# Safeguarding and Child Protection Policy

Key Document details:

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|---|---|---|
| Author: | Approver: | |
| Owner: | Version No.: | 2 |
| Date: Sept 18 | Next review: | Annual |
| Ratified: | | |

# This is the Safeguarding and Child Protection Policy and Procedures
## For **Mountford Manor Primary School**

This document was last reviewed and updated on 1st September 2018
The next scheduled review of this document is 1st September 2019

**This is the Safeguarding and Child Protection Policy and Procedures
For Mountford Manor Primary School**

## Chapter 1 – About the policy and procedures

This school takes seriously its responsibility to protect and safeguard the welfare of the children and young people in its care.   "The welfare of the child is paramount." (Children Act 1989.)

Our staff, Trustees and Local Board of Governors are committed to safeguarding the pupils/students at this school.

This policy and set of procedures works in line with the following statutory guidance and legislation which should be read in conjunction with the policy:-

Legislation

- The Education Regulations (Independent School Standards) 2014 (Independent schools including academies and free schools

Statutory Guidance

- Keeping Children Safe In Education (DfE Sept 2018)

- Working Together To Safeguard Children (DfE July 2018)

- Multi-agency statutory guidance on Female Genital Mutilation (April 2016)

- The Early Years' Framework (April 2017)

- Sexual violence and sexual harassment between children in schools and colleges (May 2018)

Non-statutory Guidance

- What to do if you are worried a child is being abused (DfE March 2015) - (non-statutory guidance)
- The Prevent Duty - Departmental advice for schools and childcare providers (DfE June 15)
- Information-sharing: advice for practitioners providing safeguarding services (DfE July 218)
- Children Missing Education (Sept 16)

In addition, the school takes into account:-

- Regional guidance - The South West Safeguarding and Child Protection Procedures
- the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the Swindon Local Safeguarding Children Board.

## How we disseminate the information within this policy

The policy and procedures are looked at annually during safeguarding training and regularly get re-visited during staff meetings throughout the year.

Our staff induction programme includes a safeguarding section and new staff are asked to read the policy and procedures.
Visitors, volunteers and external staff who visit our school are asked to read a shortened version of the policy and procedures.
Records are kept to document staff and visitor commitment to working in line with these procedures.

The definitions of the four categories of abuse can be found in Annex 1. Additional documents which provide greater detail about specific areas are highlighted in green throughout this policy and procedures.

## Roles and responsibilities

It is the role of the Trustees to ensure that all statutory duties with regard to safeguarding and child protection are fulfilled, as detailed in 'Keeping Children Safe In Education' (Sept 18). The school completes an annual audit of safeguarding. This self-evaluation is quality assured with a visit from an independent consultant. Where weaknesses or areas for development are identified, the Trustees monitor the implementation and impact of identified actions to address these issues. The Trustees have a responsibility to ensure this policy and set of procedures are fit for purpose and known to all staff and regular volunteers.

Where external organisations use the school premises, both within the school day and outside of school hours, the Trustees have a responsibility to:-
* seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children
* ensure that the appropriate level of safer recruitment checks have been completed on staff working for the organisation

# Chapter 2 - Worried About A Child

See also
- ['What To Do If Worried About A Child' - DfE March 2015](#)"

All adults working in our school maintain an attitude of ' it could happen here'. We recognise that staff, because of their contact with and knowledge of children in their care, are well placed to identify abuse or neglect and offer support to children in need. (see Appendix 1 – definitions of abuse) "

## Step 1
- Report your concerns directly to a member of the safeguarding team, as soon as you are able.
- In the first instance our Designated Safeguarding Lead *Rachel Skates - Principal*
- If the DSL is unavailable, please report to our deputy DSL/s Carolyn Crawley or Helen Sanders
- If no-one from your safeguarding team is available, speak to the most senior member of staff on site. If this is you, please refer to 'Role of DSL'.
- If you are concerned that a child might be in immediate danger or at risk of significant harm you must act immediately. This may mean interrupting a member of the safeguarding team.

## Step 2
- Record your concerns using the school's 'Concern/Disclosure' form, as soon as possible.

- Remember to record the full date and time, location, your name and role and keep your record as factual as possible. Use the child's own words where applicable and enclose any direct quotes in quotation marks.
- If marks or injuries have been observed on a child, record these on a body map. (Do not take photographs)
- If a concern/ disclosure form is unavailable, handwritten notes can be made on a piece of paper. (This must be retained, even if the notes are subsequently written up onto a form).

## Step 3
- Record what action you are taking, for example record the name of the member of the safeguarding team you have reported the concern to.
- The original concern form should be passed to the DSL/Deputy DSL. Copies should not be retained by you.
- All written records of concerns/disclosures are stored securely by the safeguarding team. Parents /carers are informed of this once contacted to discuss the concerns. See section Parents and carers also.

## Step 4

- You should receive feedback about what action, if any is being taken in response to your concern. If you do not receive feedback or you feel that the situation is not improving for the child you have a duty to challenge the DSL / deputy DSL. See section on Whistle-blowing also.

## Dealing with a disclosure from a child

If a child discloses that he or she has been abused in some way, the member of staff / volunteer should:

- Listen to what the child is saying, without displaying any signs of shock or disbelief "
- Allow the child to talk freely without interrupting
- Reassure the child but do not make promises about keeping the information a secret
- Reassure the child that this is not their fault
- Only ask questions if you need to clarify, take care not to put words in the child's mouth by asking leading questions
- Stress to the child that they have done the right thing by telling you and explain what you will do next

Additional consideration needs to be given to children with communication difficulties and for those whose preferred language is not English. It is important to communicate with them in a way that is appropriate to their age, understanding and preference.

Action to take following the disclosure

- Re-visit  'Worried About A Child'  below and follow the steps outlined there.
- If the disclosure includes information of concern regarding an adult working in the school, refer to 'Worried About An Adult' and follow the steps outlined there.

Support For The Child
If needed, support will be offered to the child from a member of staff that the child feels safe with.

## Chapter 3 - The Role of the Designated Safeguarding Lead and deputy DSL/s in our school

See also
- Annex B of KCSIE Sept 18

Our Designated Safeguarding Lead is  RACHEL SKATES, who works in line with the requirements of the role as set out in Annex B of Keeping Children Safe In Education Sept 2018.

Our deputy DSL are Carolyn Crawley and Helen Sanders and is available in the absence of the DSL.

