

St Petroc's School

Safeguarding & Child Protection Policy

Director Lead: Julie Smith

Nominated Lead Member of Staff Tahira White

Status & Review Cycle: Statutory Annual

Reviewed: November 2021

Next Review Due: September 2022

Contents

Safeguarding Statement	Page 4
Coronavirus Statement	Page 4
Key personnel	Page 4
Terminology	Page 5
1. Introduction	Page 6
2. Policy Principles	Page 6
3. Policy Aims	Page 6
4. Values	Page 7
5. Safe School, Safe Staff	Page 9
6. Roles and Responsibilities, including Training	Page 10
7. Confidentiality	Page 13
8. Definitions of Abuse	Page 14
9. Reporting Concerns	Page 15
10. Safeguarding Risk Assessment	Page 20
11. Children who are particularly vulnerable	Page 20
12. Mental Health	Page 21
13. Anti-Bullying / Cyberbullying	Page 21
14. Racist Incidents	Page 22
15. Radicalisation and Extremism	Page 22
16. Domestic Abuse	Page 23
17. Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)	Page 24
18. Female Genital Mutilation (FGM)	Page 25
19. Forced Marriage	Page 26
20. Honour based Violence	Page 26
21. One Chance Rule	Page 26
22. Private Fostering Arrangements	Page 27
23. Looked After Children	Page 27
24. Children in Need	Page 27
25. Child Abduction and Community Safety Incidents	Page 27
26. Children and the Court System	Page 28
27. Children Missing Education	Page 28
28. Children with Family Members in Prison	Page 28
29. County Lines	Page 29
30. Modern Slavery and the National Referral Mechanism	Page 29
31. Cybercrime	Page 29
32. Homelessness	Page 30
33. Online Safety	Page 30
34. Peer on Peer Abuse	Page 30
35. Youth Produced Sexual Imagery (Sexting)	Page 32
36. Allegations against Staff and Adults	Page 33
37. Whistleblowing	Page 35
38. Physical Intervention	Page 35
39. Confidentiality and Information Sharing	Page 36
40. Opportunities to Teach Safeguarding	Page 36
41. Linked Policies	Page 36

Appendix 1 - Job Description - Designated Safeguarding Lead	Page 34
Appendix 2 – Recognising signs of child abuse	Page 37
Appendix 3 – Sexual Abuse by Young People	Page 41
Appendix 4 – Child Sexual Exploitation	Page 43
Appendix 5 – Female Genital Mutilation	Page 44
Appendix 6 – Domestic Abuse	Page 46
Appendix 7 – Radicalisation and Extremism	Page 48
Appendix 8 – What to do if you have an online safety concern	Page 50
Appendix 9 – Resources	Page 51
Appendix 10 – MASH contacts	Page 52
Appendix 11 – MARU contacts	Page 53
Appendix 12 – Coronavirus	Page 54

Safeguarding Statement

St Petroc's School recognises its moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. Child protection forms part of the school's safeguarding responsibilities. Child abuse includes the four main categories of; physical abuse, emotional abuse, sexual abuse, neglect, and also; violent extremism, children missing education, domestic abuse, child exploitation and E-safety.

Coronavirus Statement

Keeping children Safe in Education (KCSIE 2021) remains in force throughout the response to coronavirus. The Department for Education has issued non-statutory guidance on safeguarding in schools during the coronavirus outbreak which supports governing bodies, proprietors, senior leadership teams and designated safeguarding leads to continue to have appropriate regard to KCSIE 2021 and keep their children safe. Should Government or LA advice alter St Petroc's School will review its Child Protection and Safeguarding Policy and where necessary add a supporting appendix. This new additions, once ratified will be shared by all staff.

Key Personnel

The nominated Safeguarding/ Child Protection Director is Julie Smith, Chair of Governors

Contact details:

email: juliecsmith6@hotmail.com

Telephone: 07713255531

Julie can be contacted by post at the school address: 40 Ocean View Road, Bude, EX23 8NJ

The Designated Safeguarding Lead (DSL) is Tahira White

Contact details: email: Tahira.white@stpetrocs.com

Telephone: 01288352876

The Deputy Designated Safeguarding Lead (DDSL) is Vicky Moore

Contact details: Vicky.Moore@stpetrocs.com

Telephone: 01288352876

Other useful contacts can be found in Appendix 9 of this document. In case of emergency or immediate risk of harm call 999.

Terminology

Safeguarding and promoting the welfare of children is defined as:

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

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

Staff refers to all those working for or on behalf of the school, full or part time, temporary or permanent, in either a paid or voluntary capacity. The policy applies when working on-site or away and is considered a duty of all even when 'off-duty'.

Child includes everyone under the age of 18.

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

1. Introduction

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

- 1.1 Keeping Children Safe in Education (September 2021) (KCSIE 2021)
- 1.2 KCSIE 2021 incorporates Disqualification under the Childcare Act 2006
- 1.3 KCSIE 2021 also refers to the non-statutory advice for practitioners: What to do if you're worried a child is being abused (March 2015)
- 1.4 Working Together to Safeguard Children (September 2018 – updated in 2020)
- 1.5 RSHE 2019
- 1.6 HM Gov Information Sharing 2018
- 1.7 Prevent Duty Guidance: for England and Wales (July 2015)
- 1.8 The Prevent duty: Departmental advice for schools and childminders (June 2015)
- 1.9 The use of social media for on-line radicalisation (July 2015)
- 1.10 Section 157 of the Education Act 2002 (Independent schools only, including academies and CTCs)
- 1.11 The Education (Independent Schools Standards) (England) Regulations 2003
- 1.12 The Safeguarding Vulnerable Groups Act 2006
- 1.13 The Teacher Standards 2012

This policy is reviewed annually and updated whenever needed so that it is kept up to date with legislation and guidance as it emerges and evolves, including lessons learned.

2. Policy Principles

The welfare of the child is paramount, and it is everybody's responsibility to always act in the best interests of the child

- 2.1 All children regardless of age, gender, culture, language, race, ability, sexual identity or religion have equal rights to protection, safeguarding and opportunities.
- 2.2 We recognise that all adults, including temporary staff¹, volunteers and Directors, have a full and active part to play in protecting our pupils from harm and have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm. All staff believe that our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.
- 2.3 Pupils and staff involved in child protection issues will receive appropriate support and supervision.

3. Policy Aims

- 3.1 To demonstrate the school's commitment to safeguarding and child protection to pupils, parents and other partners.
- 3.2 To support the child's development in ways that will foster security, confidence and independence.

¹ Wherever the word "staff" is used, it covers ALL staff on site, including ancillary supply and self-employed staff, contractors, volunteers working with children etc and Directors.

- 3.3 To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how, to approach adults if they are in difficulties, believing they will be effectively listened to.
- 3.4 To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- 3.5 To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.
- 3.6 To emphasise the need for good levels of communication between all members of staff.
- 3.7 To develop a structured procedure within the school that will be followed by all members of the school community in cases of suspected abuse.
- 3.8 To develop and promote effective working relationships with other agencies, especially the Local Safeguarding Partnerships, Police and MASH for Devon children or MARU for Cornwall children.
- 3.9 To ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to guidance)², and a Single Central Record is kept for audit.

4. Values

4.1 Supporting Children

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

Our school will support all children by:

- Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
- Promoting a caring, safe and positive environment within the school. Applying the St Petroc's School Positive Behaviour Policy.
- Responding sympathetically to any requests for time out to deal with distress and anxiety.
- Offering details of helplines, counselling or other avenues of external support.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Notifying the LA/MASH as soon as there is a significant concern.
- Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the

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

child's new setting and ensuring the school medical records are forwarded as a matter of priority.

- Children are taught to understand and manage risk through our personal, social, health and economic (PHSE) education and Relationship and Sex Education and through all aspects of school life. This includes online safety.

