head Teacher's conduct the staff member must contact the Chair of Governors
- Where staff have concerns regarding safeguarding practices within school, the Head Teacher should be made aware of these concerns. If after raising concerns the staff member is not satisfied with the response/resultant action staff members should refer to the whistleblowing policy. NSPCC Whistleblowing helpline 0800 028 0285

7. Supporting the children

Our school will support all pupils by:

- ensuring the content of the curriculum includes social and emotional aspects of learning;
- ensuring a comprehensive curriculum response to e-safety, enabling children and parents to learn about the risks of new technologies and social media and to use these responsibly;
- ensuring that child protection is included in the curriculum to help children stay safe, recognise when they do not feel safe and identify who they might or can talk to;
- providing pupils with a number of appropriate adults to approach if they are in difficulties;
- supporting the child's development in ways that will foster security, confidence and independence;
- encouraging development of self-esteem and self-assertiveness while not condoning aggression or bullying;
- ensuring repeated hate incidents, e.g. racist, homophobic or gender- or disability-based bullying, are considered under child protection procedures;
- liaising and working together with other support services and those agencies involved in safeguarding children; and
- monitoring children who have been identified as having welfare or protection concerns and providing appropriate support.

Children with special educational needs and disabilities

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. We are aware that additional barriers can exist when recognising signs or symptoms of abuse and neglect in this group of children. These can include:

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

8. SAFER WORKFORCE AND MANAGING ALLEGATIONS AGAINST STAFF AND VOLUNTEERS

- At St Margaret Clitherow's we will prevent people who pose risks to children from working in our school by ensuring that all individuals working in any capacity at our school have been subjected to safeguarding checks in line with the statutory guidance *Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2016*.

- We will ensure that agencies and third parties supplying staff provide us evidence that they have made the appropriate level of safeguarding checks on individuals working in our school.
- Every job description and person specification will have a clear statement about the safeguarding responsibilities of the post holder.
- We will ensure that at least one member of every interview panel has completed safer recruitment training.
- We have a procedure in place to handle allegations against members of staff and volunteers in line with *Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2016*. This procedure is detailed below:
 - The Head Teacher should be informed immediately.
 - If the allegation is against the Head Teacher, then the Chair of Governors should be informed immediately.
 - The Head Teacher/Chair of Governors school should seek support and guidance from HR and follow the **'Procedure for Managing Allegations against Staff, Carers and Volunteers'** provided by South Tees Local Safeguarding Board or call 0800 028 0285, the NSPCC Whistle Blowing Helpline.
 - Immediate support and guidance should be sought from:
 - Local Authority Designated Officer - Loraine Press
 - Local Authority Child Protection Officer for Education - Marianne Dixon
 - Where an individual staff member in regulated activity is dismissed or removed due to safeguarding concerns, or would have been had they not resigned, the Head Teacher must make a referral to the Disclosure and Barring Service (DBS). This is a legal duty and failure to do so is a criminal act.

9. Allegations of abuse made against other children

Staff should recognise that children are capable of abusing their peers. Peer on peer abuse is when a child might have been abused by another child. There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement. If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues. However, any concern must be referred to the DSL/ASL particularly if:

- There is a large difference in power (for example age, size, ability, development) between the young people concerned;
- The perpetrator has repeatedly tried to harm one or more other children;
- There are concerns about the intention of the alleged perpetrator. If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused.

If a member of staff considers any of the above to have taken place, they should follow the procedures in section 7.

10. Child Missing from Education

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf

- All schools must notify their local authority when they are about to remove a pupil's name from the school admission register. This duty does not apply when a pupil's name is removed from the admission register at standard transition points – when the pupil has

completed the final year of education normally provided by that school – unless the local authority requests that such returns are to be made

- Schools must make reasonable enquiries to establish the whereabouts of the child jointly with the local authority, before deleting the pupil's name
- All schools must also notify the local authority within five days of adding a pupil's name to the admission register at a non-standard transition point.
- When adding a pupil's name, the notification to the local authority must include all the details contained in the admission register for the new pupil.

11. The child's wishes

Governors should ensure that staff members do not agree confidentiality and always act in the best interests of the child.