Where possible, concerns about the safety and well-being of a pupil/student will be reported to the Designated Safeguarding Lead, or deputy DSL in a timely manner. If the concern suggests that a pupil/student is at risk of significant harm or in immediate danger this will be reported to the DSL as a matter of urgency. See 'Worried About A Child'.

If a member of the safeguarding team is unavailable the adult who has the concern will contact social care / the police on the contact number listed below (Step 1)

## What happens once a concern /disclosure has been reported to a member of the safeguarding team?

The DSL or deputy DSL will follow the steps below to respond appropriately to the concern and safeguard the child:-

## Step 1
- Consider the nature of the concern. Refer to the local authority threshold guidance.
- Are there any wider environmental factors present in the child's life which pose a threat to their safety/welfare? (Contextual safeguarding – see Part 1 of KCSIE Sept 18)
- If this suggests that the child is in immediate danger contact Swindon's Multi-Agency Safeguarding Hub team on 01793 466903. (Emergency duty service is 01793 436699). You may also consider contacting the police on 999. Go to step 5 – making a referral.

## Step 2
- If the concern does not require immediate contact with the above, consider the latest concern within the context of any wider concerns / disclosures. This may mean referring back to safeguarding or child protection records if they exist.

## Step 3
- Consider making contact with the parent/s or carer/s of the child concerned. You may wish to take advice from Children's Social Care before contacting the parent/carer. If, having sought advice, you believe that sharing this information may increase the risk of harm to the child do not share with parents at this stage. In the majority of cases informing the parents/carers of the concern / disclosure which has been reported will not increase risk. Ask for any additional information from the parent/carer if applicable.
- Ensure that the parent/carer understands that a record will be kept by the school.

Decide what action to take next:-

## Step 4 – Consider offering Early Help support

- Consider whether the concerns could be addressed by offering Early Help. See Chapter 4 - Early Help.  Ensure that the Early Help process is explained

to the parent/carer. If the school is going to call on the services of other agencies, an Early Help Record and Plan should be started to co-ordinate the support being offered.

## Step 5 - Making A Referral To Children's Social Care

Early Help may already have been started but with little impact or the concern is more complex than can be addressed with Early Help. At this stage consideration should be given to make a referral to Children's Social Care.

- In the first instance this should be made by telephone on 01793 466903. (Emergency duty service 01793 436699) It is useful to have any safeguarding / child protection records to hand.
- Following a telephone referral you will be required to submit a written referral (RF1) within 24 hours. This will need to contain sufficient detail to provide a picture of what life is like for the child. Information should also be considered about any wider environmental factors (including links with other children) which pose a threat to the safety and welfare of the child. You may wish to attach a copy of the individual pupil/student chronology.
- If a referral to Children's Social Care is going to be made by the school, invite the parent/s/carer into school to read the referral form through.

## Support For The Child

If needed, support will be offered to the child from a member of staff that the child feels safe with.

## What action is taken if the school feel that a decision is not safe or inappropriate?

See also:-
- Whistle-blowing section
- SBC escalation policy

- If a member of staff feels that a decision is not a safe decision or is inappropriate they must raise this with a member of the safeguarding team.
- If a member of the safeguarding team feels a decision made by another professional in another agency is unsafe they must discuss this further. In the first instance, this takes place directly with the professional involved to allow opportunity for decision-making to be discussed and clarified. (Pre-escalation)
- If pre-escalation fails to resolve the issues identified, the member of the safeguarding team should escalate within their own organisation (to the Head teacher if they are not in this role). The issue is then escalated to the professional's line-manager. (Escalation)
- The Head teacher will ensure that the intention to instigate escalation procedures is made explicit and in writing.
- At all stages records should be kept.

## What support is available for the members of the safeguarding team?

All staff working in this school have a responsibility to safeguard the children in their care. Staff can only achieve this effectively if they:-
• are clear about what is expected of them
• have the skills, knowledge, behaviours, values and attitudes to carry out their role
• are fully supported in their role and managed effectively

Safeguarding supervision is available for any member of staff as required. Members of the safeguarding team receive planned safeguarding supervision at least once a month.

## Inter agency working

The members of our safeguarding team work in partnership with a range of other agencies, sharing information, attending meetings including child protection conferences and core groups and writing reports.

## Chapter 4 - Early Help

## What do we mean by Early Help?

Working Together To Safeguard Children (July 2018) explains that:-

'Providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years. Early help can also prevent further problems arising, for example, if it is provided as part of a support plan where a child has returned home to their family from care, or in families where there are emerging parental mental health issues or drug and alcohol misuse.' (Chapter 1)

Effective early help relies upon local agencies, including education working together to:

- identify children and families who would benefit from early help;
- undertake an assessment of the need for early help; and
- provide targeted early help services to address the assessed needs of a child and their family which focuses on activity to significantly improve the outcomes for the child.

## How are children and families identified for Early Help?

In our school staff are alert to the fact that early signs of abuse and/or neglect can be indicators that support is needed. In addition the following children are more likely to require some form of early help:

- disabled children
- children with special educational needs
- young carers

- children displaying signs of anti-social or criminal behaviour
- in family circumstances presenting challenges, including family breakdown
- children who have returned home from care

## What support is provided as part of the school's Early Help offer?

- Breakfast club every day from 8am until 8:40am
- 3 Family Support Workers who are available to meet and work with parents on a variety of topics such as parenting advice, housing and finance
- Full time SENCO/Inclusion manager
- School nurse referrals

