

St Andrew's CE Primary School

Safeguarding Children



Child Protection Policy and Procedure

September 2022

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Child Protection Policy and Procedure

Every Child A Champion in Their Own Right.

Matthew 5.16 - "Let Your Light Shine."

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St Andrew's C.E. Primary School has the responsibility to protect and safeguard the welfare of children and young people they come into contact with. The need for guidelines and procedures is important to ensure that this is done with understanding and clarity. It is our policy for ALL staff, teaching and non-teaching, to be alert to signs of abuse and to know to whom they should report any concerns and be aware of correct Child Protection procedures as laid down by the Authority.

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1. Introduction

St Andrew's CE Primary School recognises that protecting and safeguarding children and young people is a shared responsibility and depends upon effective joint working between agencies and professionals that have different roles and expertise. St Andrew's CE Primary School takes its responsibilities for safeguarding children very seriously and actively promotes a culture of awareness, openness and vigilance.

St Andrews CE Primary School uses CPOMS to log and record incidents. CPOMS is an application for logging incidents for child protection, behavioural issues, bullying, special educational needs, well-being and home issues. Every member of staff across the school has an obligation to report any concerns which they may have. CPOMS allows staff to record information and alert staff.

Safeguarding those who work with children

The Governing body supports the ethos of safeguarding children and also protecting the adults within our school. Governors believe that it is not enough to assume that adults within the school have an understanding of what is expected of them in terms of conduct. As such, staff are given a 'Staff File' which clearly outlines the parameters of acceptable behaviour which is intended to both support and protect all adults. This will:

- keep children safe by clarifying which behaviours constitute safe practice and which behaviours should be avoided;
- assist adults working with children to work safely and responsibly and to monitor their own standards and practice;
- support the school in giving a clear message that unlawful or unsafe behaviour is unacceptable;
- minimise the risk of misplaced or malicious allegations made against adults who work with children and young people;
- safeguard against the incidence of positions of trusts being abused or misused.

Our Child Protection policy must be followed and applied by all adults within the school. The policy applies to all staff, governors and volunteers working in the school. We will consult with all staff and subsequently amend the policy, as necessary, to reflect the changes in relevant guidance and legislation.

Every child has the right to a safe, caring environment in which they can grow and develop. Children should feel safe and secure during their time in school and know who they can discuss their feelings and concerns with. Children should be listened to by all adults within our school.

Child Protection procedures play a vital role in developing the environment in which children can feel confident in discussing issues which may be troubling them. It also provides a structure which deals effectively with concerns and incidents of harm.

Children at St Andrew's Primary School are taught about safeguarding, including how to stay safe online. Relevant issues are also covered through Relationships and Health Education (from September 2020).

2.Aims

Safeguarding statement:

St Andrew's is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, Governors and visitors to share in this commitment.

St Andrew's will aim to protect and safeguard children and young people by;

- Ensuring that we provide a safe and secure environment for all children
- Ensuring that all children know who to talk to if they have any concerns and that they will be listened to and protected
- Provide an environment in which all children feel valued and respected
- Develop children's knowledge and understanding of the skills and qualities they need to protect themselves and stay safe

National and Local Guidance

This Child Protection Policy and Procedure should be read in conjunction with the Local Safeguarding Children's Partnership Guidelines and Procedures (accessible via: <https://hullscb.proceduresonline.com/>). In accordance with the Children Act 2004 it is a statutory responsibility for key agencies coming in to contact with children and young people, to make arrangements to ensure that in discharging their functions, they have regard to the need to safeguard and promote the welfare of children (Section 11, Children Act 2004). Where private or voluntary organisations come in to

contact with or offer services to children they should as a matter of good practice take account of this guidance and follow it as far as possible.

The following national guidance should also be referred to (this list is not exhaustive):

- The Children Act (1989)
- The Children Act (2004).
- Human Rights Act 1998.
- Criminal Justice & Court Services Act 2000.
- Criminal Justice and Court Act 2015.
- The Protection of Children Act 1999.
- The Sexual Offences Act 2003.
- What To Do If You're Worried A Child Is Being Abused (DfE: 2015).
- Safeguarding Vulnerable Groups Act 2006.
- Information Sharing: A guide for practitioners and managers (DfE: 2015).
- Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children (HM Government 2018).
- Keeping Children Safe in Education (DfE: 2020).
- Best Practice for Safeguarding in Schools (Ofsted).
- Munro Review of Child Protection (DfE: 2011)
- Multi-Agency Statutory Guidance on Female Genital Mutilation (HM Government: 2016).
- The Prevent Duty: Departmental advice for schools and childcare providers (DfE: 2015).
- Any other relevant guidance

3. Definitions

Safeguarding and promoting the welfare of children are defined as:

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

Children includes everyone under the age of 18.

Child Protection

Child protection is a part of safeguarding and promoting welfare. This refers to the

activity which is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm. Effective child protection is essential to safeguard and promote the welfare of children. All agencies should aim to proactively safeguard and promote the welfare of children so that the need for action to protect children from harm is reduced.

Early Help

It is important for children to receive the right help at the right time to address risk and prevent issues escalating. At St Andrews CE Primary School we aim to identify where early interventions are needed to support families in need, by closely monitoring children and highlighting emerging issues. If necessary, and with consent, information is shared or TAF meetings are convened with other professionals to support effective early help assessments.

Children in Need

Children are defined as 'in need', under section 17 of the Children Act 1989, are those who vulnerability is such that they are unlikely to reach or maintain a satisfactory level of health or development, or their health or development will be significantly impaired, without the provision of services. This includes children with a disability. Local authorities have a duty to safeguard and promote the welfare of children in need.

Significant Harm

Some children are in need because they are suffering, or likely to suffer, significant harm. The concept of significant harm is the threshold that justifies compulsory intervention in family life in the best interests of the child, and gives the Local Authority a duty to make enquiries and assessments to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer, significant harm.

4. Responsibilities

All staff and volunteers have a duty to share concerns about the welfare of any child with the Child Protection Co-ordinators.

The Child Protection Co-ordinators are responsible for:

- monitoring and recording concerns about the well-being of a child or young person.
- making referrals to the Local Authority Children's Services
- liaising with other agencies

-arranging training for staff/ volunteers

-completing Early Help Assessments

-Attending professional strategy, conference, review and core group meetings.

After receiving a concern around the welfare of a child, a member of our Child Protection Team will act on behalf of St Andrew's CE Primary School in referring concerns or allegations of harm to the Local Authority Children's Social Care or to the Police Protecting Vulnerable People Team.