12. Staff Training

- All staff and governors at St Margaret Clitherow's receive Child Protection training on an **annual basis**. This raises their awareness of processes and procedures agreed by the Local Safeguarding Children Board (LSCB). Training also covers areas such as 'signs and symptoms' and 'internet safety'.
- Newly appointed staff receive training through St Margaret Clitherow's School induction programme and attend specific courses ran by the Child Protection Officer for Education (e.g. NQT's). We keep records of staff induction.
- The DSL receives training on an annual basis including LSCB facilitated courses.
- The Head Teacher, Deputy Head Teacher, School Business Manager and Chair of Governors have completed the Safer Recruitment Training.
- St Margaret Clitherow's Academy also buy into an independent safeguarding officer who provides a termly evaluation audit.

13. CONFIDENTIALITY, CONSENT AND INFORMATION SHARING

- We recognise that all matters relating to child protection are confidential but St Margaret Clitherow's School will act on the basis that the welfare of the child is paramount. The degree of confidentiality will be governed by the need to protect the child and personal information will be shared where this is necessary to protect the child (1998 Data Protection Act).
- The Head Teacher or the DSL will disclose any information about a pupil to other members of staff on a need-to-know basis only.
- All staff members must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being.
- All staff members have a professional responsibility to share information with other agencies in order to safeguard children.
- All our staff members who come into contact with children will be given appropriate training to understand the purpose of information sharing in order to safeguard and promote children's welfare.

- We will ensure that staff members are confident about what they can and should do under the law, including how to obtain consent to share information and when information can be shared without consent

14. INTER-AGENCY WORKING

At St Margaret's we will develop and promote effective working relationships with other agencies, including agencies providing early help services to children, the police and Children's Social Care. We will ensure that relevant staff members participate in multi-agency meetings and forums, including child protection conferences and core groups, to consider individual children.

We will participate in serious case reviews, other reviews and file audits if, as and when required to do so. We will ensure that we have a clear process for gathering the evidence required for reviews and audits, embedding recommendations into practice and completing required actions within agreed timescales.

15. Recruitment, selection and pre-employment vetting

At St Margaret's we adopt recruitment procedures that help deter, reject or identify people who might abuse children. The Governing Body ensures that the necessary checks and evidence is gathered for each employee. This includes : criminal record checks (DBS checks), barred list checks and prohibition checks together with references and interview information. For most appointments, we receive an enhanced DBS certificate, which includes barred list information, will be required as the majority of staff will be engaging in regulated activity.

All employees undergo an additional prohibition check. The Teachers' Disciplinary (England) Regulations 2012 apply to schools and sixth form colleges and any person that is subject to a prohibition order is prohibited from carrying out teaching work in those establishments.

The prohibition is a free service and enables employers and potential employers to view the record of any trainee, newly qualified or fully qualified teacher that they are considering employing to check if that person has:

- qualified teacher status (QTS)
- completed their induction
- a mandatory qualification for teachers of hearing impaired or visually impaired pupils
- an active teaching restriction
- been the subject of a decision by the Secretary of State not to impose a prohibition order for unacceptable professional conduct, conduct that may bring the teaching profession into disrepute or conviction of a relevant offence
- been prohibited from teaching
- a suspension or conditional order imposed by the General Teaching Council for England that is still current
- failed their induction or probation period

16. Agency and third-party staff

We will obtain written notification from any agency, or third party organisation they use that the organisation has carried out the checks (in respect of the enhanced DBS certificate that written notification has been received that confirms the certificate has been obtained by either the employment business or another such business), on an individual who will be working at St Margaret's . We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

17. CONTRACTORS, SERVICE AND ACTIVITY PROVIDERS AND WORK PLACEMENT PROVIDERS

We will ensure that contractors and providers are aware of our school's safeguarding and child protection policy and procedures. We will require that employees and volunteers provided by these organisations use our procedure to report concerns.

We will seek assurance that employees and volunteers provided by these organisations and working with our children have been subjected to the appropriate level of safeguarding check in line with *Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 16*. If assurance is not obtained, permission to work with our children or use our school premises may be refused.

When we commission services from other organisations, we will ensure that compliance with our policy and procedures is a contractual requirement.

18. WHISTLE-BLOWING AND COMPLAINTS

We recognise that children cannot be expected to raise concerns in an environment where staff members fail to do so.

We will ensure that all staff members are 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. If necessary, they will speak with the Head Teacher, the chair of the governing body or with the Local Authority Designated Officer.

We have a clear reporting procedure for children, parents and other people to report concerns or complaints, including abusive or poor practice.

We will actively seek the views of children, parents and carers and staff members on our child protection arrangements through surveys, questionnaires and other means.