## See also Swindon Schools Online
http://schoolsonline.swindon.gov.uk/sc/iwg/Pages/Home.aspx

## Chapter 5 – Possible Outcomes

## Actions where there are concerns about a child
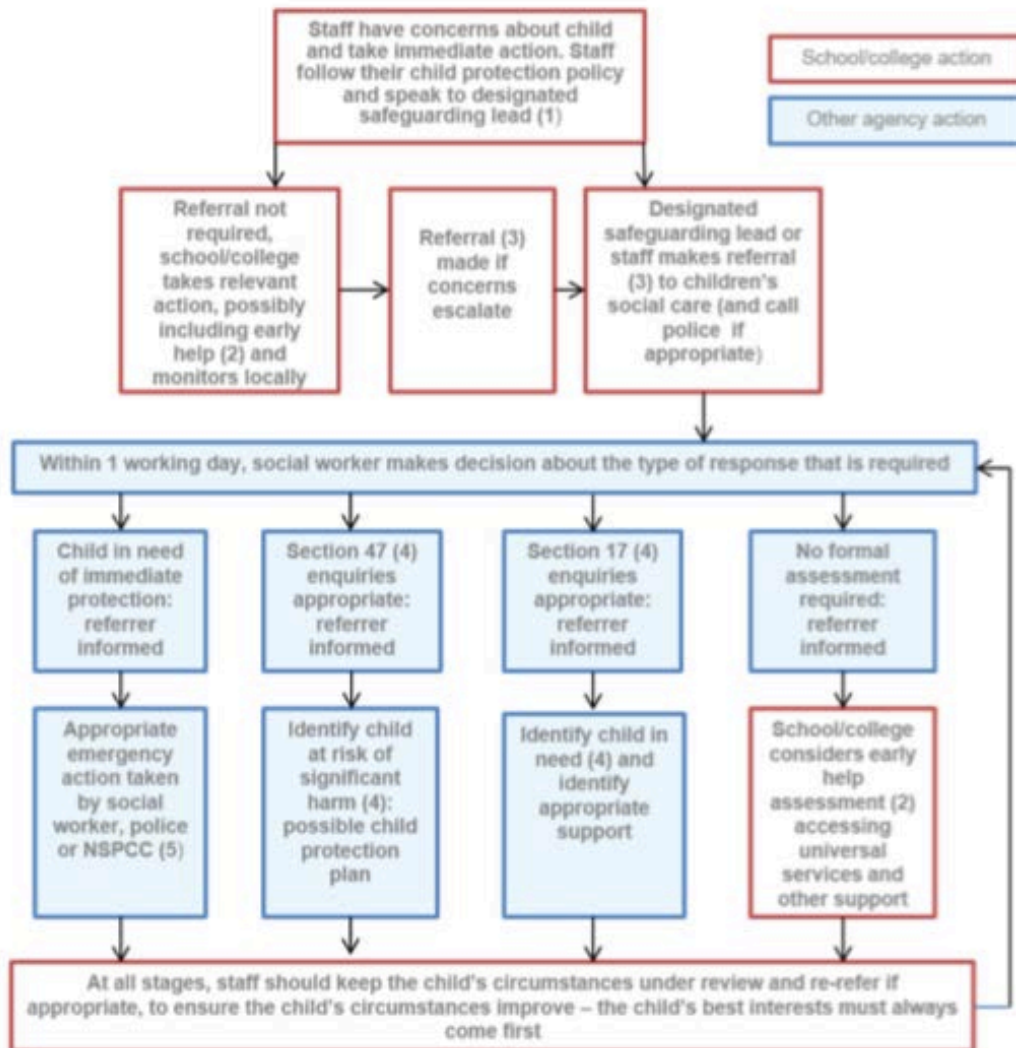


NB Section 17 is the same is Child In Need, section 47 is the same as Child Protection

*Flowchart taken from 'Keeping Children Safe In Education' Sept 18*

## Chapter 6 – Indicators of Neglect

## What do we mean by neglect?

Working Together defines neglect as :-
'The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.'

## What are the indicators of neglect?

The following is a summary of some of the indicators that may suggest a child is being abused or is at risk of harm. It is important to recognise that indicators alone cannot confirm whether a child is being abused.
Each child should be seen in the context of their family and wider community and a proper assessment carried out by appropriate persons. However if you have concerns, refer to 'Worried About A Child'.

Physical indicators of neglect
☐ Constant hunger and stealing food
☐ Poor personal hygiene - unkempt, dirty or smelly
☐ Underweight
☐ Dress unsuitable for weather
☐ Poor state of clothing
☐ Illness or injury untreated

Behavioural indicators of neglect
☐ Constant tiredness
☐ Frequent absence from school or lateness
☐ Missing medical appointments
☐ Isolated among peers
☐ Frequently unsupervised
☐ Stealing or scavenging, especially food
☐ Destructive tendencies

See also Swindon's Neglect Framework.

## Chapter 7 – Peer On Peer Abuse

We recognise that children are capable of abusing their peers. We understand that the child who is perpetrating the abuse may also be at risk of harm. We will make every effort to ensure that the perpetrator is also treated as a victim and supported appropriately.

## What is peer on peer abuse?
Peer on peer abuse can take the form of:-

### 1.Bullying (including Cyberbullying)

- 'Cyberbullying': involves sending inappropriate or hurtful text messages, emails or instant messages, posting malicious material online (e.g. on social networking websites) or sending or posting offensive or degrading images and videos
- Racist and Religious Bullying: A range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status;
- Sexual, Sexist and Transphobic Bullying: includes any behaviour, whether physical or non- physical, where sexuality is used as a weapon by boys or girls;
- Homophobic Bullying: targets someone because of their sexual orientation (or perceived sexual orientation);
- Disablist Bullying: targets a young person solely based on their disability, this can include manipulative bullying where a perpetrator forces the victim to act in a certain way, or exploiting a certain aspect of the victims disability.

## What action is taken in response to concerns about bullying?

Pupils/students who attend our school have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.

Children are taught about bullying through the Jigsaw scheme of work as part of our PSHE curriculum. Bullying is discussed in whole school assemblies as well as on a smaller level in class.

Incidents are recorded and analysed in line with the school's Anti-bullying policy which is then used to work completed with the students to educate them about the impact of bullying.

### 2.Child Sexual Exploitation

The definition of Child Sexual Exploitation (CSE) from the Department of Education (DfE, 2017) states that:-

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

It is important to remember that there are different models of CSE (see Chapter 8 – Exploitation), including peer on peer sexual exploitation. Many children are not aware of the exploitation as they have a genuine belief that they are loved by their boyfriend / girlfriend or are acting in accordance with their peers. They are often recruited into exploitation by those who they trust, those of a similar age and with

similar hobbies. Often the nature of peer on peer exploitation encompasses a sense of peer pressure and wanting to fit in.

## What action is taken in response to concerns that a child might be being sexually exploited by a peer?

- Our normal safeguarding procedures will be followed here and a referral made to social care as appropriate (including support for the child who is deemed to be 'perpetrating' the abuse.)
- The safeguarding team  may consider completing the Swindon CSE screening tool if a child is at risk of or being sexually exploited.