It is important to note, that if the Child Protection Co-ordinator is in any doubt about making a referral, that advice can be sought from the Local Authority Children's Social Care. Advice will be followed accordingly.

At this stage, the name of the child and family should be kept confidential and will be requested if the enquiry proceeds to a referral.

The Child Protection Co-ordinator may share limited information on a need-to-know basis among the staff but respecting the need for confidentiality.

It is not the role of the Child Protection Co-ordinator to undertake an investigation into the concerns or allegations of harm. It is the role of the Child Protection Co-ordinator to collate and clarify details of the concern or allegation and to provide this to the Local Authority Early Help and Safeguarding Hub (EHaSH), or Locality Team, if Children's Social Care is already involved with the family. Children's Social Care will then make enquires in accordance with Section 47 of the Children Act 1989.

If for any reason the Child Protection Co-ordinators are not available, then contact any member of the SLT (C. Curtis, J. Byford, S. Dibnah, R. Waterson, L. Broadley, J. Daggitt). If the above staff are all unavailable then the Early Help and Safeguarding Hub (EHaSH) should be informed. The telephone number for the Early Help and Safeguarding Hub is 01482 448879 and this can also be found next to the telephone in the staff room.

In the event of the Early Help and Safeguarding Hub being unavailable (out of hours) then please telephone the Emergency Duty Team on telephone number 01482 300304. Instructions for making a referral together with all necessary documents can be found in the Referral and Safeguarding File located in the staff room.

If the situation is urgent and all of the above cannot be contacted, ensure that the Police Protecting Vulnerable People Team are informed on telephone number 01482 578488. If they are unavailable, refer to any police station.

The Child Protection Co-ordinators and the Headteacher will liaise closely with each other on all Child Protection issues. The Child Protection Co-ordinators will diligently follow advice as well as work alongside other agencies to prevent harm occurring and act accordingly if or when harm does occur or is suspected. The Child Protection Co-ordinators will endeavour to keep updated on all policies and procedures as recommended by the Local Safeguarding Partnership Guidelines. It is both a requirement and an entitlement that our Child Protection Co-ordinators take part in professional development related to Child Protection. They will disseminate information to all staff to ensure that they are kept updated on changes to Child Protection regulations and arrange appropriate staff development in response to the needs of the school, individuals and changes in Child Protection guidance.

Responsibilities of the Headteacher:

- ensure that concerns raised by the Child Protection team regarding harm to a child are referred to the Children's Social Care Team immediately
- ensure that the day, date and time of the referral are recorded
- ensure that thorough records are kept by the Child Protection Co-ordinators.

The Governing Body will:

- ensure the school has child protection policy and procedures in place which is in accordance with guidance
- ensure that the school has procedures in place to deal with allegations of abuse against members of staff and volunteers and that they comply with guidance
- designate a named governor for child protection who will oversee the school's child protection policy and practice
- designate a member of the governing body responsible for liaising with the Local Authority and partner agencies in the event of an allegation of abuse being made against the Headteacher
- develop a policy for safer recruitment and ensure that this is adhered to, ensuring that all appropriate checks are carried out on new staff and volunteers who work with children
- ensure the school keeps and maintains a Single Central Record of all checks on staff and volunteers
- keep abreast of changes to safeguarding legislation
- access appropriate training for all staff and volunteers

- receive a report from the Child Protection Co-ordinators on an annual basis
- review the Child Protection Policy on an annual basis
- ensure systems are in place for a co-ordinated approach for early identification, help and intervention in accordance with the Hull Children and Families Board.

5. Information for Visitors

All visitors to the school who will have direct contact with any child in the school will be made aware of the school's expectations relation to Child Protection. This will include procedures relating to the sharing of concerns with the Child Protection Co-ordinators.

6. Staff Training and Induction

The Child Protection Co-ordinators and Headteacher are trained to Local Safeguarding Children's Partnership Level 2. Lindsey Harrison is 'train the trainer' trained so is able to deliver Safeguarding Level One training and refresher training. The SLT are also Level 2 trained.

The Child Protection Co-ordinators will ensure that all staff have appropriate Child Protection Training and will deliver annual 'update' training to all staff. In addition, training will be provided in response to new national and local guidance and/ or regulations.

All staff in the school are Local Safeguarding Children's Partnership Level 1 trained and undertake refresher training every three years. All staff have child protection training that equips them to recognise and respond to child welfare concerns. The school keeps a record of child protection training.

As part of St Andrew's CE Primary School's induction process all new members of staff will be informed of the school's Child Protection procedures by the SLT and/or Child Protection Co-ordinators. When new staff join the school they will be informed of the safeguarding arrangements in place. They will be given a copy of the following policies and told the names of the Child Protection Co-ordinators and team:

- Child Protection Policy
- Behaviour Policy
- Staff File
- Marking & Feedback Policy
- Safeguarding response to children who go missing from education

- The name and identity of the Child Protection Co-ordinators and team
- Keeping Children Safe in Education (Part 1)

Every new member of staff, including volunteers and temporary staff will have an induction period that will include essential safeguarding information along with an induction into recording safeguarding concerns onto CPOMS. The induction will remind staff of their responsibility to safeguard all children in school the remit of the roles of the Child Protection Co-ordinators.

7. Local Safeguarding Children's Partnership

St Andrew's CE Primary School will follow the Local Safeguarding Children's Partnership guidelines. These guidelines can be found at: <https://hullscb.proceduresonline.com/>

8. Sharing Concerns

If any member of staff suspects that a child may be being harmed in any way they should report this to the Child Protection Co-ordinators as a matter of urgency. Concerns should be recorded accurately on the CPOMS system and shared with the Child Protection Co-ordinators, face to face immediately after a concern has been raised. In the event the Child Protection Co-ordinator is unavailable then the member of staff must take the concern immediately to a member of the Child Protection Team.

Any concerns of a potential Child Protection nature, made by a child to a member of staff or volunteer, should be recorded in the child's own words. Do not use *** in place of offensive words, record the actual words.

It is very important that a child is listened to but not asked leading questions. Any marks, which may be noticed by a member of staff, should be recorded on the electronic body map diagram on CPOMS. Staff must NOT take photographs of the injury.

The Child Protection Co-ordinators will take appropriate action.

The Child Protection Co-ordinators will record all concerns and actions onto CPOMS. Only the Designated Safeguarding Team and other relevant members of staff will be able to view these files.