4.2 Prevention / Protection

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

The school community will therefore:

- Work to establish and maintain an ethos where children feel secure, are encouraged to talk and are always listened to, including regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, asking children to report whether they have had happy/sad lunchtimes/playtimes
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Include safeguarding across the curriculum, including PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular, this will include anti-bullying work, online-safety, road safety, pedestrian and cycle training.
- Ensure all staff and students are aware of school guidance for their use of on-line and mobile and smart technology, including cameras and have discussed safeguarding issues around the use of on-line and mobile and smart technologies and their associated risks. The use of mobile phones and smart technology and cameras is restricted in the EY setting; our staff are aware at no times should their own personal cameras/smart phones be used in recording children or young people in this school. The school will ensure that they get parental permission to take photographs of children for media, website and other school purposes. Any person taking images of the children should be challenged by staff unless they are absolutely confident they have the relevant permissions.
- Consider safeguarding risk assessment in all processes and procedures.
- Have due regard to the need to Prevent people from being drawn into radicalisation and terrorism – see p22.

5. Safe School, Safe Staff

We will ensure that:

- all staff receive information about the school's safeguarding arrangements, the school's safeguarding statement, staff code of conduct, Safeguarding and Child Protection Policy, the role and names of the Designated Safeguarding Lead (DSL) and the Deputy Designated Safeguarding Lead (DDSL), and sign to say they have read it
- all staff receive safeguarding and child protection training at induction, in line with advice from The Devon Children and Families Partnership, which is regularly updated, and receive safeguarding and child protection updates including Prevent and online safety (including informal updates such as via email, e-bulletins and staff meetings), as required, but at least annually;
- all members of staff are trained in and receive regular updates in online safety and reporting concerns.
- all staff and Directors have regular child protection awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse.
- Senior Leaders and members of the Safeguarding and Wellbeing team are trained to level 3.
- The Safeguarding and Child Protection Policy is made available via the school website or other means and that parents/carers are made aware of this policy and their entitlement to have a copy via the school handbook/newsletter/website. All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through the publication of the Safeguarding and Child Protection Policy and reference to it in the school's handbook.
- the school provides a coordinated offer of Early Help when additional needs of children are identified and contributes to early help arrangements and inter-agency working and plans.
- Our vetting procedure will seek to ensure the suitability of adults working with children at any time.
- Community users organising activities for children are aware of the school's Safeguarding and Child Protection Policy, guidelines and procedures.
- The name of the designated members of staff for child protection, the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead (DDSL), are clearly advertised in the school with a statement explaining the school's role in referring and monitoring cases of suspected abuse.
- All Directors will read all of KCSIE 2021 in order to understand the statutory requirements that they are required to have oversight of it.

6. Roles and Responsibilities, including Training

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

- there is a Safeguarding and Child Protection Policy together with a staff Code of Conduct.
- child protection, safeguarding, safer recruitment and managing allegations policies and procedures, including the staff code of conduct, are consistent with The Devon Children and Families Partnership and statutory requirements, are reviewed annually and that the Safeguarding and Child Protection Policy is publicly available on the school website or by other means
- ensures that all staff including temporary staff and volunteers are provided with St Petroc's School Safeguarding and Child Protection Policy and staff code of conduct at Induction.
- all staff have read and understood Keeping Children Safe in Education (2021) part 1 and Annex B Further Information and that mechanisms are in place to assist staff in understanding and discharging their roles and responsibilities as set out in the guidance.
- the school operates a safer recruitment procedure that includes statutory checks on staff suitability to work with children and ensures that there is at least one person on every recruitment panel who has completed safer recruitment training.
- the school has procedures for dealing with allegations of abuse against staff (including the Head), volunteers and against other children. A referral is made to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have had they not resigned.
- a member of the senior leadership team has been appointed as the Designated Safeguarding Lead (DSL) by The Local Advisory Board who will take lead responsibility for safeguarding and child protection and that the role is explicit in the role holder's job description.
- a member of the Local Advisory Board, usually the Chair, is nominated to liaise with the LA on Child Protection issues and in the event of an allegation of abuse made against the Head
- the DSL and Deputy Designated Safeguarding Lead undertake appropriate inter-agency on appointment
- the DSL and Deputy Designated Safeguarding Lead undertake appropriate inter-agency training two yearly including Prevent and online safety.
- all staff have safeguarding training updated as appropriate but at least annually.
- all staff have training in how to manage a report of child-on-child sexual violence and sexual harassment.
- at least one member of The Local Advisory Board has completed safer recruitment training to be repeated every five years.
- children are taught about safeguarding (including online safety) as part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHE) and through relationship and sex education (RSE);
- appropriate safeguarding responses are in place for children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future.
- appropriate online filtering and monitoring systems are in place.
- enhanced DBS checks (including barred list) are in place for all Directors.
- any weaknesses in Safeguarding and Child Protection are remedied immediately.

6.1 The Proprietor

- holds ultimate responsibility for safeguarding and child protection in the school.
- provides oversight of safeguarding and child protection through regular attendance at safeguarding meetings and scrutiny visits to the school, including weekly log of safeguarding concerns and exchanges, DSL Annual Review, Safeguarding Audit to Devon County Council, Annual Safeguarding Training
- acts as a source of support and expertise in carrying out safeguarding duties for the whole school community.
- encourages a culture of listening to children and taking account of their wishes and feelings.
- is appropriately trained with updates every two years and will refresh their knowledge and skills at regular intervals but at least annually.
- will refer a child if there are concerns about possible abuse, to the MASH³, and act as a focal point for staff to discuss concerns. Enquiries⁴ must be followed up in writing, if referred by telephone.
- will keep detailed, accurate records, either written or using appropriate online software, of all concerns about a child even if there is no need to make an immediate referral.
- will ensure that all such records are kept confidential, stored securely and are separate from pupil records, until the child's 25th birthday.
- will ensure that an indication of the existence of the additional file is marked on the pupil records.
- will ensure that when a pupil leaves the school, their child protection file is passed to the new school (separately from the main pupil records and ensuring secure transit) and that confirmation of receipt is obtained.
- will ensure that a copy of the child protection file is retained until such a time that the new school acknowledges receipt of the original file. The copy should then be shredded.
- will liaise with the Local Authority and work with other agencies and professionals in line with Working Together to Safeguard Children.
- has a working knowledge of Devon Children and Families Partnership.
- will ensure that either they, or another staff member, attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report where required which has been shared with the parents.
- will ensure that any pupil currently with a child protection plan who is absent in the educational setting without explanation for two days is referred to their social worker.
- will ensure that all staff sign to say they have read, understood and agree to work within the School's Safeguarding and Child Protection Policy, staff code of conduct and Keeping Children Safe in Education 2021 Part 1 and annex B and ensure that the policies are used appropriately as part of their induction programme
- will organise child protection and safeguarding induction, regularly updated training and a minimum of annual updates (including online safety) for all school staff delivered by the Local Safeguarding Partnership, keep a record of attendance and address any absences.

³ All new enquiries go to the MASH, DSLs can consult on 0345 155 1071. In an emergency out of hours referrals can be made to the Emergency Duty Team on 0845 6000 388 or Police.

⁴ Online forms are available via www.devon.gov.uk/mashenquiryform.doc or DCFS website.

- will contribute to and provide, with the Head, the “Audit of Statutory Duties and Associated Responsibilities” to be submitted annually to the Education Safeguarding Team at Devon County Council.
- has an understanding of locally agreed processes for providing early help and intervention and will support members of staff where Early Help is appropriate.
- will ensure that the name of the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead, are clearly advertised in the school, with a statement explaining the school’s role in referring and monitoring cases of suspected abuse.
- will ensure that allegations against staff, Directors and volunteers are managed in line with the St Petroc’s School Whistleblowing Policy, including reporting to the Local Authority Designated Officer (LADO).
- sufficient time, training, support, resources, including cover arrangements where necessary, is allocated to the DSL and deputy DSL(s) to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings.