19. SITE SECURITY

All staff members have a responsibility to ensure our buildings and grounds are secure and for reporting concerns that may come to light.

We check the identity of all visitors and volunteers coming into school. Visitors are expected to sign in and out in the office visitors' log and to display a visitor's badge/ lanyard while on the school site. Any individual who is not known or identifiable will be challenged for clarification and reassurance. Different coloured lanyards are distributed upon signing in. Red signals that the person hasn't taken our DBS check and must be escorted at all times. Green signals that the person has a fully enhanced DBS check.

The school will not accept the behaviour of any individual, parent or anyone else, that threatens school security or leads others, children or adults, to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse the person access to the school site.

20. POLICY REVIEW

This policy and the procedures will be reviewed every academic year. All other linked policies will be reviewed in line with the policy review cycle.

The DSL will ensure that staff members are made aware of any amendments to policies and procedures.

21. Minimising Risks to Children

ALL STAFF MUST READ THE KEEPING CHILDREN SAFE IN EDUCATION. For School and College (September 2016) document

(All staff refers to teachers, non-teaching staff, students, staff from other agencies and volunteers)

Safe Practice/codes of conduct in school

Staff will not initiate affectionate physical contact except in circumstances where a child is showing immediate signs of being upset e.g. following an accident. Here the staff, where possible, will seek to ensure any physical contact is witnessed by a third party and is not prolonged in nature.

Staff in school will not discuss with children, in any depth, details about their personal life or relationships they hold outside of school.

Staff will not seek social relationships with children outside of school, including relationships developed through means of social media. Please refer to The Use of Social Media Policy for further information about staff conduct when using social media.

No staff member will communicate via telephone, through email or social media directly with any child on role except through the schools official email accounts where all communication can be tracked.

22. Monitoring and Review

The Governing Body will ensure that St Margaret Clitherow's undertakes the following:

- Annually review its Child Protection Policy
- Has a senior member of staff as Designated Safeguarding Lead.
- Review annually the workload of the Designated Safeguarding Lead by requesting a report detailing related child protection work undertaken.
- Monitor and evaluate child protection training that staff receive
- Review all aspects of safeguarding children / working practices and develop as required
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APPENDIX A THE ROLE OF THE DESIGNATED SAFEGUARDING LEAD

MANAGING REFERRALS

1.1 Refer all cases of suspected abuse to Redcar and Cleveland's Children's Social Care and to the Police if a crime may have been committed.

1.2 Liaise with the head teacher about safeguarding issues relating to individual children, especially ongoing enquiries under section 47 of the Children Act 1989.

1.3 Act as a source of support, advice and expertise to staff members on matters of child protection and safeguarding.

1.4 Liaise with agencies providing early help services and coordinate referrals from the school to targeted early help services for children in need of support.

2 RECORD KEEPING

- 2.1 Keep written records of child protection and welfare concerns in line with Tees Local Safeguarding Children Board.
- 2.2 Ensure a stand-alone file is created as necessary for children with safeguarding concerns.
- 2.3 Maintain a chronology of significant incidents for each child with safeguarding concerns.
- 2.4 Ensure such records are kept confidentially and securely and separate from the child's educational record.
- 2.5 When a child leaves our school, the DSL will make contact with the DSL at the new school and will ensure that the child protection file is forwarded to the receiving school in an appropriately agreed manner. If the school uses CPOMs we will transfer records securely between the 2 schools using the secure transfer facility. We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving school and/or evidence of recorded delivery. Where a parent elects to remove their child from the school roll to home educate, the school will make arrangements to pass any safeguarding concerns to the Inclusion Teaching and Learning Provision within Redcar and Cleveland.

3 INTER-AGENCY WORKING AND INFORMATION SHARING

- 3.1 Cooperate with Children's Social Care for enquiries under section 47 of the Children Act 1989.
- 3.2 Attend, or ensure other relevant staff members attend, child protection conferences, core group meetings and other multi-agency meetings, as required.
- 3.3 Liaise with other agencies working with the child, share information as appropriate and contribute to assessments.