The appendices to this policy contain information to support staff in recognising signs and symptoms of abuse. This information should help staff in deciding whether a referral is necessary. If in doubt, staff should discuss the matter with the Child Protection Co-ordinators who will decide if the incident needs to be noted and

reported to appropriate outside agencies. Staff team will add further relevant information as necessary onto CPOMS regarding child protection and wider welfare information in order to gain a record concerns. Confidential feedback regarding decision/outcomes will be shared with the member of staff raising the initial concern and also amongst other members of staff/management on a need to know basis.

If a decision is made by outside agencies that no further action is required and the child's situation does not appear to be improving, the Child protection Co-ordinators should press for re-consideration.

9. Operation Encompass

St Andrew's CE Primary School participate in the Operation Encompass Project. The project is run in partnership with Humberside Police and aims to support children who are affected by domestic abuse. Being exposed to domestic abuse is distressing for a young person, who can often see the abuse, hear it from another room, see a parent's injuries or distress afterwards or be physically hurt trying to stop the abuse. As a result, Police Officers will make contact with the school and communicate relevant and necessary information to nominated and trained school staff. This will ensure that the school is made aware before the start of the next school day and subsequently provide support in a way that means the child feels safe.

10. Managing Disclosures

When a child discloses abuse it is important that, as far as possible, the following basic principles are adhered to:

- listen to what the child has to say with an open mind
- do not ask probing or leading questions designed to get the child to reveal more
- never stop a child who is freely recalling significant events
- make note of the discussion, taking care to record the timing, setting and people present, as well as what was said
- do not ask the child to write a statement
- never promise the child that you can keep a secret. Explain that you have a responsibility to report what the child has said to someone else.
- the Child Protection Co-ordinator MUST be informed IMMEDIATELY.

Staff should be aware of their vulnerability when undertaking one-to-one conversations with pupils It is recognised that there will be occasions when this must take place but where possible, such conversations should be conducted in a room

with visual access or with the door open.

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or are being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the designated safeguarding lead (DSL) if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

Actions following a report of sexual violence and/or sexual harassment

It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward and that they will be supported and kept safe. Abuse that occurs online or outside of the school or college should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised.

Where there has been a report of sexual harassment, the need for a risk assessment will be considered on a case-by-case basis. The risk and needs assessment should consider:

- the victim, especially their protection and support;
- the alleged perpetrator; and
- all the other children (and, if appropriate, adult students and staff) at the school, especially any actions that are appropriate to protect them.

Risk assessments will be recorded and kept under constant review. The child protection coordinators will ensure that they are engaging with children's social care and specialist services as required.

Important considerations will include:

- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered;

- the nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour
- the ages of the children involved;
- the developmental stages of the children involved;
- importance of understanding intra familial harms and any necessary support for siblings following incidents
- any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?;
- is the alleged incident is a one-off or a sustained pattern of abuse?;
- are there ongoing risks to the victim, other children, adult students or school or college staff?; and
- other related issues and wider context.

As always when concerned about the welfare of a child, all staff should act in the best interests of the child. In all cases, St Andrew's Primary School will follow general safeguarding principles as per Keeping Children Safe in Education. Immediate consideration will be given as to how best to support and protect the victim and the alleged perpetrator (and any other children involved/impacted).

All staff at St Andrew's Primary school are trained to manage a report. Effective safeguarding practice includes:

- if possible, managing reports with two members of staff present, (preferably one of them being the designated safeguarding lead or a deputy). However, this might not always be possible;
- where the report includes an online element, being aware of searching screening and confiscation advice (for schools) and UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people. In some cases, it may be more appropriate to confiscate any devices to preserve any evidence and hand them to the police for inspection;
- not promising confidentiality at this initial stage as it is very likely a concern will have to be shared further (for example, with the designated safeguarding lead or children's social care) to discuss next steps. Staff should only share the report with those people who are necessary in order to progress it. It is important that the victim understands what the next steps will be and who the report will be passed to;

- recognising that a child is likely to disclose to someone they trust: this could be anyone on the school staff. It is important that the person to whom the child discloses recognises that the child has placed them in a position of trust. They should be supportive and respectful of the child;
- recognising that an initial disclosure to a trusted adult may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory and so children may not be able to recall all details or timeline of abuse;
- keeping in mind that certain children may face additional barriers to telling someone because of their vulnerability, disability, sex, ethnicity and/or sexual orientation;
- listening carefully to the child, reflecting back, using the child's language, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc. It is important to note that whilst leading questions should be avoided, staff can ask children if they have been harmed and what the nature of that harm was;
- considering the best way to make a record of the report. Best practice is to wait until the end of the report and immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes during the report (especially if a second member of staff is present). However, if making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking. Either way, it is essential a written record is made;
- only recording the facts as the child presents them. The notes should not reflect the personal opinion of the note taker.
- informing the designated safeguarding lead (or deputy), as soon as practically possible, if the designated safeguarding lead (or deputy) is not involved in the initial report.

11. Confidentiality

The Child Protection Team will only disclose personal information, about a pupil, to other members of staff on a need-to-know basis. All Child Protection issues are to be considered confidential and should not be discussed with colleagues other than the Child Protection Co-ordinators or Headteacher, unless it is considered in the child's best interests to discuss the concerns with other colleagues.

Contact with Parents

A copy of the school's Child Protection Policy is available to all parents on request and is also available on the school's website.

The Local Safeguarding Children's Partnership guidelines state that when a member of staff suspects significant harm, the Child Protection Co-ordinators **MUST** be informed immediately. **At this stage there should be no contact with the parent/carer.**

Seeking Consent for a Referral

Professionals should seek in general to discuss any concerns with the family (including the child where appropriate) and where possible seek their agreement to making referrals to the Local Authority Early Help and Safeguarding Hub. Contact will generally be made by means of a telephone conversation, however, the inability to contact parents should not cause undue delay to the referral being made.

Contact with parents should only be made where such discussion and agreement seeking will not place the child at an increased risk of significant harm.

It should be noted that parents, carers or child may not agree to information being shared, but this should not prevent referrals where child protection concerns persist. The reasons for dispensing with consent from the parents, carer or child should be clearly recorded.

In cases where an allegation has been made against a family member living in the same household as the child and it is your view that discussing the matter with the parent would place the child at risk of harm, or where discussing it may place a member of staff / volunteer at risk, consent does not have to be sought prior to the referral being made.

If you are unsure about whether to seek parental consent prior to a referral being made then seek advice from the Early Help and Safeguarding Hub (EHaSH). Referrals made to Children's Social Care will be confirmed in writing by the Child Protection Co-ordinator within 48 hours and a copy sent to the Children and Young Peoples Services section of Kingston upon Hull City Council.