6.2 The Designated Safeguarding Lead.

See Annex B in KCSIE 2021

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

6.3 The Deputy Designated Safeguarding Lead (DDSL):

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

6.4 All School Staff

1. Will attend induction, which includes:

- Safeguarding and Child Protection Policy.
- Code of Conduct including whistleblowing and acceptable use of IT, staff:pupil relationships, use of social media and comms.
- Role and identity of the Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL)
- Know how to respond to a pupil who discloses abuse through delivery of ‘Working together to Safeguard Children’, and ‘What to do if you suspect a Child is being Abused’ (2018);
- Part one of KCSIE 2021 and Annex B, further information
- Policies on on-line safety, pupil behaviour policy and children missing education

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

2. Will undertake Level 2 Safeguarding training, to include on-line safety and Prevent and annual updates, plus informal updates, in line with LSCP advice

3. Will understand that it is everyone's responsibility to safeguard and promote the welfare of children and that they have a role to play in identifying concerns, sharing information and taking prompt action, which includes:
 - Safeguarding response to children who go missing from education.
 - consider, at all times, what is in the best interests of the child.
 - will refer any safeguarding or child protection concerns to the DSL or if necessary where the child is at immediate risk to the police or MASH.
 - are aware of the Early Help⁵ process and understand their role within it including identifying emerging problems for children who may benefit from an offer of Early Help, liaising with the DSL in the first instance and supporting other agencies and professionals in an early help assessment through information sharing. In some cases, staff may act as the Lead Professional in Early Help Cases.
 - will provide a safe environment in which children can learn.
 - should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.⁷

6.5 Contractors and Visitors

- all contractors will be required to sign a declaration stating that they have read this safeguarding policy and agree to abide by its contents
- will be issued with a leaflet entitled "Guidelines for Visitors and Contractors" in which standards of behaviour and working practice are outlined.
- Attendance at St Petroc's School will be taken to mean that any visitor to the site has read, understood and agreed to comply with the guidelines

7. Confidentiality

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

⁵ Detailed information on early help can be found in Chapter 1 of [Working Together to safeguard children](#)

8. Definitions of Abuse

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in the family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children. Abuse can take place wholly online, or technology may be used to facilitate offline abuse.

8.1 Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

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

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

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

Further information about the four categories of abuse; physical, emotional, sexual and neglect, and indicators that a child may be being abused can be found in Appendix 2.

Any child in any family in any school could become a victim of abuse. Staff should always maintain an attitude of "It could happen here".

There are a number of specific safeguarding concerns that we recognise our pupils may experience:

- child missing from education
- child missing from home or care
- child sexual exploitation (CSE)
- bullying including cyberbullying
- domestic abuse
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- radicalisation
- youth produced sexual imagery (sexting)
- teenage relationship abuse
- trafficking
- peer on peer abuse
- upskirting

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

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

9.0 Reporting Concerns

- 9.1 If staff notice any indicators of abuse/neglect or signs that a child may be experiencing a safeguarding issue they should act immediately, record these concerns on an Expression of Concern and pass it to the DSL. They may also discuss their concerns in person with the DSL, but the details of the concern should be recorded in writing.
- 9.2 There will be occasions when staff may suspect that a pupil may be at risk but have no ‘real’ evidence. The pupil’s behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical or inconclusive signs may have been noticed. St Petroc’s School recognise that the signs may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill or an accident has occurred; however, they may also indicate a child is being abused or is in need of safeguarding. In these circumstances, it is fine for staff to ask the pupil if they are OK or if they can help in any way. Staff should use the Expression of Concern Form on CPOMS to record these lower level or early concerns and speak to the DSL. The reason for reporting lower level or early concerns is to create and embed a culture of openness, trust and transparency in which the school’s values and expected behaviour are constantly lived, monitored and reinforced by all staff.

If the pupil does begin to reveal that they are being abused, exploited or neglected, staff should follow the advice below regarding a pupil making a disclosure.

9.3 If a pupil discloses to a member of staff

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

During their conversation with the pupil, staff will:

- listen to what the child has to say and allow them to speak freely
- remain calm and not overact or act shocked or disgusted – the pupil may stop talking if they feel they are upsetting the listener
- reassure the child that it is not their fault and that they have done the right thing in telling someone
- not be afraid of silences – staff must remember how difficult it is for the pupil and allow them time to talk
- ensure that the child knows that they take what the child is disclosing seriously and that they will be supported and kept safe so that no victim will be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment and no victim ever be made to feel ashamed for making a report.
- ask open questions and avoid asking leading questions
- avoid jumping to conclusions, speculation or make accusations
- not automatically offer any physical touch as comfort. It may be anything but comforting to a child who is being abused.
- avoid admonishing the child for not disclosing sooner. Saying things such as ‘I do wish you had told me about it when it started’ may be the staff member’s way of being supportive but may be interpreted by the child to mean they have done something wrong.
- tell the child what will happen next.

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

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

9.4 Notifying Parents

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

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

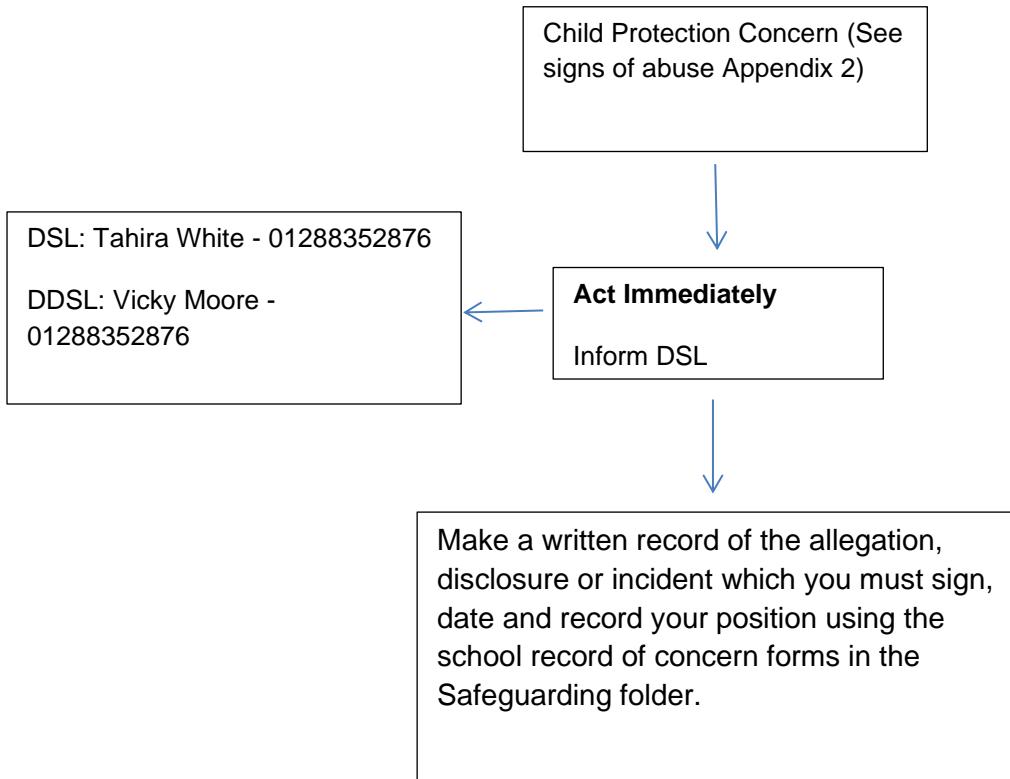
Where there are concerns about forced marriage or honour-based violence, parents should not be informed a referral is being made as to do so may place the child at a significantly increased risk.