### 3. Harmful Sexual Behaviour

*Sexually harmful behaviour from children does not always occur with the intent to harm others. There may be many reasons why a child engages in sexually harmful behaviour and it may be just as distressing to the child who instigates it as well as the child it is intended towards. For this reason consideration will always be given to how the child displaying the behaviour is supported, in addition to the 'victim' of the behaviour. This may include a referral to social care. Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault / abuse.*
Taken from Tri.X 'Peer on Peer Abuse' Briefing 198 (Feb 2017)

## What action is taken in response to concerns that a child has exhibited harmful sexual behaviour?

- Consider referring to the 'Brook Sexual Behaviours Traffic Light Tool

- Our normal safeguarding procedures will be followed here and a referral made to social care as appropriate, for both the child displaying the behaviours and also any child who has been involved and may have been harmed.

### 4. Sexting

*Harmful sexual behaviour also includes sexting when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude picture may occur in any relationship and to anyone, whatever their age, gender or sexual preference. However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, children are not even aware that they could be committing a criminal offence.*
Taken from Tri.X 'Peer on Peer Abuse' Briefing 198 (Feb 2017)

## Responding To A Sexting Incident

See also the UK Safer Internet Centre and SWGfL guidance 2016

Step 1 - If a device is involved , staff will endeavour to secure the device and switch it off. They will then report immediately to the DSL or deputy DSL.

Step 2 - The DSL / deputy will consider the following:

- Significant age difference between the sender/receiver involved
- If staff recognise the child as more vulnerable than is usual (ie at risk)
- If the image is of a severe or extreme nature
- If the situation is not isolated and the image has been more widely distributed
- If this is not the first time children have been involved in a sexting act
- If other knowledge of either the sender/recipient   may add cause for concern (ie difficult home circumstances)

Step 3 - If these characteristics present cause for concern, then the DSL or deputy will escalate and make a referral to children's social care. The police may also be contacted at this point.

Step 4 - A record of the incident will be made, including actions taken / not taken and the justification for these decisions (linked to the points above).

## 5. Sexual harassment and sexual violence

Sexual violence and sexual harassment can occur between two children of **any age and sex.** It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Definitions of sexual violence and sexual harassment can be found in the document listed below.

See also Sexual violence and sexual harassment between children in schools and colleges (May 18)

## Responding to an incident of sexual harassment or sexual violence

Step 1 – Record the incident and report to the DSL / deputy in line with safeguarding and child protection procedures. Is information about the incident first hand or do other individuals need to be spoken to, to confirm?

Step 2 – The DSL will consider the following:-
•Ages of children / developmental stage
•Is there a power imbalance
•One off or sustained pattern
•Has a criminal offence been committed? **If yes, contact the police**

Step 3 - If there is no evidence to suggest that a criminal offence has taken place the DSL will consider next steps, in discussion with parents/carers unless to do so would increase the risk to the children involved. This may involve:-

•Dealing with internally under the school's behaviour policy
•Considering Early Help support for both the victim and perpetrator (does the

perpetrator have unmet needs?)
•Making a referral to children's social care if the victim has been harmed, or is at risk of harm
•Making a referral to children's social care if the perpetrator is at risk of harm / being harmed (under-lying welfare and safety concerns which may have triggered behaviours)

## How does the school minimise the risk of peer on peer abuse?

Teaching and learning

This school provides a PSHE curriculum using Jigsaw which develops pupils'/students understanding of acceptable behaviour and keeping themselves safe. This curriculum is broad, balanced and covers a range of safeguarding themes. It is progressive across the year groups.

Reporting Procedures

The school's ethos encourages pupils/students to raise concerns with staff, knowing that they will be listened to, believed and valued. Childline posters are displayed around the school and children are encouraged to phone if they feel they can't speak to someone in school.

Expectations of behaviour

The school has a behaviour policy in place which is regularly reviewed and sets out the expectations about appropriate behaviour. Our school makes clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.

The school's behaviour policy is re–visited regularly with all staff members ensuing that they know it is everyone's responsibility to enforce.

Risk Assessments

Risk assessments may be written for pupils/students, who have been identified as being at increased risk of peer on peer abuse (considered for both the child perpetrating the abuse and the child who is the victim.)
These will be shared with the parent/carer and the pupils/students concerned.

## Chapter 8 – Domestic Abuse

The government's definition of domestic abuse is:-

'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 sexuality or gender. The abuse can encompass, but is not limited to:-
- Psychological
- Physical

- Sexual
- Financial; and
- Emotional

## What action is taken in response to concerns that a child might be subject to or witnessing domestic abuse?

Where a member of staff or regular volunteer/visitor has a concern about a child in this situation or where a disclosure has been made to an adult working in the school, the school's normal safeguarding and child protection procedures will be followed (See chapter 2 and 3 of this document).

Reports of domestic abuse (involving pupils/students who attend this school) received by the police are sent by the MASH team to school via the secure 'Egress' system. This information is recorded in the pupil's safeguarding file.

## Chapter 9 – Exploitation

This school recognises that children can be exploited sexually or criminally.

## What is Criminal Exploitation?

There is currently no legal definition of child criminal exploitation (CCE) through organised crime groups in England and Wales. The criminal exploitation of children includes a combination of:

Pull factors: children performing tasks for others resulting in them gaining accommodation, food, gifts, status or a sense of safety, money or drugs;

Push factors: children escaping from situations where their needs are neglected and there is exposure to unsafe individuals, where there is high family conflict or the absence of a primary attachment figure.

Control: Brain washing, violence and threats of violence by those exploiting the child particularly when the child or young person is identified by the police, they are expected to take full responsibility for the offences for which they are charged – i.e. possession and supply of illegal substances.

The majority of children or young people who enter into exploitation do so willingly however, their involvement is indicative of coercion or desperation rather than choice. Many young people do not recognise that they are being exploited or that they are at risk.

As a school we are aware of the risks involved with a form of criminal exploitation known as 'County Lines'. Children, as young as 10, are trafficked around the UK by organised gangs to deliver drugs.

## What is Child Sexual Exploitation?

The definition of Child Sexual Exploitation (CSE) from the Department of Education (DfE, 2017) states that:-

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

## What action is taken in response to concerns that a child might be being exploited by an adult?

- Our normal safeguarding procedures will be followed here and a referral made to social care as appropriate.
- The safeguarding team may consider completing the Swindon CSE screening tool if a child is at risk of or being sexually exploited.