Transfer of Child Protection Records

When any child is transferring to another school then the Child Protection Co-ordinators should be informed as a matter of course. In turn, the Child Protection Co-ordinators will then hand over the Child Protection records in person, with a covering letter requesting acknowledgement of receipt to the receiving school within 5 days. CPOMS records are also transferred electronically at the request of the

receiving school.

In relation to children that are transferring to a school out of County, Child Protection records should be packaged as above and posted, by the Child Protection Co-ordinator, to the receiving school by means of recorded and tracked delivery. A receipt should be sought and stored safely by the Child Protection Co-ordinator, who will then contact the receiving school to inform them that the records have been posted to them and request confirmation of receipt as soon as possible.

Any Child Protection records that need to be discarded will be shredded.

12. Allegations against staff

If any member of staff or volunteer has concerns about the behaviour or conduct of another individual working within the group or organisation including:

- behaved in a way that has harmed a child, or may have harmed a child and/or;
- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

Then the nature of the allegation or concern should be reported to the Headteacher for dealing with allegations against staff/volunteers/carers immediately. The member of staff who has a concern or to whom an allegation or concern is reported should not question the child or investigate the matter further.

Should an allegation be made against a member of staff then the school will follow the LA Guidance. In this instance the Headteacher or Child Protection Co-ordinators will contact the Local Authority Designated Officer (LADO). In the event of the allegation being made against the Headteacher the Chair of Governors should contact the LADO directly.

Local Authority Designated Officer (LADO):

Jacque Edhouse – Telephone (01482) 616112 (direct) or 790933 (ICRO admin team)

If staff have a safeguarding concern or an allegation about another member of staff (including supply staff, volunteers or contractors) that does not meet the harm threshold, then this should be shared with the Head teacher or a member of the Child

Protection Team.

Low Level Concerns

A low-level concern is defined as any concern had about an adult's behaviour towards, or concerning, a child that does not meet the harms threshold (see below), or is otherwise not serious enough to consider a referral at the time of its reporting.

Inappropriate behaviour can exist on a wide spectrum, from inadvertent or thoughtless behaviour to behaviour which is ultimately intended to enable abuse. Examples of inappropriate behaviour that would constitute a low-level concern that should be reported to the Head of School include:

- Being overly friendly with children – this could include, but is not limited to, communicating with a child through personal social media or allowing inappropriate conversations or enquiries to occur with pupils, e.g. conversations that are about a staff member's personal life or are of a sexual nature.
- Having favourites – this could include, but is not limited to, calling pupils by pet names or terms of endearment or buying pupils gifts.
- Taking photographs of children on their personal mobile phones or devices.
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door.
- Using inappropriate, sexualised, intimidating or offensive language

Low-level concerns are differentiated from concerns that can cause harm. The harms threshold is the point at which a concern is no longer low-level and constitutes a threat of harm to a child. This threshold is defined as accusations that an adult has:

- Behaved in a way that has harmed a child or may have harmed a child.
- Possibly committed a criminal offence against, or related to, a child.
- Behaved towards a child in a way that indicates they may pose a risk of harm to children.
- Behaved in a way that indicates they may not be suitable to work with children, including behaviour that has happened outside of school.

While low-level concerns are, by their nature, less serious than concerns which meet the harms threshold, the school understands that many serious safeguarding concerns, e.g. child sexual abuse, often begin with low-level concerns, e.g. being overly friendly with children. All concerns need to be reported to the Head of School.

Low-level concerns which are shared about supply staff and contractors should be

notified to their employers, so that any potential patterns of inappropriate behaviour can be identified. If there is any doubt as to whether the information which has been shared about a member of staff as a low-level concern in fact meets the harm threshold, they should consult with their LADO.

Responding to a complaint or allegation against a member of staff

Underlying principles:

- The welfare of the child is paramount
- Adults about whom there are concerns should be treated fairly and honestly and will be provided with support
- It is the responsibility of all adults to safeguard and promote the welfare of children and young people. The school's responsibility extends to a duty of care for those adults employed, commissioned or contracted to work with children and young people.

The person to whom the allegation or concern is reported should not question the child or investigate the matter further, they should however:

- Treat the matter seriously
- Avoid asking leading questions and keep an open mind
- Communicate with the child (if the complainant) in a way that is appropriate to the child's age, understanding and preferred language or communication style
- Make a written record of the information (where possible in the words the child used) including – When the alleged incident took place (time and date) – Who was present (witnesses) – What was said to have happened
- Sign and date the written record
- Seek advice immediately from the Local Authority Designated Officer directly.

Children must NOT be asked to produce or sign any statement. This could undermine any potential investigation.

13. Recruitment and Selection

Preventing Unsuitable people from Working with Children

St Andrew's CE Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The school ensures compliance with the Safe Recruitment and Selection Guidance for schools issued by DFE and Kingston upon Hull City Council. This includes rigorous vetting procedures including an enhanced Disclosure and Barring (DBS) check for all staff and the gathering of suitable references.

This school operates a rigorous and robust recruitment process that gathers evidence about candidate's suitability to work with children as well as their suitability for the post. The school has robust safeguarding procedures in place which aim to address any inappropriate behaviour by staff and volunteers. At any time at least one member of any appointments panel will have successfully undertaken 'Safer Recruitment Training.' In addition, as part of the shortlisting process St Andrew's Primary School carries out an online search as part of their due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online.

The school will ensure that all staff and volunteers are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents. These are outlined in the 'Safer Working Practices Document'.

Increased safeguards were introduced through the creation of two new barred lists (regulated and controlled) to replace the existing POCA, POVA and list 99. These lists are maintained by the Disclosure and Barring Service (DBS). A person who is barred from working with children or vulnerable adults will be breaking the law if they work or volunteer, or try to work or volunteer with those groups. If St Andrew's CE Primary School knowingly employs someone who is barred to work with those groups, they would also be breaking the law. If there is an incident where a member of staff or a volunteer has to be dismissed because they have harmed a child or vulnerable adult, or would have been if they had not left, St Andrew's CE Primary School will notify the Disclosure and Barring Service (DBS). Information on how to do this can be found at:

<https://www.gov.uk/guidance/making-barring-referrals-to-the-dbs>.