9.5 Making a referral

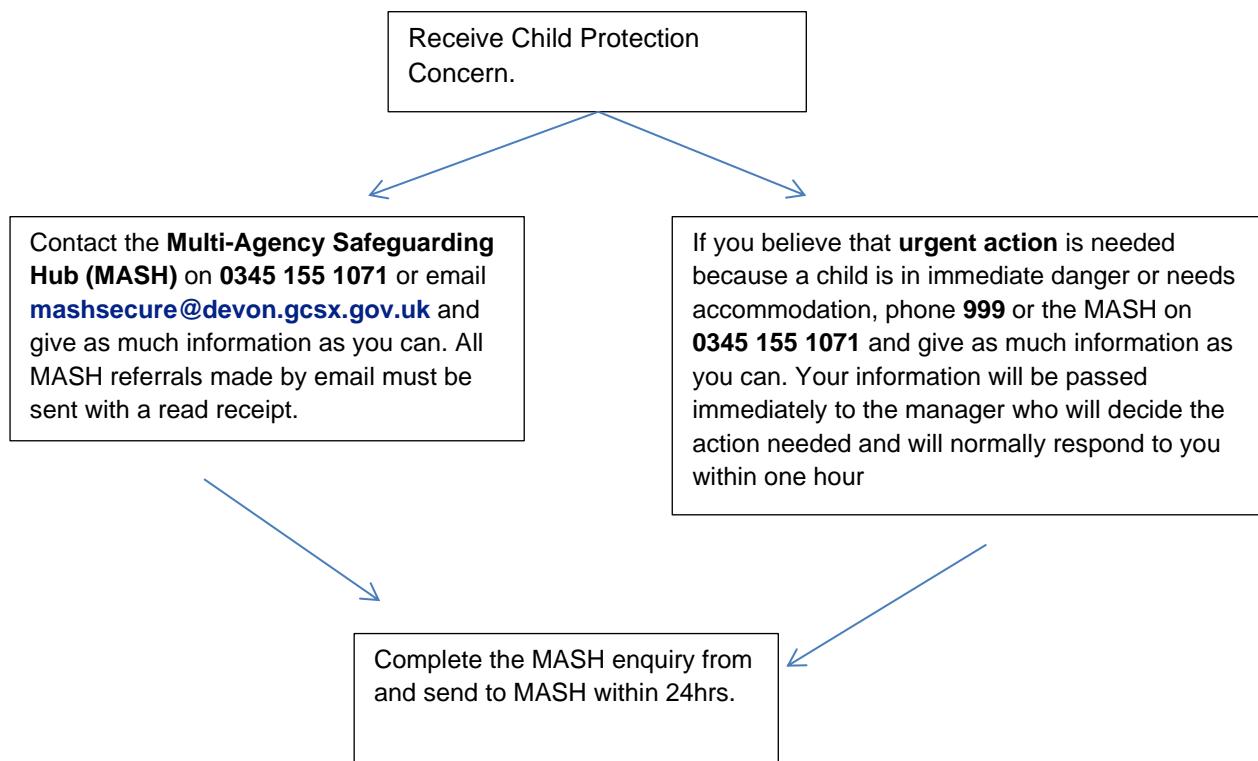
- Concerns about a child or a disclosure should be discussed with the DSL who will help decide whether a referral to children's MASH or other support is appropriate in accordance with The Devon Children and Families Partnership Threshold Tool
- If a referral is needed, then the DSL should make it. However,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

9.6 Process for Reporting

All Staff



DSL



9.7 Local Safeguarding Partnership

Devon Council and Cornwall Council, in exercising their social care functions, are responsible for ensuring there is a Local Safeguarding Partnership covering their area, to bring together representatives of each of the main agencies and professionals responsible for helping to protect children from abuse and neglect.

The Local Safeguarding Partnership is an inter-agency forum for agreeing how the different services and professional groups should co-operate to safeguard children in the area, and for making sure that arrangements work effectively to bring about good outcomes for children.

9.8 Multi-Agency Safeguarding Hub – MASH

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

This policy is based on Devon procedures. However, children attending the school may come from other Local Authorities, namely Cornwall. In this case a referral to MARU may be more appropriate.

Their contact details are shown in Appendix 11 of this policy. If in doubt, refer to MASH and they will advise.

9.9 Multi Agency Referral Unit - MARU

The Multi-Agency Referral Unit (MARU) is the Cornwall equivalent of Devon's MASH, it provides a multi-disciplinary response to concerns about the welfare or safety of a child in line with the Local Safeguarding Partnership guidance on interagency thresholds/continuum of need. It

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

The Multi-Agency Advice Team (MAAT) is a multidisciplinary team within the MARU. The MAAT provides advice and consultation in cases where the LSCP threshold for statutory social work intervention is not met. The MAAT gathers more information and considers those cases that are on the cusp of the threshold criteria for social work.

9.10 Supporting Staff

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

10. Safeguarding Risk Assessment

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

11. Children who are particularly vulnerable

St Petroc's School recognises that our children and young people all have special educational needs and disabilities (SEND) and are therefore more vulnerable to abuse and neglect and that additional barriers exist when recognising abuse for some children.

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

In some cases, possible indicators of abuse such as a child's mood, behaviour or injury might be assumed to relate to the child's impairment or disability rather than giving a cause for concern. Or a focus may be on the child's disability, special educational needs or situation without consideration of the full picture. In other cases, such as bullying, the child may be disproportionately impacted by the behaviour without outwardly showing any signs that they are experiencing it. It is essential that these possible indicators are further explored and the causes are not assumed.

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

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

- Young carers
- Affected by parental substance misuse, domestic abuse or parental mental health needs
- Asylum seekers
- Living away from home
- Isolated from peers or vulnerable to being bullied possibly without outwardly showing any signs or engaged in bullying
- Already viewed as a 'problem'
- Living in temporary accommodation
- Live transient lifestyles
- Living in chaotic and unsupportive home situations
- Vulnerable to discrimination on the grounds of race, ethnicity, religion, disability or sexuality
- At risk of sexual exploitation
- Do not have English as a first language
- At risk of female genital mutilation
- At risk of forced marriage
- At risk of being drawn into extremism.

12. Mental Health

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

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

13. Anti-Bullying/Cyberbullying

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

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

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

14. Racist Incidents

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

15. Radicalisation and Extremism

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

Extremism is defined as 'vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs'. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

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

St Petroc's School is clear that exploitation of vulnerable children and radicalisation should be viewed as a safeguarding concern and follows the Department for Education guidance for schools and childcare providers on preventing children and young people from being drawn into terrorism⁶.

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

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

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

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

⁶ [The Prevent duty](#)

⁷ [Promoting Fundamental British Values](#)

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

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages. The designated safeguarding lead should consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse or those who are currently receiving support through the 'Channel' programme, and have that support in place for when the child arrives. Statutory guidance on Channel is available at: Channel guidance.

Additional support

The Department for Education has published further advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts to other sources of advice and support

16. Domestic Abuse

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

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

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

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

Operation Encompass operates within the Cornwall and Devon police force. When there has been an incident of domestic abuse within a family that attend St Petroc's School the DSL or DDSL will receive contact via a telephone call, usually in the morning prior to the child arriving so that members of staff can be prepared and able to support the child appropriately.

Domestic abuse is defined in KCSIE 2021 as : any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have

been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological, physical, sexual, financial and emotional.

The Domestic Abuse Act, 2021 creates a statutory definition of domestic abuse based on the existing cross-government definition.

'Abusive behaviour' is defined in the act as any of the following:

- physical or sexual abuse
- violent or threatening behaviour
- controlling or coercive behaviour
- economic abuse
- psychological, emotional or other abuse

For the definition to apply, both parties must be aged 16 or over and 'personally connected'.

'Personally connected' is defined in the act as parties who:are married to each other

- are civil partners of each other
- have agreed to marry one another (whether or not the agreement has been terminated)
- have entered into a civil partnership agreement (whether or not the agreement has been terminated)
- are or have been in an intimate personal relationship with each other
- have, or there has been a time when they each have had, a parental relationship in relation to the same child
- are relatives

17. Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)

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

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

Child sexual exploitation is a form of child sexual abuse. Further details and guidance are covered by the St Petroc's School CSE Policy.

Any concerns that a child is being, or is at risk of, being sexually exploited should be passed without delay to the DSL. St Petroc's School is aware there is a clear link between regular school

absence/truanting and CSE. Staff should consider a child to be at potential CSE risk in the case of regular school absence/truanting and make reasonable enquiries with the child and parents to assess this risk.

The DSL will use the The Devon Children and Families Partnership CSE Screening Tool⁸ on all occasions when there is a concern that a child is being, or is at risk of being, sexually exploited or where indicators have been observed that are consistent with a child who is being, or who is at risk of being, sexually exploited.

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

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

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

18. Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act (2003). It is a form of child abuse and violence against women. A mandatory reporting duty requires teachers to report 'known' cases of FGM in under 18s, which are identified in the course of their professional work, to the police⁹.

The duty applies to all persons in St Petroc's School who is employed or engaged to carry out 'teaching work' in the school, whether or not they have qualified teacher status.

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

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

School staff are trained to be aware of risk indicators of FGM which are set out in Appendix 5. Concerns about FGM outside of the mandatory reporting duty should be reported as per Holsworthy Area Federation's child protection procedures. Staff should be particularly alert to suspicions or

⁸ [DCSP screening tool](#)

⁹ [FGM procedural information](#)

concerns expressed by female pupils about going on a long holiday during the summer vacation period. There should also be consideration of potential risk to other girls in the family and practising community.