## Chapter 10 – Female Genital Mutilation

## What is Female Genital Mutilation?

FGM is a procedure where the female genital organs are injured or changed and there is no medical reason for this.
It is frequently a very traumatic and violent act for the victim and can cause harm in many ways.
The practice can cause severe pain and there may be immediate and/or long-term health consequences, including mental health problems, difficulties in childbirth, causing danger to the child and mother; and/or death.

Key points

- FGM is illegal in the UK. It is also illegal to take a British National or permanent resident abroad to undergo FGM or help someone who is trying to arrange to have FGM performed.
- FGM is an unacceptable practice for which there is no justification. It is child abuse and a form of violence against women and girls.
- FGM is prevalent in 30 countries. These are concentrated in countries around the Atlantic coast to the Horn of Africa, in areas of the Middle East, and in some countries in Asia.
- FGM is a deeply embedded social norm, practised by families for a variety of complex reasons. It is often thought to be essential for a girl to become a proper woman, and to be marriageable. This practice is not required by any religion. "

## Risk Factors

The most significant factor to consider when deciding whether a girl or woman may be at risk of FGM is whether her family has a history of practising FGM.
In addition, it is important to consider whether FGM is known to be practised in her community or country of origin. It is important not to make assumptions that all girls from these communities are at risk.
A parent may request permission for their child to travel overseas for an extended period. This is sometimes requested leading into or out of a school holiday (often the summer break).

## What action is taken in response to concerns about Female Genital Mutilation?

If a girl has disclosed to you that she has been subjected to FGM or you have visual evidence of this you must report it to the police.
(Teachers are required to report known cases of FGM in girls under 18 to the police under the mandatory reporting duty October 2015)

If a direct disclosure has not been made and there is no visual evidence but you have concerns that child may have been subject to or at risk of FGM the school's normal safeguarding procedures will be followed here.
This includes reporting your concerns to a member of the safeguarding team and putting your concerns in writing.

## What happens once a concern /disclosure has been reported to a member of the safeguarding team?

The DSL or deputy DSL will follow the steps below to respond appropriately to the concern and safeguard the child:-

### Step 1
- Consider the information of concern. This may mean referring back to check whether there is any previous information of concern for the child.

### Step 2
- Check whether there are any risk factors present for the child / family

### Step 3
Where it is deemed appropriate to do so, speak to the parent or carer about FGM. Be aware of language barriers.

### Step 4
At this stage consideration should be given to make a referral to Children's Social Care. In the first instance this should be made by telephone 01793 466903. It is useful to have any safeguarding / child protection records to hand. Following a telephone referral, you will be required to submit a written referral (RF1) within 24 hours.

See also:
FGM Helpline: 08000283550

Email: fgmhelp@nspcc.org.uk

Multi-agency statutory guidance on FGM

Home Office Resource Pack - http://www.gov.uk/government/publications/female-genital-mutilation-resource-pack

# Chapter 11 – Response To Concerns About a Child Who May Be At Risk Of Radicalisation

## What is radicalisation and extremism?

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
Extremism is defined by the Government in the Prevent Strategy (March 2015) 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. Also included in the definition is reference to extremism calls for the death of members of our armed forces, whether in this country or overseas.*

## What are the concerns about radicalisation?

The current threat from terrorism in the United Kingdom includes the exploitation of vulnerable people, including children, to involve them in terrorism or in activity in support of terrorism.
The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation.

## What are the indicators that may suggest a pupil/student is at risk?

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- advocating violence towards others

The internet provides children and young people with access to a wide-range of content, some of which is harmful. As a school we recognise that extremists use the internet, including social media, to share their messages.

See also:-
- online safety for information about filtering
- The Use of Social Media For Online Radicalisation (DfE July 15)

## What action is taken in response to concerns that a child might be at risk of radicalisation?

This school is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

As a school we recognise that we have an important part to play in educating children about extremism and recognising when pupils/students start to become radicalised.

At Mountford Manor we ensure that through our school vision, values, rules, curriculum and teaching

- we promote tolerance and respect for all cultures, faiths and lifestyles.
- the Trustees also ensure that this ethos is reflected and implemented effectively in school policy and practice.
- Pupils/students who attend our school have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.
- visitors who are invited to speak to pupils/students will be informed about our ethos and safeguarding procedures and relevant vetting checks are undertaken. We undertake due diligence to ensure that visiting speakers are appropriate. Speakers will be supervised at all times and will not be allowed to speak to children without a member of staff being present.

Our normal safeguarding procedures will be followed here and a referral made to social care as appropriate.

In addition the DSL / deputy DSL may consider making a referral to the local authority Channel Panel (seek advice from Swindon MASH)
Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. Each local authority has a panel and it aims to:
• Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
• Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
• Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

## Chapter 12 – Behaviour and attendance

As a school we recognise that there can be links between safeguarding and child protection concerns and :_
- incidents of disruptive and challenging behaviour
- poor attendance

Both of these aspects can be indicators that a child may be experiencing one or more forms of abuse.

### **Behaviour**

Incidents of disruptive and challenging behaviours are recorded on ABC charts and given to the school's Inclusion manager who then monitors these.
See also the school's pupil/student behaviour policy.

See also chapter 16 – Positive handling of pupils/students

### **Attendance**

As a school we recognise the importance of pupils/students attending school regularly. Any unexplained absence is followed up on the first day of absence by the school's attendance officer.
Where possible, we hold more than one emergency contact telephone number for each pupil/student/family.

Pupil/student attendance is monitored weekly by the attendance officer.  We recognise that children with poor attendance or missing from education may be more vulnerable and potentially are exposed to higher degrees of risk. Attendance information is therefore considered within the wider remit of safeguarding and child protection. Staff are aware that episodes of unexplained absence could indicate safeguarding concerns or the need for early help support.

See also 'Early Help
See also the local authority's guidance on 'Children Missing Education'

## Pupils/students who are educated off site

Where pupils/students are attending off-site alternative provision it is our responsibility to ensure that they continue to be kept safe. Quality assurance of any

provision used by our school is completed prior to the placement of a pupil/student. This includes review of the provision's safeguarding and child protection procedures and where possible a visit to the site.

For each day that the pupil/student attends the off-site provision contact is made to ensure they have arrived safely. This process also applies where a pupil/student has been excluded from school, including fixed term exclusions. Contact will be made with a parent or carer to confirm their safety on each day of the exclusion.