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Information on how to do this can be found at:
<http://www.homeoffice.gov.uk/agencies-public-bodies/dbs>

Childcare Disqualification Requirements 2018

St Andrew's CE Primary School adheres to the DfE guidance 'Keeping Children Safe in Education' document, detailing the legal requirements for 'Childcare Disqualification' checks to be carried out on relevant staff and volunteers working with children. St Andrew's Primary School will not continue to employ an individual who is disqualified, including 'by association', in connection with early or later years childcare provision, nor will a disqualified individual provide or be directly concerned in the management of such provision unless they have received a waiver from Ofsted which covers the role that they wish to undertake. However, this does not imply that individuals are prevented from working in a school in any other setting. The new Statutory Instrument, The Childcare (Disqualification) Regulations and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018, came into force on 31 August 2018. These regulations remove the Disqualification by Association where childcare is provided in non-domestic settings, where other safeguarding measures are well observed and followed. This now includes schools. Therefore, from the 31/08/2018 school staff, governor's and volunteers will no longer be disqualified from working with children when they share a household with a disqualified person.

14. Use of digital cameras and mobile phone cameras

Digital cameras that are provided for use within the school should not be taken off site unless being used for an educational visit. Staff must ensure that their work device is secure and password-protected, and that they do not share their password with others. They must take all reasonable steps to ensure the security of their work device when using it outside of school. The use of staff personal cameras and mobile phone cameras, in school or on the school site, is strictly prohibited. Pupils are not permitted to bring mobile devices into school. Parents are permitted to take pictures of their own child during worship assemblies and sports day but must not upload the photos onto social media.

15. Links to Other Policies

This policy is supported by, and should be read in conjunction with the following policies:

- Health & Safety Policy, Risk Assessments

- Recruitment & Selection of Staff / Volunteers
- Hull Safeguarding Partnership – Allegations of abuse made against people who working with children.
- Dfe – Working together to safeguard children
- HM Government – Information sharing: Guidance for practitioners and managers
- HM Government – What to do if you're worried a child is being abused
- Special Educational Needs Policy
- Complaints & Disciplinary Policy
- Codes of Conduct
- Diversity & Equality Policy
- Staff Induction / Development / Supervision Policy
- Confidentiality & Information Sharing
- Anti Bullying Policy/ Discipline Policy
- Whistle Blowing Policy
- Physical Intervention/ Handling Techniques.
- Disability.
- Equal Opportunities.
- Critical Incident.
- Fire Policy.
- Any other relevant policies or guidance

16. Discriminatory Behaviour

St Andrew's CE Primary School vehemently oppose discrimination or discriminatory behaviour, on any grounds, and will respond promptly to any such incidents. We strive to provide an environment and curriculum which both raises awareness and promotes the celebration, understanding and inclusion of difference and diversity.

Staff should be aware that to ignore a discriminatory act, whether single or repeated, will constitute a breach of their duty of care and any such incident will become a Child Protection issue. Incidents should be reported to the Headteacher.

All policies referred to in this document can be obtained from the school.

The appendices attached to this policy are intended to support staff in dealing with Child Protection Issues.

If anyone has any concerns or doubts then please liaise with the Child Protection Co-ordinators or Child Protection Team.

17. Useful Contacts

Children's Social Care (Local Authority EHaSH)	01482 448879
Emergency Duty Team	01482 300304
Local Authority Designated Officer (LADO)	01482 790933

Appendices

Appendix 1 – Golden Rules of Information Sharing

Information sharing is aimed at supporting good practice by offering clarity on when and how information can be shared legally and professionally in order to achieve improved outcomes. It can be especially useful in supporting early intervention and preventative work where decisions about information sharing may be less clear than in safeguarding or child protection situations. Below are the seven golden rules of information sharing, as recommended by *Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers* (HM Government 2015):

1. Remember that the Data Protection Act 1998 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is good reason to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be certain of the basis upon which you are doing so. Where you have consent, be mindful that an individual might not expect information to be shared.

5. Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.

6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (see principles).

7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

Appendix 2 – Child Protection Monitoring

Monitoring is the recording, factually and non-judgementally, of injuries, behaviours, events, absences or any concerns deemed to be of a Child Protection nature. Day, date and time actions taken and reasons should be recorded.

It is useful to utilise the body map element of CPOMS (see Appendix 7 for a paper copy) to record any injuries and to describe their location, size and appearance. CPOMS entries should be made as soon as possible after the event. The Child Protection Co-ordinators will then receive an instant notification that an incident has been logged.

Mental health and wellbeing concerns should be logged on CPOMS and discussed with the Child Protection Co-ordinators. 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. St Andrew's Primary School will work with external agencies to provide extra support for pupils where needed.

All written accounts must be signed by the person writing the record and given to the Child Protection Co-ordinators as soon as possible.

Appendix 3 – What is Child Abuse?

Abuse and neglect are forms of maltreatment of a child or young person. Child refers to anyone under the age of 18. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm.

- **PHYSICAL ABUSE:**

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

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

• **EMOTIONAL ABUSE:**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying 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, though it may occur alone.

• **SEXUAL ABUSE:**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts.

They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

• **NEGLECT:**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. 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 and clothing, shelter including exclusion from home or abandonment, failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision including the use of inadequate care-takers, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

This is not an exhaustive list and it must be recognised that it is not the role of staff / volunteers to make an assessment of whether children or young people have suffered harm. Staff/ volunteers/ Child Protection Co-ordinators do have a duty to report any concerns about harm in accordance with the Local Safeguarding Children's Partnership Guidelines and Procedures.

Appendix 4 – Recognition of Harm

The harm or possible harm of a child may come to your attention in a number of possible ways;

1. Information given by the child, his/ her friends, a family member or close associate.
2. The child's behaviour may become different from the usual, be significantly different from the behaviour of their peers, be bizarre or unusual or may involve 'acting out' a harmful situation in play.
3. An injury which arouses suspicion because;
 - It does not make sense when compared with the explanation given.
 - The explanations differ depending on who is giving them (e.g. differing explanations from the parent / carer and child).
 - The child appears anxious and evasive when asked about the injury.
4. Suspicion being raised when a number of factors occur over time, for example, the child fails to progress and thrive in contrast to his/her peers.
5. Contact with individuals who pose a 'risk to children' relates to an individual that has been identified as presenting a risk or potential risk of harm to children. This can be someone who has been convicted of an offence listed in Schedule One of the Children and Young Person's Act 1933 (Sexual Offences Act 2003), or someone who has been identified as continuing to present a risk to children.
6. The parent's behaviour before the birth of a child may indicate the likelihood of significant harm to an unborn child, for example substance misuse, previous children removed from their carers.