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

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

19. Forced Marriage

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

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

A forced marriage is not the same as an arranged marriage which is common in several cultures. The families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

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

20. Honour-based Violence

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

Honour based violence might be committed against people who:

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

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

21. One Chance Rule

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

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

22. Private Fostering Arrangements

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

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

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

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

23. Looked After Children

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

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

24. Children in need

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

25 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. Many schools provide outdoor-safety lessons run by teachers or by local police staff. It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: www.actionagainstabduction.org and www.clevernevergoes.org.

26 Children and the Court System

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds. The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers

27. Children Missing Education

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

The DSL will monitor unauthorised absences and take appropriate action including notifying the local authority particularly where children go missing on repeat occasions and/or are missing for periods during the school day in conjunction with 'Children Missing Education: Statutory Guidance for Local Authorities¹⁰'.

For a child living in Cornwall

Designated Officer for Cornwall County Council overseeing children missing from education via MARU Daytime 0300 123 1116, out of hours 01208 251300

For a child living in Devon

MASH daytime 0345 155 1071 out of hours 0345 600 0388

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

28. 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.

¹⁰ [CME Statutory Guidance for Local Authorities](#)

29. County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”. This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell 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 (mainstream and special), further and higher educational institutions, pupil referral units, children's homes and care homes. Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. A number of the indicators for CSE and CCE as detailed above 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); 127
- 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.

Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office.

30. Modern Slavery and the National Referral Mechanism

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. Modern slavery: how to identify and support victims - GOV.UK (www.gov.uk)

31. 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.

128 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. Note that Cyber Choices does not currently cover ‘cyber-enabled’ crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety. Additional advice can be found at: Cyber Choices, ‘NPCC- When to call the Police’ and National Cyber Security Centre - NCSC.GOV.UK

32. 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 following factsheets usefully summarise the new duties:

Homeless Reduction Act Factsheets. 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. In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's social care will be the lead agency for these children and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The Department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation: [here](#).

33. Online Safety

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

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

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

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

34. Peer on Peer Abuse

It is important that all staff challenge abusive behaviours between peers. In most instances, the conduct of pupils towards each other will be covered by our positive behaviour and anti-bullying policies. However, some allegations may be of such a serious nature that they may raise safeguarding concerns. St Petroc's School recognises that children are capable of abusing their peers. It will never be passed off as 'just banter', 'having a laugh' or 'part of growing up' or 'boys being boys'.

The forms of peer on peer abuse include bullying (including cyber-bullying, prejudice based and discriminatory bullying); sexual violence; sexual harassment; physical abuse (including hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm); sexting (youth-produced sexual imagery); upskirting; initiation/hazing type violence and rituals; 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)

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

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

St Petroc's School aims to reduce the likelihood of peer on peer abuse through:

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

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

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

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

35. Youth produced sexual imagery (sexting)¹¹

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

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

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

All incidents of this nature should be treated as a safeguarding concern and in line with the UKCCIS guidance 'Sexting in schools and colleges: responding to incidents and safeguarding young people'¹²

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

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

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

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

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

¹¹ Youth refers to anyone under the age of 18

¹² [Sexting in schools and colleges](#)

- There is reason to believe a child is at immediate risk of harm owing to the sharing of the imagery, for example the child is presenting as suicidal or self-harming.

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

In applying judgement, the DSL will consider if;

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

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

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

36. Allegations against staff and adults

The school's has arrangements for handling allegations of abuse against members of staff, including the Head and DSL, supply staff, volunteers and contractors (KCSIE 2021), and concerns that may meet the 'harm test' should be addressed as set out in KCSIE 2021). This policy should also be followed where someone may have been involved in an incident outside of school which didn't involve children, but could have an impact on their suitability to work with them (e.g. domestic violence). All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults. See the section below for a full explanation including reporting to the DBS/TRA. Ofsted should be informed of allegations against people working at the premises, or of any other abuse alleged to have taken place on the premises - as soon as practicable and within 14 days at latest.

'Lower level' concerns and allegations ('low-level concerns') such as something 'doesn't feel right', or makes you feel uncertain about someone, that do not meet the harms test, should be addressed separately. It is important that these concerns are shared to create and embed a culture of openness, trust and transparency in which the school's values and expected behaviour that are set out in the staff code of conduct are constantly lived, monitored and reinforced by all staff. Low-level concerns should be reported to the same persons as set out above in relation to concerns and

allegations that meet the harms test. Reports about supply staff and contractors should be notified to their employers so any potential patterns of inappropriate behaviour can be identified. When a low-level concern has been raised by a third party, the head should collect as much evidence as possible by speaking where possible with the person who raised the concern, to the individual involved and to any witnesses. Reports of low-level concerns should be recorded in writing, with details of the concern, the context in which it arose and action taken. The name of the person reporting should be noted, respecting wishes to remain anonymous as far as reasonably possible. Records of low-level concerns should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified and responded to. Where a pattern of behaviour is identified, the school should decide on a course of action. This might be internal disciplinary procedures, or referral to the LADO if the harms threshold is met. The school will consider if any wider cultural issues in school that enabled the behaviour to occur and if appropriate policies could be revised or extra training delivered to minimise the risk of recurrence. The rationale for all decisions and actions taken must be recorded.

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

We understand that a pupil may make an allegation against a member of staff or staff may have concerns about another staff member, including the DSL. If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or becoming aware of the information, will immediately inform the Head¹³.

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

If the allegation made to a member of staff concerns the Head, the person receiving the allegation will immediately inform the Chair of Directors/Proprietor who will consult the LADO directly as above, without notifying the Head first. Where there is any conflict of interest in reporting the matter to the Head LADO will also be contacted directly.

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

Where the allegation relates to a member of supply staff provided by an agency, the agency will be fully involved.

The school will, in consultation with the LADO, follow the procedures set out in Part 4 of Keeping Children Safe in Education (2021) and will record the rationale for all decisions and actions taken..

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

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

¹³ Chair of Directors in the event of an allegation against the Head

¹⁴ Duty LADO 01392 384964 or email ladosecure-mailbox@devon.gcsx.gov.uk

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

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

If a teacher has been dismissed, or would have been dismissed had they not resigned, in cases involving unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction for a relevant offence, the School will give separate consideration to whether a referral should be made to the Teaching Regulatory Authority. The School will follow the advice set out in the TRA documents: Teacher misconduct: information for teachers; and Teacher misconduct: the prohibition of teachers (as updated from time to time) to decide whether a referral should be made.

37. Whistleblowing

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

All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues, poor or unsafe practice and potential failures in the school's safeguarding arrangements. If it becomes necessary to consult outside the school, they should speak in the first instance, to the LADO following the St Petroc's School's Whistleblowing Policy.

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

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

38. Physical Intervention

We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.

Such events should be recorded and signed by a witness.

Staff who are likely to need to use physical intervention will be appropriately trained.

We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

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

39. Confidentiality and Information Sharing

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

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

However, following a number of cases where senior leaders in school had failed to act upon concerns raised by staff, Keeping Children Safe in Education (2021) emphasises that any member of staff can contact Children’s Social Care if they are concerned about a child. Guidance on the GDPR has been clarified to explain that you can refuse to share information if a serious harm test is met (KCSIE, 2021).

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

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

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

40. Opportunities to Teach Safeguarding

St Petroc’s School recognises the importance of teaching safeguarding and online safety including mobile phones and smart technology to children and young people. This includes covering relevant issues through Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Personal, Social Health Education (PSHE).