4 TRAINING

- 4.1 Undertake appropriate training, every year, with at least refresher training annually, in order to
 - be able to recognise signs of abuse and how to respond to them, including special circumstances such as child sexual exploitation, female genital mutilation, fabricated or induced illness
 - understand the assessment process for providing early help and intervention
 - have a working knowledge of how the local authority conducts initial and review child protection case conferences and contribute effectively to these; and
 - be alert to the specific needs of children in need (as specified in section 17 of the Children Act 1989), those with special educational needs, pregnant teenagers and young carers.
- 4.2 Ensure each member of staff has access to and understands the school's safeguarding and child protection policy and procedures, including providing induction on these matters to new staff members.
- 4.3 Organise whole-school child protection training for all staff members at least **once a year**. Ensure staff members who miss the training receive it by other means, e.g. by joining another school's training.
- 4.4 Link with LSCB to identify appropriate training opportunities for relevant staff members.
- 4.5 Ensure the school allocates time and resources every year for relevant staff members to attend training.

4.6 Encourage a culture of listening to children and taking account of their wishes and feelings in any action the school takes to protect them.

4.7 Maintain accurate records of staff induction and training.

5 AWARENESS RAISING

5.1 Review the safeguarding and child protection policy and procedures annually and liaise with the school's governing body to update and implement them

5.2 Make the safeguarding and child protection policy and procedures available publicly and raise awareness of parents that referrals about suspected abuse may be made and the role of the school in any investigations that ensue.

5.3 Provide an annual briefing to the school on any changes to child protection legislation and procedures and relevant learning from local and national serious case reviews.

6 QUALITY ASSURANCE

6.1 Monitor the implementation of and compliance with policy and procedures, including periodic audits of child protection and welfare concerns files (at a minimum once a year).

6.3 Provide regular reports, to the governing body detailing changes and reviews to policy, training undertaken by staff members and the number of children with child protection plans and other relevant data.

6.4 Take lead responsibility for remedying any deficiencies and weaknesses identified in child protection arrangements.

APPENDIX B

Child Protection and Safeguarding Procedure

1 Types of abuse and neglect

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children. **37. Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

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

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

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

1.2 **Children** are any people who have not yet reached their 18th birthday; a 16-year-old, whether living independently, in further education, in the armed forces or in hospital, is a child and is entitled to the same protection and services as anyone younger.

1.3 **Child protection** is part of safeguarding and promoting the welfare of children and refers to activity undertaken to protect specific children who are suffering, or likely to suffer, significant harm.

1.4 **Early help** means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years to teenage years.

1.5 **Harm** is ill treatment or impairment of health and development, including impairment suffered from seeing or hearing the ill treatment of another.

1.6 **Safeguarding children** is the action we take to promote the welfare of children and protect them from harm. **Safeguarding and promoting the welfare of children** is defined in [Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children \(September 2016\)](#) as:

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

1.7 **Significant harm** is the threshold that justifies compulsory intervention in the family in the best interests of the child. Section 31 of the Children Act 1989 states 'where the question of whether harm suffered by a child is significant turns on the child's health or development, his health or development shall be compared with that which could reasonably be expected of a similar child.'

Staff member	What action to take if you have concerns
Any member of staff, governor, volunteer, contractor or activity provider	<ol style="list-style-type: none"> 1. Discuss your concerns with the DSL , or in their absence, with the Deputy DSL, as soon as possible, before the child leaves for the day. It is important that the child is not sent home at the end of the day without taking the right protective action. 2. Complete the child protection incident/safeguarding concern form and pass it to the DSL. (Do we need to say what we call these in our school 3. If the DSL or their deputy is not available, you should contact the Children’s Social Care Duty and Assessment Team yourself for a consultation about the action you need to take. Inform the DSL about your consultation and what actions you have taken.
Designated safeguarding lead	<ol style="list-style-type: none"> 1. You are concerned that the child is at risk of significant harm (Level 4 of the Continuum of need) <ol style="list-style-type: none"> 1.1 Contact the relevant Duty and Assessment Team immediately. 1.2 If you believe that the child is in immediate danger, or you suspect a crime has been committed, you must also contact the police immediately. 1.3 If the Duty and Assessment Team accepts your contact as a referral, send them a completed statement of referral or SAFER within 24 hours. 1.4 The Duty and Assessment Team may decide, in discussion with you, that the child’s needs are at Level 2 or 3 of the Continuum of Need and the school is better placed to provide support. See points 2.5 and 2.6 below for further action. 1.5 Record all your discussions and decision-making on the child protection incident/welfare concern form sent by the staff member who contacted you originally. Add it and a copy of the statement of referral to the child’s file. If the child does not have a stand-alone child protection file, you will need to create one including a front sheet. Update or start the chronology. Continue to update the child’s file and chronology as the investigation and the resulting work carry on. 2. You believe the child is not at risk of significant harm, but the child or their family may need support (Level 2 or 3 of the Continuum of Need) <ol style="list-style-type: none"> 2.1 Refer to the Redcar and Cleveland Early Help and Well-being Model if necessary. See below 2.2 Discuss your concerns with senior colleagues in another agency, if necessary. 2.3 Contact the Duty and Assessment Team for a consultation, without necessarily identifying the child in question, in order to develop an understanding of the child’s needs and circumstances. 2.4 If the Duty and Assessment Team accepts your contact as a referral for social care assessment, send them a completed statement of referral or SAFER within 24 hours, as above. 2.5 If your consultation results in the decision that the child and family are in need of help at Level 2 or 3 of the Continuum of Need, provide additional support in the