Substance misuse – the potential for a child to be harmed as a result of the excessive use of alcohol, illegal and controlled drugs, solvents or related substances may occur during a young person’s life. The use of drugs or other substances by parents or carers does not in itself indicate child neglect or abuse, and there is no assumption that a child living in such circumstances will automatically be considered under the child protection procedures. It is important to assess how parental substance use impacts upon the children or young people in the family.

Mental Health – All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Mental illness in a parent or carer does not necessarily have an adverse affect on the child or young person but it is important to assess its implications for any children involved in the family. The adverse affects of parental mental illness on the child are less likely when parental problems are mild, last for a short period of time, are not associated with family disharmony, and where there is another parent or family member who can respond to the child’s needs and offer protection. Where mental illness is accompanied by problem alcohol use, domestic violence or associated with poverty and social isolation, children are particularly vulnerable. The potential impact of a parental mental illness and the child’s ability to cope with it is related to age, gender and individual personality.

Domestic Violence – The Domestic Abuse Act 2021 introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be “personally connected” (as defined in section 2 of the 2021 Act).

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of

domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socioeconomic status, sexuality or background and domestic abuse can take place inside or outside of the home.

The government will issue statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of child on child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

Homelessness - Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm. The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their

needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

Bullying – This can be defined as deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to defend themselves. It can take many forms, but the three main types are physical (e.g., hitting, kicking, theft), verbal (e.g., racist or homophobic remarks, threats, name calling) and emotional (e.g., isolating an individual from activities and social acceptance of their peer group). The damage inflicted by bullying (including bullying via the internet) can frequently be underestimated. Bullying can be through the use of electronic communication, e.g., text or social network sites, and is commonly known as cyberbullying. Bullying can cause considerable distress, to the extent that it can affect health and development and at the extreme significant harm. All settings in which children are provided with services or are living away from home should have in place rigorously enforced anti-bullying strategies.

Cyberbullying - is bullying through information and communication technologies, mediums such as mobile phone text messages, emails, phone calls, internet chat rooms, instant messaging – and the latest trend – social networking websites such as Twitter Face book, Instagram and SnapChat. Cyberbullying is where technology is used to harass, threaten, embarrass, or target another person. (Refer to the school's E-Safety policy)

Child abduction and community safety incidents - Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers. Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. St Andrew's Primary School provide outdoor-safety lessons run by teachers and TAs. Lessons focus on building children's confidence and abilities rather than simply warning them about all strangers.

Online Safety – it is essential that children are safeguarded from potentially harmful

and inappropriate material online. At St Andrew's Primary School we ensure that appropriate filters and monitoring systems are in place. The use of technology has become a significant component of many safeguarding issues. Additional information and guidelines are provided to staff to ensure children's safety when they are asked to learn online at home.

Gang Activity - Children and Young People who become involved in gangs are at risk of violent crime and as a result are deemed vulnerable. Agencies and professionals have a responsibility to safeguard these children and young people and to prevent further harm, both to the young person and other potential victims. Risks associated with gang activity include access to weapons (including 27 firearms), retaliatory violence and territorial violence with other gangs. Other risks include increased likelihood of involvement in knife crime, sexual violence and substance misuse. The guidance *Safeguarding Children and young people who may be affected by gang activity 2010*, advises that agencies should follow the referral process when they have concerns about a child's safety and welfare. In relation to those children and young people who may be affected by gang activity, concerns may be raised that a child or young person is:

- Not involved in gangs but vulnerable to or at risk of becoming involved in a gang.
- Not involved in a gang but at risk of harm from gang members.
- Involved in a gang and at risk of harm through their own gang related-related activities.

County Lines - County lines is a term used to describe gangs and organised criminal networks involved in exporting 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 exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can

threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

A number of the indicators for CSE and CCE as detailed may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home; • have been the victim or perpetrator of serious violence (e.g. knife crime);
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;
- are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection;
- are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity;
- owe a 'debt bond' to their exploiters;
- have their bank accounts used to facilitate drug dealing.

Modern Slavery - Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance.

Female Genital Mutilation - This is against the law although for some communities it is considered a religious act and cultural requirement. It is illegal for someone to arrange for a child to go abroad with the intention of having her circumcised. If any of

the above areas of concern is brought to the attention of staff at St Andrew's Primary School we will report those concerns to the appropriate agency in order to prevent this form of abuse taking place.

Breast Ironing -the process during which young pubescent girls' breasts are ironed, massaged, flattened and/or pounded down over a period of time (sometimes years) in order for the breasts to disappear or delay the development of the breasts entirely.

Forced Marriages – Forced marriages is a marriage conducted without the full consent of both parties and where duress is a factor. It is an entirely separate issue from arranged marriage, and the two should not be confused. Young people at risk of forced marriage may be experiencing emotional and/or physical abuse at home. If there are concerns that a child is in danger of a forced marriage the school will contact the Early Help and Safeguarding Hub (EHaSH).

Radicalisation and Extremist behaviour – At St Andrew's Primary School we assist our children to become more resilient to the messages of violent extremists through creating an environment where all young people learn to understand others, value and appreciate diversity and develop skills to be able to debate. Through the balanced curriculum we offer we will help young people learn and explore the values of different faiths and cultures. However, should any concerns of radicalised or extremist behaviours be brought to the school's attention, it will be dealt with in accordance with the school's safeguarding procedures and advice will be sought from the EHaSH Team or Humberside Police. Any referrals to the Channel process should be emailed to prevent@humberside.pnn.police.uk, 'in accordance of the Counter Terrorism Act 2015'.

Preventing Radicalisation - Children are vulnerable to extremist ideology and radicalisation.

- **Extremism:** is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- **Radicalisation:** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- **Terrorism:** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the

government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Protecting children from the risk of radicalisation should be seen as part of the schools' wider safeguarding duties, and is similar in nature to protecting children and young people from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people from being radicalised (Keeping Children Safe in Education, DfE 2020). Staff play an important role in the formation of children's values which in turn keep them safe. Staff who become aware of any children/s influences or views that could be termed as extremist, in any local or national manner, should inform the Child Protection Co-ordinators to enable an assessment to be made of the risk to the individual or others. This will be done in partnership with the local Prevent Team.

Child Criminal Exploitation (CCE) – CCE is where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into any criminal activity in exchange for something the victim needs or wants an/or for the financial or other advantage of the perpetrator or facilitator and/or through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology. CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country, forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal

exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to. It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Child Sexual Exploitation (CSE) - CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something he victim needs or wants and/ or 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. CSE does not always involve physical contacts; it can occur through the use of technology. CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship. The presence of any significant indicator for sexual exploitation should trigger a referral to Children's Social Care EH&SH team.