41. Linked Policies

This policy also links to our policies on:

- Positive Behaviour
- Staff Code of Conduct
- Recruitment and selection of staff
- Whistleblowing
- Anti-bullying
- Health & Safety
- Allegations against staff
- Complaints
- Attendance
- Curriculum
- PSHE

- Teaching and Learning
- Medical
- Drug Education
- Sex and Relationships Education
- Physical intervention
- On-line Safety, including staff use of mobile phones and smart technology and cameras
- Risk Assessment
- Intimate Care

Appendix 1: Job Description - Designated Safeguarding Lead

Job description for the Designated Safeguarding Lead (DSL and DDSLs)	
St Petroc's School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment	
Summary of the role	<p>To take lead responsibility for safeguarding and child protection (including online safety) occurring at the School and to support all other staff in dealing with any child welfare and child protection concerns that arise.</p> <p>To have the status and authority within the School to carry out the duties of the post including committing resources, and where appropriate, supporting and directing other staff to safeguard and promote the welfare of students.</p> <p>Whilst the activities of DSL can be delegated to appropriately trained deputies (DDSLs), the ultimate lead responsibility for child protection remains with the DSL. This lead responsibility cannot be delegated.</p> <p>To take part in strategy discussions and inter-agency meetings and to support other staff to do so, and to contribute to the assessment of students.</p> <p>To promote and safeguard the welfare of students in the School.</p>
Main duties and responsibilities	<i>Further specifics:</i>
Managing referrals	<p>You are expected to:</p> <ul style="list-style-type: none"> • refer cases of suspected abuse of any student at the School to the local authority children's social care; • support staff who make referrals to local authority children's social care; • refer cases to the Channel programme where there is a radicalisation concern; • support staff who make referrals to the Channel programme; • refer cases where a person is dismissed or left due to risk/harm to a child to Disclosure and Barring Service (DBS); and • refer cases where a crime has been committed to the Police.
Work with others	<p>You are expected to:</p> <ul style="list-style-type: none"> • act as a point of contact with the three safeguarding partners: the local authorities (Devon and Cornwall); the clinical commissioning group; and the police; • liaise with the Chair of the Advisory Board (Safeguarding lead) to inform her of issues; especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations; • as required, liaise with the “case manager” (as per KCSIE 2021) and the designated officer (LADO) at the local authority for child protection concerns in cases which concern a staff member; • liaise with staff (especially pastoral support staff, IT staff, First Aiders, and the named persons with oversight for SEND) on matters of safety and safeguarding (including on-line safety and digital safety) and when

	<p>deciding whether to make a referral by liaising with relevant agencies; and</p> <ul style="list-style-type: none"> • to act as a source of support, advice and expertise for all staff.
Training	<p>You are expected to:</p> <ul style="list-style-type: none"> • ensure your child protection training and that of the DDSLs is sufficient and appropriate to provide the knowledge and skills required to carry out this role. This training must be updated every two years. All members of the DSL team should also undertake Prevent awareness training. • In addition to the formal training, the knowledge and skills of members of the DSL team should be supplemented and refreshed at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role in order to: • understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements. • have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so. • ensure each member of staff has access to, and understands, the School or School's child protection policy and procedures, especially new and part-time staff. • be alert to the specific needs of children in need, those with special educational needs and young carers. • understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation. • understand the importance of information sharing, both within the School, and with the three safeguarding partners, other agencies, organisations and practitioners. • be able to keep detailed, accurate, secure written records of concerns and referrals. • understand and support the School with regards to the requirements of the Prevent duty and be able to provide advice and support to staff on protecting children from the risk of radicalisation. • be able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at School. • be able to recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online. • obtain access to resources and attend any relevant or refresher training courses; and

	<ul style="list-style-type: none"> encourage a culture of listening to students and taking account of their wishes and feelings, among all staff, in any measures the School may put in place to protect them.
Raising awareness	<p>You are expected to:</p> <ul style="list-style-type: none"> ensure that the School's child protection policies are known, understood and used appropriately. ensure the School's Safeguarding and Child Protection Policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the Board regarding this, ensure the safeguarding policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the School in this; and link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements
Child protection files	<p>You are expected to:</p> <ul style="list-style-type: none"> ensure that when a student leaves the School their child protection file is transferred to the new school or college as soon as possible. ensure child protection files are transferred separately from the student's main file in a secure manner and confirmation of receipt is received from the destination school or college. consider whether it is appropriate to share any information with the new school or college in advance of the student leaving
Availability	<p>You are expected to:</p> <ul style="list-style-type: none"> ensure during term time either the Designated Safeguarding Lead (or a deputy) will always be available to discuss any safeguarding concerns; and Arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Appendix 2: Recognising signs of child abuse

Categories of Abuse:

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

Signs of Abuse in Children:

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

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

Risk Indicators

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

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

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

In an abusive relationship the child may:

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

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)

- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

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

Recognising Physical Abuse

The following are often regarded as indicators of concern:

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

Bruising

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

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

Bite Marks

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

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

Burns and Scalds

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

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

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

Fractures

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

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

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

Scars

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

Recognising Emotional Abuse

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

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

The following may be indicators of emotional abuse:

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

Recognising Signs of Sexual Abuse

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

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

Some behavioural indicators associated with this form of abuse are:

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

Some physical indicators associated with this form of abuse are:

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

Recognising Neglect

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

Indicators include:

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

Appendix 3 Sexual Abuse by Young People

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

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

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

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

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

Consent – agreement including all the following:

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

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

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide. Further information and advice is available in the Devon multi-agency protocol

"Working with Sexually Active Young People" available at www.devon.gov.uk/safeguarding by choosing Safeguarding Children – Protocols and Guidance for Professionals.

Appendix 4 Child Sexual Exploitation

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

Signs include:

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

Appendix 5

Female Genital Mutilation (FGM)

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

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

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

What is FGM?

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

4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

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

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

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

Why is it carried out?

Belief that:

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

Is FGM legal?

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

Circumstances and occurrences that may point to FGM happening are:

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

Signs that may indicate a child has undergone FGM:

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

The 'One Chance' rule

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

Appendix 6 Domestic Abuse

How does it affect children?

Experiencing domestic abuse is recognised as an Adverse Childhood Experience (ACE) and as such, helping children to heal from this trauma is a crucial aspect of the work of all schools

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

During the lockdown and subsequent school closures, every police force and domestic abuse charity has seen a rise in numbers of reports of Domestic Abuse; this increase in the number of incidents has occurred globally and was foreseen by all governments. For those working in schools it means that there were and are a greater number of children experiencing more frequent incidents of domestic abuse in their homes and children were experiencing this at the very time the support, nurture and understanding normally accessible in schools was not available. Schools were no longer a place of safety available to all children.¹⁴ ‘Movement restrictions, loss of income, isolation, overcrowding and high levels of stress and anxiety are increasing the likelihood that children experience and observe physical, psychological and sexual abuse at home – particularly those children already living in violent or dysfunctional family situations..... The situation is aggravated by children’s lack of access to school friends, teachers, social workers and the safe space and services that schools provide’¹⁵ Whilst there has always been a need for schools to identify and support children experiencing domestic abuse as one of their vulnerable groups, there is an even greater imperative to do so at this unprecedented time. Economic stress and unemployment are very strong stressors at any point for perpetrators which can lead them to increase their abuse but the pandemic has made these worse for many of our families.What are the signs to look out for?

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

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

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

To support those working with children experiencing Domestic Abuse Operation Encompass has created: Free Online training about Domestic Abuse, the impact upon children and ways to support. Whilst created initially for Operation Encompass Key Adults this can be accessed by all from our website www.operationencompass.org Free confidential advice line (see poster) staffed by Educational and Clinical Psychologists from Psychology Associates. By calling you can access free advice and guidance about how best to support children experiencing domestic abuse. You do not need to have received an Operation Encompass notification or indeed to be participating in Operation Encompass. A range of videos to support teachers working with children in EYs, KS1-4 experiencing domestic abuse. These have been created by Educational and Clinical Psychologists: www.operationencompass.org and www.psychologyassociates.org.uk A simple one-page poster

Recovery and Resilience Planning resource for schools to use, created in partnership with Psychology Associates, considered as an ‘aide memoire’ to supporting children experiencing

Our children need to experience safe, secure, nurturing relationships within a safe, secure and nurturing environment. domestic abuse, trauma and adversity

Appendix 7: Radicalisation and Extremism

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:

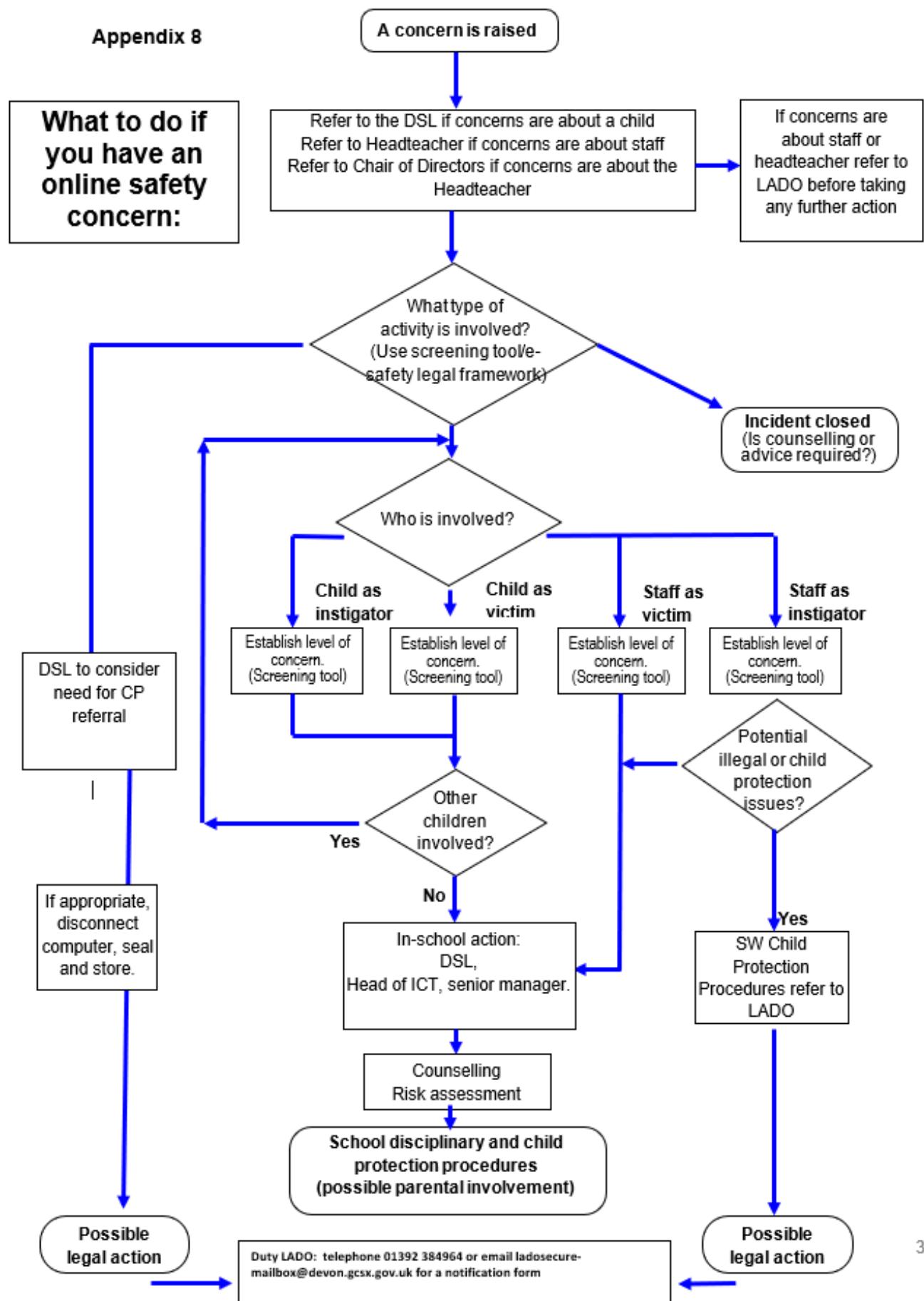
Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

 - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
 - Seek to provoke others to terrorist acts;
 - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
 - Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
 - Identity Crisis – the student/pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society;
 - Personal Crisis – the student/pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
 - Personal Circumstances – migration; local community tensions; and events affecting the student/ pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
 - Unmet Aspirations – the student/pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
 - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration;
 - Special Educational Need – students/pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
8. More critical risk factors could include:
 - Being in contact with extremist recruiters;
 - Accessing violent extremist websites, especially those with a social networking element;
 - Possessing or accessing violent extremist literature;
 - Using extremist narratives and a global ideology to explain personal disadvantage;
 - Justifying the use of violence to solve societal issues;
 - Joining or seeking to join extremist organisations; and
 - Significant changes to appearance and / or behaviour;
 - Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

Appendix 8



Appendix 9 Resources

Further advice on Safeguarding and Child Protection is available from:

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

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

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

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

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

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

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

National Police Chiefs' Council:

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

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

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

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

Transgender

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

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

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

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

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

Appendix 10 – MASH Contacts



safeguarding is everybody's responsibility

For Early Help, Consultation and Enquiries please contact:

Telephone: **0345 155 1071**

E-mail: **mashsecure@devon.gcsx.gov.uk**

Fax: 01392 448951

Enquiry Form available at:

www.devon.gov.uk/mash-enquiryform.doc

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

Emergency Duty Team – out of hours

0845 6000 388

Police – non emergency – 101

For all LADO enquiries Exeter (01392) 384964 Or

http://www.devon.gov.uk/lado

Early Help Team

Senior Manager: Phillipa Court

Manager Exeter and South: Stephen Matthewman 07790362310

Manager Mid & East: Ian Flett

Manager South & West: Karen Hayes

Manager Northern: Sarah Simpson 07854304512

Early Help Advisers:

North: Pete Simpson: **peter.simpson@devon.gcsx.gov.uk** 07817 124965

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

Lisa.robinson@devon.gov.uk 07891 417159

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

Exeter: Jan Mead: **jan.mead@devon.gov.uk** 07891 417073

0345 155 1071, ask for Early Help **earlyhelpsecure@devon.gov.uk**

Appendix 11 MARU Contacts

MARU – Cornwall

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

Cornwall

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

Isles of Scilly

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

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

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

The **Cornwall Inter-agency Referral Form** and **Isles of Scilly Children in Need Inter Agency Referral Form** can also be used to share information with your local office.

If you are unsure the **Cornwall and Isles of Scilly Safeguarding Children Partnership Procedures Manual** will be able to help guide you or the **Threshold Guidance** which tells you which types of services a family may need to get support.

Alternatively you can call ChildLine for advice on 0800 1111 or email them by visiting www.childline.org.uk

Appendix 12

CORONA VIRUS school closure arrangements for Safeguarding and Child Protection at St Petroc's School.

Date ratified by governors: January 2021

Date shared with staff: January 2021

Contents:

1. Context
- 9.3 Vulnerable children
- 9.4 Attendance monitoring
- 9.5 How will this look in our schools
- 9.6 Those vulnerable children not attending school
- 10 3.0 Designated Safeguarding Lead
- 11 3.1 DSL in school
- 12 3.2 Informing staff
- 13 4.0 Reporting a concern
- 14 4.1 Reporting a concern about an adult/the HT
- 15 5.0 Safeguarding training and induction
- 16 6.0 Safer recruitment/volunteers and movement of staff
- 17 7.0 Online safety in schools and colleges
- 18 7.1 Children and online safety away from school and college
- 19 7.2 Online safety at home
- 20 8.0 Supporting children not in school
- 21 9.0 Peer-on-Peer abuse

1.0 Context

This appendix has been developed in response to and aligned to DfE guidance Restricting attendance during the national lockdown: schools updated 7th January 2021 and the Schools Safeguarding of Vulnerable Children during Covid-19 updated by Devon LA 12th January 2021. From 6th January 2021 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID response - who absolutely need to attend. Schools and all childcare providers were asked to provide care for a limited number of children –

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

This appendix of the Safeguarding, and Child Protection policy contains details of our individual safeguarding arrangements during this period of time and is likely to be reviewed at regular intervals particularly when new advice is released by the LA.

It remains the case that safeguarding is everybody's responsibility, therefore this additional information needs to be shared with all staff and volunteers who in turn must read, digest and seek support from their DSL team or school leaders if further clarification is required. All staff should continue to have access to the Child Protection and Safeguarding policy, Code of Conduct and KCSIE 2021 where further details and information can be found.