school and/or refer the child or their family to other agencies providing **early help services**.

2.6 Record all your consultations and decision-making on the **child protection incident/welfare concern form** sent by the staff member who contacted you originally. Update or start the chronology and add referral letters and forms to the child's file; create a stand-alone file including a front sheet, if one does not exist. Continue to update the file, including the chronology, as work progresses.

Redcar and Cleveland Early Help and Well-being Model

Redcar and Cleveland Child Wellbeing Model

Information Sharing and Integrated Commissioning

Universal: Level 1
Emerging Needs

Targeted: Level 2
Additional or complex needs

Specialist: Levels 3 and 4
Specialist Needs

Safeguarding

The child's experience and journey

Parenting Capacity
Family and Environment
Child Development
Risk

If a child is at risk of significant harm go straight to Safeguarding Children Procedures

If in doubt—consult with your organisation's safeguarding lead

Further information

3 Further information on Child Sexual Exploitation

Definition updates February 2017

Statutory definition of Child Sexual Exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Teachers and school staff are more likely to see victims on a regular basis than almost any other professional. They may notice recurrent or prolonged absences and significant changes in behaviour. The use of the 'chronology, via CPOMs will enable these patterns to be identified. They are key to identifying children at risk and raise concerns at an early stage, to potentially halt the grooming process before sexual exploitation has begun. Teachers will highlight concerns about missing children as they may be at risk of child sexual exploitation.

Due to the nature of the grooming methods used by their abusers, it is very common for children and young people who are sexually exploited not to recognise that they are being abused. Practitioners should be aware that young people particularly aged 17 and 18 may believe themselves to be acting voluntarily and will need practitioners to work with them so they can recognise that they are being sexually exploited.

As much as possible it is important that the young person is involved in decisions that are made about them.

Link to DfE 'What to do if you suspect a child is being sexually abused': This should be read in conjunction with statutory guidance

<https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited>

Link to DfE Statutory Guidance outlining how organisations and individuals should work together to protect young people from sexual exploitation.

<https://www.gov.uk/government/publications/safeguarding-children-and-young-people-from-sexual-exploitation-supplementary-guidance>

Further information on Honour based violence

Honour based violence is the term used to describe 'murder, rape, kidnap and many other acts, behaviour and conduct which make up violence in the name of so-called honour' (ACPO, 2008). Honour based murders are sometimes called 'honour killings'. These are murders in which predominantly women are killed for perceived immoral behaviour, which is deemed to have breached the honour code of a family or community, causing shame.

The Association of Chief Police Officers (ACPO) definition of so-called honour based violence is: 'a crime or incident, which has or may have been committed to protect or defend the honour of the family and/or community' (2008). Professionals should respond in a similar way to cases of honour based violence as with domestic violence

and forced marriage, that is in facilitating disclosure, developing individual safety plans, ensuring the child's safety by according them confidentiality in relation to the rest of the family, and completing individual risk assessments where appropriate.

A child who is at risk of honour based violence is at significant risk of physical harm (including being murdered) and/or neglect, and children may also suffer significant emotional harm through the threat of violence or witnessing violence directed towards a sibling or other family member.

Honour based violence cuts across all cultures and communities. Cases encountered in the UK for example, have involved families from Turkish, Kurdish, Afghani, South Asian, African, Middle Eastern, South and Eastern European and Irish communities. This is not an exhaustive list.

3.4 Further information on Female Genital Mutilation

Teachers must personally report to the police a disclosure that FGM has been carried out (in addition to liaising with the DSL)

Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines referred to below.