Significant indicators:

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity)
- Entering and/or leaving a vehicle driven by an unknown adult
- Possessing unexplained amounts of money, expensive clothes, or other items
- Frequenting areas known for risky activities
- Children who have older boyfriends or girlfriends
- Children who suffer from sexually transmitted infections or become pregnant
- Being groomed or abused via the internet and mobile technology and,
- Having unexplained contact with hotels, taxi companies, and fast food outlets

Refer to HSCB guidance for practitioners

Honour Based Violence (HBV) – So-called ‘honour-based’ abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend

the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving “honour” often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. At St Andrew’s Primary School we take HBV crime very seriously and deal with cases sensitively and confidentially. To this end we work collaboratively with external agencies to keep children and young people safe from harm.

Cybercrime - Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either ‘cyber-enabled’ (crimes that can happen off-line but are enabled at scale and at speed on-line) or ‘cyber dependent’ (crimes that can be committed only by using a computer). Cyber-dependent crimes include;

- unauthorised access to computers (illegal ‘hacking’), for example accessing a school’s computer network to look for test paper answers or change grades awarded;
- denial of Service (Dos or DDoS) attacks or ‘booting’. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and,
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Child on Child Abuse – Child on child abuse can include: all forms of bullying, being coerced into sending sexual images (sexting), physical or sexual assaults, child sexual exploitation or teenage relationship abuse. At St Andrew’s Primary School we do our utmost to ensure that children and young people are protected from abuse and will educate pupils on how to build resilience through online safety lessons,

safeguarding lessons and relationships lessons. Our staff receive training to help equip them with the tools to recognise different form of peer abuse and the mechanisms for responding and reporting incidents. A pupil against whom an allegation of abuse has been made may be fixed term excluded pending an investigation and the school 'Behaviour' policy will apply. Our school will take advice from Children's Social Care and/or police on the investigation of such allegations and will take appropriate action to ensure safety and welfare of pupils involved. It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Abuse is abuse and should never be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up'. Child on Child abuse will be taken seriously in the school and staff recognise that the gender of the victims and perpetrators are not stereotyped. Both victims and perpetrators and any other child affected by child on child harms will be supported in school and by any relevant external agencies. The different forms of child on child harms can include:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving

harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

All staff should be aware that children can abuse other children (often referred to as child on child abuse). And that it can happen both inside and outside of school or college and online. Staff should understand that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or a deputy).

Sexual Violence and Harassment - Sexual violence and sexual harassment can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. The guidance defines the following terms:

Sexual violence

Sexual violence includes:

- Rape
- Assault by penetration
- Sexual assault - intentionally touching another person in a way that is sexual.

Sexual violence is defined in the Sexual Offences Act 2003 as:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of his/her body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

Sexual harassment

Sexual harassment is the unwanted conduct of a sexual nature that can occur online and offline. Sexual harassment is likely to:

- violate a child's dignity, and/or
 - make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Sexual harassment can include:

-Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names.

-Sexual 'jokes' or taunting.

-Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes and displaying pictures and drawings of a sexual nature.

Online sexual harassment may be standalone or part of a wider pattern of sexual harassment and it can include:

-Non-consensual sharing of sexual images or videos.

-Sexualised online bullying.

-Unwanted sexual comments and messages, including on social media.

-Sexual exploitation; coercion and threats.

-Upskirting

Actions following a report of sexual violence and/or sexual harassment

Where there has been a report of sexual harassment, the need for a risk assessment will be considered on a case-by-case basis. The risk and needs assessment should consider:

-the victim, especially their protection and support;

-the alleged perpetrator; and

-all the other children (and, if appropriate, adult students and staff) at the school, especially any actions that are appropriate to protect them.

Risk assessments will be recorded and kept under constant review. The child protection coordinators will ensure that they are engaging with children's social care and specialist services as required.

Important considerations will include:

- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be

given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered;

- the nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour
- the ages of the children involved;
- the developmental stages of the children involved;
- any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?;
- is the alleged incident is a one-off or a sustained pattern of abuse?;
- are there ongoing risks to the victim, other children, adult students or school or college staff?; and
- other related issues and wider context.

As always when concerned about the welfare of a child, all staff should act in the best interests of the child. In all cases, St Andrew's Primary School will follow general safeguarding principles as per Keeping Children Safe in Education. Immediate consideration will be given as to how best to support and protect the victim and the alleged perpetrator (and any other children involved/impacted).

Harmful sexual behaviours

The guidance describes harmful sexual behaviours as problematic, abusive and violent sexual behaviours that are developmentally inappropriate and may cause developmental damage. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference in age or if one of the children is pre-pubescent and the other is not. Children displaying harmful sexual behaviours have often experienced their own abuse and trauma.

At St Andrew's Primary School we recognise that:

- Nothing is more important than safeguarding and promoting children's welfare.
- Sexual violence and sexual harassment is not acceptable, it will never be tolerated and is not an inevitable part of growing up.
- Sexual violence or sexual harassment will not be tolerated or dismissed as 'banter', 'part of growing up', 'just having a laugh' or 'boys being boys'.

- The role of education in prevention. We have a planned age-appropriate RHSE curriculum as part of a whole school approach.
- Sexual violence and harassment can be driven by wider societal factors beyond school and college, such as everyday sexist stereotypes and everyday sexist language.
- Children can sexually abuse other children and it doesn't only happen in secondary schools; it can take place in primary schools too.
- Child on child sexual violence and sexual harassment exists in many forms, from calling someone sexualised names, flicking bra straps, lifting up skirts, grabbing bottoms, breasts and genitalia to sexual assault and rape.
- Sexual violence and sexual harassment can happen online and offline (and in many cases there will be an element of both).
- Schools and colleges need to know how to identify it, manage reports and support all parties involved.
 - It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.
- Sexual violence and sexual harassment are not acceptable, should never be tolerated and should never be seen as an inevitable part of growing up.
- Everyone who comes into contact with children has a role to play in protecting them.

Children who have experienced sexual violence display a very wide range of responses to their experience, including in some cases clear signs of trauma, physical and emotional responses, or no overt signs at all. Schools should remain alert to the possible challenges of detecting those signs and show sensitivity to the needs of the child (e.g. about attendance in lessons) irrespective of how overt the child's distress is.