## Chapter 13 – Concerns About The Actions of An Adult Working In Our School

See also Swindon LSCB

## What are the expectations of adults working with children in our school?

All staff working within our school understand and adhere to a staff code of conduct. In this school this document is entitled 'Safer Working Practice For Adults Working With Children And Young People' (2015)

## What should you do if you are concerned about the actions of an adult working in the school?

### Step 1
- Report your concerns directly to the Head teacher/Principal as soon as you are able. Rachel Skates
- If the Head teacher is not contactable, report to the most senior member of staff on site.
- If your concerns are about the Head teacher/Principal report to the CEO of TWHF directly.  Nick Capstick - 07508135799

If you are concerned that a child might be in immediate danger or at risk of significant harm you must act immediately. This may mean interrupting the Head teacher/Principal.

### Step 2
- Record your concerns using the school's 'Concern/Disclosure' form, as soon as possible.
- Remember to record the full date and time, your name and role and keep your record as factual as possible.
- If a concern/disclosure form is unavailable, handwritten notes can be made on a piece of paper. (This must be retained, even if the notes are subsequently written up onto a form).

### Step 3
- Record what action you are taking, for example record the name of the member of staff you have reported to.
- The original concern form should be passed to the Head teacher/ principal. Copies should not be retained by you.

## Step 4

- If the person you have reported the concern to does not take your concern seriously, you must escalate your concern to the Chair of Governors. Ultimately anyone can report a safeguarding concern about an adult working with children into the local authority, asking to speak to the Local Authority Designated Officer, via the Multi-Agency Safeguarding Hub.

## Chapter 14– Managing Allegations Against Adults Who work With Children

See also Chapter 4 Keeping Children Safe In Education (Sept 18)

## What happens once a concern is reported about an adult working in our school?

Any reported concerns made about an adult working in our school are taken very seriously.

### Step 1

- The Head teacher/Principal/ CEO will consider the information in the report and initial consideration will be given as to whether this indicates that the person would pose a risk of harm if they continue to work in close or regular contact with children in their present position or in any capacity.

  This will be done by assessing whether there is evidence to suggest that:-

- the person has behaved in a way that has harmed a child, or may have harmed a child;
- the person has possibly committed a criminal offence against or related to a child; or
- the person has behaved towards a child or children in a way that indicates that he/she may pose a risk of harm to children

### Step 2

- If it is decided that there is evidence to suggest the concern meets one or more of the above criteria the Head teacher / Principal / CEO should contact the Local Authority Designated Officer immediately.
- This is via the Multi Agency Safeguarding Hub on 01793 466903. (Emergency duty service 01793 436699). Please state at the start of your conversation that you are ringing to report an allegation against an adult who works with children.

### Step 3

The LADO will decide on further action:-
- When the adult at the centre of the allegation will be spoken to and by whom
- no further action after initial consideration and closure, or
- advice and follow up from LADO, or

- strategy discussion/meeting

If no further action by the LADO is agreed the school may be asked to complete their own enquiries, including speaking to the adult at the centre of the allegation  and report the findings back to the LADO at the conclusion.

If further action is agreed, the LADO will agree with the police whether or not a strategy discussion/ meeting needs to take place. If it is agreed that the threshold has not been met for a strategy discussion/meeting an allegations management meeting may be held. The main purpose of this is to ensure the safety of the child/children and ensure the process is concluded promptly, ensuring the accused staff member has adequate support.

All concerns raised about an adult working in the school, including allegations, are recorded and held confidentially. Where a strategy discussion/meeting has been held involving the LADO the school will be sent a copy of the minutes of the meeting.

Where an allegation is substantiated this will be referred to in any references provided by the school for the individual if and when they apply for new positions. If the adult is employed by an external agency, a copy of these records will be given to the senior lead of the organisation.

## Statutory requirements in relation to individuals who are on the barred list

At the end of the allegation process if a member of staff or volunteer is removed from their position for causing harm or posing a risk of harm or they leave whilst investigations are on-going, we have a duty to inform the Disclosure and Barring Service via a referral.

We understand, as a school, that if we know or have reason to believe that an individual is barred, we are committing an offence if we allow the individual to carry out any form of regulated activity.

## Chapter 15 – Whistle-blowing

This school expects the highest standards of conduct from all employees, governors and will treat seriously any concern raised about illegal or improper conduct. The law provides protection for employees who raise legitimate concerns about specified matters. These are called 'qualifying disclosures'. A qualifying disclosure is one made in the public interest by the employee who has a reasonable belief that:

• a criminal offence
• a miscarriage of justice
• an act creating risk to health and safety
• an act causing damage to the environment
• a breach of any legal obligation

• a concealment of any of the above

is being, has been, or is likely to be, committed. It is not necessary for the employee to have proof that such an act is being, has been, or is likely to be committed, a reasonable belief is sufficient. The employee has no responsibility for investigating the matter; it is the school's responsibility to ensure that an investigation takes place.

Staff and volunteers are encouraged to raise concerns about poor or unsafe practice and potential failings in the school's safeguarding regime via:-

- the staff handbook
- the staff code of conduct

In the first instance, unless the employee reasonably believes their Head teacher to be involved in the wrongdoing, any concerns should be raised with the employee's Head teacher. If he/she believes the Head teacher to be involved, then the employee should proceed straight to the Chair of Governors.

Where a member of staff feels unable to raise a concern with either of the individuals identified above the NSPCC whistle-blowing helpline is available to them.

# Chapter 16 – Online Safety

## What are the school's responsibilities around online safety?

'Keeping Children Safe In Education' (Sept 18) highlights that:-

> 'Governing bodies and proprietors should ensure that children are taught about safeguarding, including online safety.'

This school recognises:-
- the increasing role technology has to play in education and children's daily lives
- the wide-range of content which is available to children via the internet
- that alongside the benefits of technology, there are also risks
- the importance of delivering a broad and relevant online safety curriculum which provides progression across year groups
- that delivery of this curriculum must be provided via regular lessons, which take place throughout each term
- the importance of keeping up to date with the tools, apps and devices children are using so that the curriculum which is offered is meaningful.

## What our online safety curriculum offers

- Key online safety messages (such as the SMART rules) which are reinforced at every opportunity across the curriculum, in assemblies, PSHE lessons
- Pupils/students are taught in all lessons to be critically aware of the materials and content they access on-line and understand that not everything they see online is true
- Pupils/students are supported in building resilience to radicalisation. A safe environment is provided for debating controversial issues and helping them to understand how they can influence and participate in decision-making.