The DFE Multi-Agency Practice Guidelines, chapter 9 (page 42)

Guidelines for school, colleges and universities sets out how staff can make a difference;

'Girls who are threatened with, or who have undergone FGM may withdraw from education, restricting their educational and personal development. They may feel unable to go against the wishes of their parents and consequently may suffer emotionally. Staff may become aware of a student because she appears anxious, depressed and emotionally withdrawn. They may be presented with a sudden decline in her performance, aspirations or motivation. There may be occasions when a student comes to school or college but then absents herself from lessons, possibly spending prolonged periods in the bathroom.

Students who fear they may be at risk of FGM can often come to the attention of, or turn to, a teacher, lecturer or other member of staff before seeking help from the police or social services. Sometimes the student's friends report it to staff. Teachers, lecturers and other members of staff are in an ideal position to identify and respond to a victim's needs at an early stage'

Link to DFE multi agency practice guidelines for female-genital-mutilation (June 2014)

<https://www.gov.uk/government/publications/female-genital-mutilation-guidelines>

3.5 Further information on Preventing Radicalisation

The Counter-Terrorism and Security Act, which received Royal Assent on 12 February 2015, places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty").

The Counter-Terrorism and Security Act will also place a duty on local authorities to ensure Channel panels are in place. The panel must include the local authority and chief officer of the local police. Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, following a referral from the police and where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. The Act will require partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in undertaking the initial assessment as to whether a referral is appropriate.

Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the Act as partners of the panel. The relevant provisions of the Act will come into force on 12 April 2015 but many local authorities already have Channel panels set up in their area.

The Department for education has published The Prevent duty Departmental advice for schools and childcare providers at:

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

Further information on Sexting

See www.barnardos.org.uk

Whilst professionals refer to the issue as 'sexting' there is no clear definition of 'sexting'. Many professionals consider sexting to be 'sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet.'

Yet when young people are asked 'What does sexting mean to you?' they are more likely to interpret sexting as 'writing and sharing explicit messages with people they know'. Similarly, many parents think of sexting as flirty or sexual text messages rather than images.

This advice only covers the sharing of sexual imagery by young people. Creating and sharing sexual photos and videos of under-18s is illegal and therefore causes the greatest complexity for schools and other agencies when responding. It also presents a range of risks which need careful management.

On this basis this advice introduces the phrase 'youth produced sexual imagery' and uses this instead of 'sexting.' This is to ensure clarity about the issues this advice addresses.

'Youth produced sexual imagery' best describes the practice because:

- 'Youth produced' includes young people sharing images that they, or another young person, have created of themselves.
- 'Sexual' is clearer than 'indecent.' A judgement of whether something is 'decent' is both a value judgement and dependent on context.
- 'Imagery' covers both still photos and moving videos (and this is what is meant by reference to imagery throughout the document).

<http://www.gov.uk/government/publications/keeping-children-safe-in-education--2> 3

<https://www.gov.uk/government/publications/searching-screeningand-confiscation> 4 Adolescents and self-taken sexual images.

For the purposes of this advice 'young person' refers to anyone under the age of 18

The types of incidents which this advice covers are:

- 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

This advice does not cover:

- The sharing of sexual imagery of people under 18 by adults as this constitutes child sexual abuse and schools should always inform the police.

- Young people under the age of 18 sharing adult pornography or exchanging sexual texts which don't contain imagery.

Why has this advice been produced? Sharing photos and videos online is part of daily life for many people, enabling them

3.6 Self-harm and suicidal behaviour

Definition - Self harm, self mutilation, eating disorders, suicide threats and gestures by a child must always be taken seriously and may be indicative of a serious mental or emotional disturbance.

4 RECOGNITION – WHAT TO LOOK FOR

4.2 In an abusive relationship, the child may:

- appear frightened of their parent(s)
- act in a way that is inappropriate to their age and development, although full account needs to be taken of different patterns of development and different ethnic groups

4.3 In an abusive relationship, the parent or carer may:

- persistently avoid child health services and treatment of the child's illnesses
- have unrealistic expectations of the child
- frequently complain about or to the child and fail to provide attention or praise
- be absent
- be misusing substances
- persistently refuse to allow access on home visits by professionals
- be involved in domestic violence and abuse
- be socially isolated

4.4 Serious case reviews have found that parental substance misuse, domestic abuse and mental health problems, sometimes referred to as the 'toxic trio', if they coexist in a family could mean significant risks to children. Problems can be compounded by poverty, frequent house moves or eviction.