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

2.0 DfE Vulnerable children

As per Dec 31st 2020 - Vulnerable children and young people include those who:

- are assessed as being in need under section 17 of the Children Act 1989, including children and young people who have a child in need plan, a child protection plan or who are a looked-after child
- have an education, health and care (EHC) plan
- have been identified as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who could therefore benefit from continued full-time attendance, this might include:
 - children and young people on the edge of receiving support from children's social care services or in the process of being referred to children's services
 - adopted children or children on a special guardianship order
 - those at risk of becoming NEET ('not in employment, education or training')
 - those living in temporary accommodation
 - those who are young carers
 - those who may have difficulty engaging with remote education at home (for example due to a lack of devices or quiet space to study)

- care leavers
- others at the provider and local authority's discretion including pupils and students who need to attend to receive support or manage risks to their mental health

School leaders must also consider the health, safety and wellbeing of staff and all other children attending the setting. If a child is unwell, or showing the symptoms of Coronavirus (as defined by current government guidelines) or the school has information that parents are not following current government guidelines they will expect the child to remain at home and offer provision and support remotely informing relevant partner agencies. This will include establishing regular contact with the family until such time as they have adhered to guidelines enabling the now well or symptom free child to return to school. Leaders will use their professional discretion, working with any partner agencies and LA officers should other exceptional circumstances exist whereby a child compromises the health, wellbeing or safety of staff or other children. St Petroc's School will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children. If current plans and support packages exist for these pupils the school will continue to provide for these as best as possible in conjunction with the relevant agencies. The lead person for this will be: Tahira White.

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

2.1 Recording attendance

All schools should continue to record attendance in the register. Schools should follow up on absences of the pupils who are expected to be in school, but where a parent wishes for their child to be absent, it is expected that schools will authorise the absence during this national lockdown period. Absence will not be penalised.

Where schools grant a leave of absence to a vulnerable child or young person they should still speak to parents and carers, and social workers (where applicable) to explore the reasons for this and any concerns raised. The discussions should focus on the welfare of the child or young person and ensuring that the child or young person is able to access appropriate education and support while they are at home.

2.2 Children deemed vulnerable pupils (Those with a Social Worker or where support has deemed there to be a risk to the child if there is non-attendance at school, post Children-in-Care, children where learning at home is identified by the school as being problematic)

All schools and colleges are expected to allow and strongly encourage vulnerable children and young people to attend. Parents or carers of vulnerable children and young people are strongly encouraged to take up the place. As vulnerable children are still expected to attend school full-time, they should not be marked as Code X unless they are shielding, self-isolating or quarantining in accordance with Public Health England / Government advice. If the parent of a vulnerable child wishes their child to be absent, the parent should let the school know. It is expected that schools will grant applications for leave of absence given the exceptional circumstances. This should be recorded as Code C (leave of absence authorised by the school) unless another authorised absence code is more applicable.

If the setting feel that the child is at risk, or other welfare concerns exist, then the school must escalate their concerns appropriately to other agencies.

2.3 Children of critical workers

Parents whose work is critical to the coronavirus (COVID-19) and EU transition response include those who work in health and social care and in other key sectors outlined in DfE guidance. This group includes pupils where at least one parent or carer is a critical worker and whilst the expectation is that children will be kept at home if they can, the pupil may go to school or college if required. Schools should speak to parents to identify children of critical workers who need to go to school, and on which day or days a place is needed. Schools should use Code X on days or half days when a place is not required, or on any occasion when the child is self-isolating or quarantining because of coronavirus (COVID-19).

However, where the child of a critical worker is expected to attend a session and does not do so, the school should record the absence as Code C (leave of absence authorised by the school) unless another authorised absence code is more applicable.

2.4 Pupils who are not defined as vulnerable or critical worker children as above

All pupils who are not eligible to be in school should be marked as Code X. They are not attending because they are following public health advice. Children or young people who are clinically extremely vulnerable are advised not to attend school at this time. (Guidance) Pupils following this guidance should receive Code X. However if it is agreed that a pupil in this category should attend school, then normal attendance and or Code C marks (unless another authorised absence code is more applicable) should be used.

3.0 Designated Safeguarding Lead (DSL)

St Petroc's School has a Designated Safeguarding Lead (DSL) and a Deputy DSL. During this extraordinary situation their contact details are as follows:

Designated Safeguarding Lead: Tahira White
Contact Number
Email: Tahira.White@stpetrocs.com

Deputy Designated Safeguarding Lead: Vicky Moore
Contact Number
Email: Vicky.Moore@stpetrocs.com

3.1 DSL cover in school

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

3.2 Informing staff

It is important that all school staff and volunteers have access to a trained DSL (or deputy), or the named school leader, St Petroc's School will inform all staff and volunteers of changes to the details above. Therefore, each day staff on site will be made aware of who that person is and how to speak to them. The DSL will continue to engage with social workers and attend all multi-agency meetings, which can be done remotely or seek support and liaise with Early Help professionals. Any changes to the DSL on duty will also be shared with those staff working from home via email. School will also have a daily information board sharing the DSL and safeguarding contacts for the day for all staff working on site.

4.0 Reporting a concern

Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy which can be done remotely via email or through telephone. In the unlikely event that a member of staff cannot access any electronic system from home, they should email the Designated Safeguarding Lead, Head or Safeguarding contact. This will ensure that the concern is received. Staff are reminded of the need to report any concern immediately and without delay. All staff should refresh themselves of the contact details for their local children's social care service MASH (Devon) 03451551071 or Multi-agency Referral Unit (Cornwall) 0300 123 1116

4.1 Reporting a concern about an adult/the HT

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

Concerns around the Head should be directed to the Chair of Governors, Dr Julie Smith

5.0 Safeguarding training and induction

DSL training will continue to be available virtually, therefore it is important that any staff that are acting within a DSL or DDSL capacity undertakes appropriate level of training. All school staff must continue to have safeguarding training and have read part 1 of Keeping Children Safe in Education (2021), DSLs should ensure they communicate with staff any new local arrangements, so they know what to do if they are worried about a child. This should be achieved through

emails and similar electronic means. Where new staff or volunteers are recruited they will continue to be provided with a safeguarding induction.

6.0 Safer recruitment/volunteers and movement of staff

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, St Petroc's School will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in Keeping Children Safe in Education (2021) (KCSIE). In response to CORONAVIRUS, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact. In the extremely unlikely event that St Petroc's School are utilising volunteers, we will continue to follow the checking and risk assessment process as set out in KCSIE 2021. St Petroc's School will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. St Petroc's School will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per KCSIE 2021 and the TRA's 'Teacher misconduct advice for making a referral. During the coronavirus period all referrals should be made by emailing Misconduct.Teacher@education.gov.uk Whilst acknowledging the challenge of the current National emergency, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, St Petroc's School will continue to keep the single central record (SCR) up to date as outlined in KCSIE 2021.

Where movement of staff within a Federation or Trust to a school that is not their normal place of work is required, schools should seek assurance from the Multi-Academy Trust or Federation HR Manager or equivalent Senior Leader that the member of staff has received appropriate safeguarding training and all pre-employment safeguarding requirements are in place. They should be identified as a visitor and do not need to be recorded within the SCR. Upon arrival, they must have access to a copy of the receiving setting's child protection policy, confirmation of local processes and confirmation of DSL arrangements and contact details.

7.0 Online safety in schools and colleges

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

7.1 Children and online safety away from school and college

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk or suffering abuse. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, to the police. Online teaching should follow the same principles as set out in the code of conduct. St Petroc's School will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements. Below are some things to consider when delivering virtual lessons, especially where webcams are involved:

- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas – be mindful of picture in backgrounds.
- The live class should be recorded so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms agreed by school leaders
- Staff should record the length, time, date and attendance of any sessions held.

7.2 Online safety at home

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

8.0 Supporting children not in school

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

St Petroc's School and its DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan. Any such plan must be reviewed at least weekly and where concerns arise, the DSL will consider

any referrals as appropriate. The school will share safeguarding messages on its website and social media pages. St Petroc's School recognises that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their parents and carers

All staff at St Petroc's School need to be aware of this in setting expectations of pupils' work where they are at home. St Petroc's School will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child. St Petroc's School is committed to ensuring the safety and wellbeing of all its students. We will continue to be a safe space for all children to attend and flourish.

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

9.0 Peer on Peer Abuse

St Petroc's School recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims. Where a school receives a report of peer on peer abuse, they will follow their in house reporting systems outlined within the settings Child Protection Policy. The school will listen and work with the young person, parents/carers and any multiagency partner required to ensure the safety and security of that young person. Concerns and actions must be recorded and appropriate referrals made.