## Filters and monitoring

The schools internet connection uses filtering supplied by Sophos who are a member of the Internet Watch Foundation, this filtering is controlled locally to your school and is monitored for any unusual behaviour. Although we try to ensure the filtering blocks all unacceptable content this is not always possible therefore if you have any concerns regarding the filtering please inform the WHFIT Support Team as soon as possible.

## Use of mobile technology

Please refer to the Bring your own device (BYOD) policy along with the staff Acceptable Usage Policy with regards to the acceptable use of mobile devices. Please take note of any local conditions that have been included by your school's principal.

## Chapter 17 – Parents and carers

## When are parents/carers contacted?

Concerns about the welfare or safety of pupils/students will be discussed with the parent/carer, unless, having reviewed the information of concern, it is the view of the safeguarding team that this may increase the risk to the child. Our first priority is the child's welfare and therefore there may be occasions when concerns about a child means that we have to consult other agencies before we contact the parent/carer.

If a referral is to be made to Children's Social Care, the parent/carer will be contacted and the information within the referral will be shared. There are some occasions when the school will be advised not to share the content of the referral with the parent/ carer as to do so may increase the risk of harm to the child.

Where reports are written about pupils/students as part of the Child Protection process, the school will provide opportunity prior to the Conference to share the content with parents and carers.

## How do we ensure parents and carers understand the school's role in safeguarding pupils/students?

This school is committed to helping parents/carers understand its responsibility for the welfare of all pupils/students and our duty of care.
The policy and procedures are available to parents and carers via the school website and a paper copy can be requested by contacting the school office.

The school website also provides access to a number of useful resources for parents and carers. These can be found in the 'Safeguarding' tab of the school's website.

During pupil/student induction meetings for parents and carers information will also be discussed about the school's safeguarding responsibilities.

## What safeguarding information does the school hold about pupils/students?

If an adult working in the school (either as a school employee or a visitor or volunteer) has a concern about the safety or welfare of a pupil/student they must record this concern. These records are stored confidentially, with restricted access. If more than one concern arises or information has been received from a previous school a safeguarding file may be established. The information in this file will be shared with parent/carers, unless the safeguarding team consider that doing so would increase the risk of harm to the child. See also 'Record-keeping'.

## What happens to this information when a pupil/student moves school?

When a pupil/student moves schools any safeguarding information transfers to the new school, confidentially and separate to academic records. There will also be, where possible, a meeting to discuss the information being shared.

## Chapter 18 – Additional Support For Pupils/Students

### Pupils/students with special educational needs and disabilities

As a school, we recognise that children who have special education needs and disabilities can face additional safeguarding and child protection   challenges. These can include:-
- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- children with SEN and disabilities can be disproportionately impacted upon by things like bullying, without outwardly showing any signs
- communication barriers and difficulties in overcoming these barriers

### Supporting pupils/students with mental health issues

Some children can be more vulnerable than others to issues such as depression, anxiety, self-harm or eating disorders. In school we need to be particularly vigilant about children who have experienced abuse, bullying, bereavement, have learning difficulties or are in care, as these circumstances can impact on children's mental health.

Signs of possible mental health issues include:-
- noticeable weight loss or gain
- physical injuries
- change in personality eg mood swings
- frequently missing lessons
- social isolation
- lethargy and disinterest
- tearfulness or appearing anxious
- lack of focus in class
- change in educational performance

Support for children can be accessed through the school's learning mentor and SENCO is able to make referrals to TAMHs. School promotes good mental health through its PSHE scheme, Jigsaw.

## Positive -handling of pupils/students

Where physical intervention is required to keep a pupil/students safe the school will respond in line with the DfE guidance 'Use of reasonable force' July 2013.

As a school we may intervene to:-
- remove a disruptive pupil/student from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil /student behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil/student leaving the classroom where allowing the pupi/studentl to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil/student from attacking a member of staff or another pupil/student, or to stop a fight in the playground; and
- restrain a pupil/student at risk of harming themselves through physical outbursts.

All incidents of positive handling are recorded in the school's bound book and reported to parents/carers.
Where a pupil/student requires regular handling and intervention a positive handling plan will be put in place. The pupil/student, together with the parents/carers will be involved in this process.

Specific staff members have been trained using Team Teach.

## Intimate Care

Intimate care includes any tasks that involve the dressing and undressing, washing including intimate parts, helping someone use the toilet, changing nappies or carrying out a procedure that requires direct or indirect contact to an intimate personal area.

## Chapter 19 – Training For Adults Working In Our School

We are committed to ensuring staff and volunteers know and understand:-

- the signs and symptoms of abuse;
- how to identify children who may benefit from early help;
- their responsibility for referring concerns to the designated safeguarding lead / deputy;
- the procedures for reporting safeguarding /child protection concerns about adults working with children (allegations)

## Formal training
Safeguarding and child protection training is provided on a regular basis to all staff annually to enable them to carry out these requirements.

Training opportunities include sessions on:-
- Basic Awareness of Safeguarding
- 'Advanced' Safeguarding
- Early Help
- Prevent Duty
- FGM
- CSE
- Child mental ill-health
- Parent mental ill-health
- Domestic abuse
- Online safety
- Forced marriage and honour based violence
- Child-trafficking
- Safeguarding supervision

Governors and regular volunteers also receive basic safeguarding training either face to face or online.

## Updates

In addition to formal training, all staff receive regular opportunities to update their knowledge and understanding. These are delivered by staff meetings, safeguarding scenarios, newsletters or from the LSCB.
These happen at least annually.

## Additional training for Designated Safeguarding Leads and deputy DSLs

The statutory requirement for DSLs and deputy DSLs is to renew training every 2 years. We work in line with this requirement.
Our deputy DSL has completed advanced training to the same level as the DSL, in line with the requirements of our Local Authority.

In addition, the members of our safeguarding team complete:-
* FGM training
* Prevent training in line with statutory requirements

## Reading Requirements

All staff are required to read:-
- Part 1 of Keeping Children Safe In Education (Sept 18)
- Annex A of Keeping Children Safe In Education (Sept 18)
- the school's safeguarding and child protection policy and related policies (see introduction tab for list)
- the school's staff code of conduct
- the pupil/student behaviour policy
- the safeguarding response for children missing in education
- the role of the designated Safeguarding Lead and deputy/deputies

Staff are asked to sign to confirm their understanding and accept responsibility for following up any questions or queries they have arising from reading this document (with a member of our safeguarding team).