The NSPCC provides a helpline for professionals at 0808 800 5000 and help@nspcc.org.uk

Upskirting – The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12th April 2019. 'Upskirting' involves taking a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks to obtain sexual

gratification, or cause humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

Sexting – Sexting is defined as the production and/or sharing of sexual photos and videos of and by young people under the age of 18. It includes nude or nearly nude images and/or sexual acts. Staff should report any incidents of sexting to the Child Protection Co-ordinators immediately. **Never view, download or share the imagery yourself, or ask a child to share or download – this is illegal.**

📺 If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL.

📺 Do not delete the imagery or ask the young person to delete it.

📺 Do not ask the young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL.

📺 Do not share information about the incident to other members of staff, the young person(s) it involves or their, or other, parents and/or carers.

📺 Do not say or do anything to blame or shame any young people involved.

📺 Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL.

Serious Violence – Staff are aware of indicators which may signal that children are at risk from, or are involved with serious crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in academic performance, signs of self-harm or significant change in well-being or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached or are involved with, individuals associated with criminal networks or gangs.

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

Reference- Preventing Youth Violence and gang involvement and Criminal Exploitation of children and vulnerable adults: County Lines.

Contextual Safeguarding – Safeguarding incidents and/or behaviours can be associated with factors outside of St Andrew's CE Primary School and can occur

between children outside of the school. Staff and the child protection co-ordinator will consider the context within which incidents and/or behaviours occur. Assessments of children should be considered whether environmental factors are present in a child's life that are a threat to their safety and/or welfare. All staff should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

SEND – We are an inclusive school and recognise that SEND children have exactly the same human rights to be safe from abuse and harm as non-SEND children. We actively try to remove any barriers to learning and participation that may disadvantage children. We acknowledge that children with SEND are especially vulnerable to all types of abuse and are statically more targeted due to difficulties they may face in communicating what is happening to them. Therefore, we ensure that SEND children are responded to carefully when they have, or show signs of concern. We feel that it is particularly important that all staff and volunteers are fully informed and adequately trained in order to protect vulnerable groups. Additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs, and
- communication barriers and difficulties in managing or reporting these challenges.
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

Children who are lesbian, gay, bi or trans (LGBT) - The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as

vulnerable as children who identify as LGBT. Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff. LGBT inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum.

Children Missing in Education (CME) – Children are best protected by regularly attending school where they will be safe from harm and where there are professionals to monitor their well-being. At St Andrew's Primary School we will encourage the full attendance of all our pupils. All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, 'honour'-based abuse or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school's or college's unauthorised absence and children missing from education procedures.

Emergency Contacts - We will endeavour to obtain and maintain at least 2 emergency contact phone numbers for each pupil and make all reasonable efforts to ensure that parents are reminded to update the School on number or contact changes. Parents who have not provided 2 contact numbers will be contacted and asked to provide the contacts.

If no confirmation has been received as to why a child is not in School, the Attendance officer, will call on the contact telephone numbers held and update attendance records with the results of the conversation. Depending on the nature of the telephone call or us not being able to have successful contact, EHASH or the EWO may be informed if the School is concerned.

The School will only remove children from the register if the statutory grounds for doing so are met and will inform the LA of the intention to do so. In the case of CME School will make all reasonable efforts to locate the children as required by the guidance.

The School will inform the LA EWS if any pupil fails to attend without permission for a continuous period of 10 days or more and will refer children whose attendance has

fallen below the agreed level to the EWS.

If a child, who is subject of a Child Protection Plan or is otherwise open to the Local Authority, does not attend School without a verified valid reason the Child Protection Co-ordinator's will contact the assigned social worker or Central duty desk if unavailable.

If a child absconds from the site the School will make an initial search and contact the parent/carer or other emergency contact. The Social worker will be informed if applicable. If after the search the child is not located the School will contact the Police within 20 minutes of the alert. (*Ref: Attendance policy and Local Authority CME protocols*)

Children with family members in prison - Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders, NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Private Fostering - A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. If you are aware of a private fostering arrangement then you have a mandatory duty to notify the Local Authority of these arrangements.

Appendix 5 – Parameters of Monitoring

1. Attendance
2. Quality of contact/ communication with parents/ carers
3. Child's: Body Language/ Behaviour/ Play/ Drawing/writing
4. Medical symptoms: Bruising/ Headaches/ Tummy aches/ Tiredness/ Eating patterns

Appendix 6 - Points to keep in mind when monitoring and recording

1. Observation: structured/ unstructured/ Overtime/ Balanced/ Shared
2. Record in detail: date, day and time/ Context: activity, routine and interactive setting.

Appendix 7 – FGM Reporting

The FGM mandatory reporting duty is a legal duty provided for in the FGM Act 2003 (amended by the Serious Crime Act 2015). The legislation requires regulated health and social care professionals and teachers in England and Wales to make a report to the police where, in the course of their professional duties, they either:

- are informed by a girl under 18 that an act of FGM has been carried out on her; or
- observe 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 that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth

For the purposes of the duty, the relevant age is the girl's age at the time of the disclosure/identification of FGM (i.e. it does not apply where a woman aged 18 or over discloses she had FGM when she was under 18).

Complying with the duty does not breach any confidentiality requirement or other restriction on disclosure which might otherwise apply.

The duty is a personal duty which requires the individual professional who becomes aware of the case to make a report; the responsibility cannot be transferred.

The only exception to this is if you know that another individual from your profession has already made a report; there is no requirement to make a second.

The duty does not apply in relation to at risk or suspected cases or in cases where the woman is over 18. In these cases, you should follow local safeguarding procedures. For more information, please see the English or Welsh version of Working Together to Safeguard Children as appropriate, and/or the multi-agency guidance on FGM.

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

It is recommended that you make a report orally by calling 101, the single non-emergency number.

Record keeping

Throughout the process, you should ensure that you keep a comprehensive record of any discussions held and subsequent decisions made, in line with standard safeguarding practice. This will include the circumstances surrounding the initial identification or disclosure of FGM, details of any safeguarding actions which were

taken, and when and how you reported the case to the police (including the case reference number).

Appendix 9 – Contacts

Hull

Children’s Social Care (Local Authority)

Early Help and Safeguarding Hub	(01482) 448879
Emergency Duty team (out of hours)	(01482) 300304
Local Authority Designated Officer	(01482) 790933
Police Protecting Vulnerable People Team	(01482) 578488
Hull Safeguarding Children’s Partnership	(01482) 379090
National Domestic Abuse Helpline	0808 2000 247