Regular volunteers are asked to read:-
- Part 1 of Keeping Children Safe In Education (Sept 18)
- The code of conduct for volunteers - ensure you have one of these
- Information about what to do if worried about a child / adult

See also 'Safer Recruitment' for information about staff induction

## Chapter 20 – Safer Recruitment Procedures

This school works in line with Part 3 of Keeping Children Safe In Education (Sept 2018).

## Checks completed on all staff and regular volunteers

- An enhanced DBS certificate, which includes barred list information, is required for any staff who will be engaging in regulated activity (working unsupervised with children). This is required for any staff employed since 2002. Prior to this staff were checked against List 99.
- Identity checks are completed, together with proof of right to work in the UK
- Qualifications are checked if required
- If an individual has lived or worked outside of the UK an overseas police check / certificate of good conduct may be required. A check of visa/work permit will also be required here.

## In addition, staff who have a teaching role will be checked for

- qualified teacher status
- prohibition check
- section 128 check (for any individual who has a managerial role, including Governors and Trustees)
- completion of induction
- teacher not subject to a conditional offer/suspension
- European Economic Area sanctions

## Visitors and externally employed staff

Where staff from external organisations are working with our pupils/students, we ensure that the letter of assurance received confirms that the relevant checks are in place, including a barred list check if the individual is working in regulated activity. Visitors are asked to provide proof of identity and if required, DBS information.

Visitors receive a yellow lanyard if they have a DBS and a red lanyard if they need to be escorted by a member of staff.

## Single Central Record

The school maintains an up to date single central record of all safer recruitment checks. This is in line with the requirements as set out in Keeping Children Safe In Education (Sept 18) .The Head teacher has oversight of this record and ensures it is in line with statutory requirements (Part 3 Keeping Children Safe In Education Sept 18)

## Induction of new staff

Following appointment the school offers new staff a programme of safeguarding and child protection induction. This includes:-
- Face to face sessions with the DSL

- Copies of the Safeguarding policy, Keeping Children Safe in Education Part 1 (including Annex A and B), the Code of Conduct policy and the behaviour policy.

## Chapter 21 – Record-keeping

Any member of staff, visitor or volunteer who has a concern about a pupil's/student's welfare, or receives a disclosure of abuse will make an accurate record, as soon as possible, noting what was said or seen, putting the event into context and giving the full date, time and location. Where possible this will be noted on the school's concern form.  If injuries or marks have been observed which cause concern, these should be recorded on a body map outline, giving an indication of size and whether there is a defined shape to the mark or injury.

Staff will not take photographs.

Any handwritten notes (not captured on a concern template) will be retained, even if they are subsequently written up.

Records of concern or disclosures will be kept (even if there is no need to make a referral immediately). These records are stored confidentially. They do not form part of the pupil's/student's educational records and are stored separately. Confidentiality will be maintained and information relating to individual pupil/student/ / families shared with staff on a need to know basis.

## Individual pupil/student files

Once a pattern of concern or disclosures begins to emerge an individual file will be established for the pupil/student. At this point we endeavour to inform parents/carers of this action, unless, following advice, we believe that by sharing this information the pupil/student will be at greater risk.
This will be organised clearly and have a chronology at the front. The chronology will be kept up to date and reviewed at regular intervals. All 'significant events' are captured on this chronology, including attendance at meetings, phone calls and emails in relation to safeguarding and /or child protection matters. This chronology also captures headline information about what action has been taken and the outcome of this action. The outcome should focus, where possible, on the pupil/student and indicate whether the situation is improving.

## Case file review

Safeguarding and child protection files for individual pupils/students should be re-visited regularly to ensure any risk is being reduced and appropriate taken. It is good practice for this review to take place on a termly basis.
To ensure that all files are reviewed an overview of all pupils/students (where there are safeguarding / child protection concerns) is kept up to date. This is a 'live' document and reflects the numbers of pupils/students subject to a plan, child in need or receiving early help support.

## Transfer of records when a pupil/student moves to a new school/college

When a pupil/student moves school/college, safeguarding / child protection documentation will be passed as soon as possible and confidentially to the receiving school, separate from academic records. Where possible the DSL will arrange to meet the DSL of the new school to discuss the documentation. The receiving school is asked to sign to confirm receipt of the information and this confirmation is stored on file.

The school will retain records for pupils/students who have been withdrawn to be home-schooled, if there is an existing safeguarding /child protection file. These will be stored confidentially in line with the local authorities record retention policy (usually until the child's 25th birthday).

## Appendix 1 – Definitions of Abuse (taken from Working Together July 2018)

### 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.

### Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:
- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include

interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone."

## Sexual Abuse

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

# Safeguarding and Child Protection
## Concern / Disclosure / Incident Form
## CONFIDENTIAL

| | | | |
|---|---|---|---|
| **Date:** | | **Name and role of person completing form** | |
| **Time:** | | **Date and time read by DSL / Deputy DSL** | |
| **Name of child:** | | **DOB:** | |
| **Location (if applicable)** | | | |

**Details of disclosure by child / incident / concerns**

| |
|---|
| **Action taken by person(s) above:** |
| **To be completed by a member of the safeguarding team** |
| *Include reference here to other members of the safeguarding team you may have discussed the case with*<br>**Discussion of next steps agreed with:-**<br><br><br><br>**Record of discussion with another professional, external to the school (giving full name/ role and agency)** |
| **Detail of decision / action agreed  by DSL or deputy:**<br><br><br><br>**Has the local authority threshold guidance been referred to at this point?      Yes / No**<br><br>**Has the person who reported the initial concern been provided with feedback? Yes / No** |
| **Reason(s) for this decision or action by DSL or deputy:**<br>*Does the child need to be monitored? Yes/No*<br>*If yes, when will the case be reviewed?*<br><br><br>*Is Early Help support appropriate? Yes / No*<br>*Reason for decision* |

| | |
|---|---|
| *Is a referral to children's social care required? Yes/No*<br>*Does the school have evidence that the threshold for significant harm has been met? (Child protection) Yes/No*<br>*Reason for decision* | |
| **Tick to confirm added to pupil's/student's chronology and copy placed on file** | |