



# **Safeguarding and Child Protection Policy**

**SEPTEMBER 2017**

## **INTRODUCTION**

Every pupil should feel safe and protected from any form of abuse and neglect. The Peterborough School is committed to safeguarding and promoting the welfare of children and young people and requires everyone who comes into contact with children and their families to share this commitment.

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

The Peterborough School's responsibility is more fully explained in the statutory guidance for schools and colleges "Keeping Children Safe in Education" (September 2016) (KCSIE). All staff must be made aware of their duties and responsibilities under part one of this document including, where appropriate, Annex A.

Staff should read the above document together with "What to do if you're worried a child is being abused: Advice for practitioners" (March 2015). Other applicable guidance is set out in Appendix A of this policy.

Through their day-to-day contact with pupils and direct work with families all staff in school have a responsibility to:

- Identify concerns early to prevent them from escalating
- Provide a safe environment in which children can learn
- Identify children who may benefit from early help
- Know what to do if a child tells them he/she is being abused or neglected
- Follow the referral process if they have a concern

Staff members at The Peterborough School working with children should maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the best interests of the child. This policy sets out how the school's governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the school. Staff are given opportunities to contribute to and shape safeguarding arrangements and child protection policy and in regularly reviewing the policy. Our policy applies to all staff, paid and unpaid, working in the school including governors. Teaching assistants, mid-day supervisors, office staff and support staff as well as teachers can be the first point of disclosure for a child. The Peterborough School will consider at all times what is in the best interests of the child.

It is consistent with the Local Safeguarding Children Board (LSCB) procedures. (Cambridgeshire/Peterborough LSCB)

This policy is published on the School website and is available in hard copy on request.

**There are four main elements to our policy:**

**PREVENTION** through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos

**PROCEDURES** for identifying and reporting cases, or suspected cases, of abuse. The definitions of the four categories of abuse are attached (see Appendix B)

**SUPPORTING VULNERABLE CHILDREN** those who may have been abused or witnessed violence towards others.

## PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN

### Contents

1	PREVENTION .....	4
2	PROCEDURES .....	4
3	SUPPORTING VULNERABLE CHILDREN .....	11
4	PEER ON PEER ABUSE.....	15
5	PREVENTION OF RADICALISATION.....	16
6	PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN .	17
7	DEALING WITH ALLEGATIONS AGAINST STAFF .....	17
8	USE OF MOBILE PHONES, MOBILE TECHNOLOGY AND CAMERA POLICY (INCLUDING IN THE EARLY YEARS FOUNDATION STAGE SETTING) .....	20
9	CHILDREN WITH SPECIAL EDUCATIONAL NEEDS .....	22
10	GOVERNING BODY CHILD PROTECTION RESPONSIBILITIES .....	23
11	OTHER RELATED POLICIES.....	24
12	MONITORING AND REVIEW .....	24
	Appendix A - Useful Contacts .....	26
	Appendix B - Types of abuse and neglect and specific safeguarding issues .....	28
	Physical Abuse .....	28
	Neglect .....	28
	Emotional Abuse.....	28
	Sexual Abuse .....	29
	Appendix C - Signs Symptoms and Effects of Abuse.....	31
	Physical Abuse .....	31
	Emotional Abuse.....	31
	Sexual Abuse .....	32
	Neglect .....	32
	Appendix D - Indicators of Radicalisation.....	34
	Appendix E - Additional Guidance.....	36
	Appendix F - Managing an Allegation Against a Member of Staff in your Establishment.....	37

# 1 PREVENTION

- 1.1 We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children.
- 1.2 The school will therefore:
- 1.2.1 establish and maintain an environment where children feel safe in both the real and the virtual world and are encouraged to talk and are listened to
  - 1.2.2 ensure appropriate filters and monitoring systems are in place to limit children's exposure to the three areas of online risk as outlined in KCSIE (Sept 2016) Annex C
  - 1.2.3 ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty and their concerns will be taken seriously and acted upon as appropriate
  - 1.2.4 include in the curriculum activities and opportunities which ensure children are taught about safeguarding, including online and equip children with the skills they need to stay safer from abuse both in the real and the virtual world and information about who to turn to for help
  - 1.2.5 include in the curriculum material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills.

# 2 PROCEDURES

- 2.1 We will follow the procedures set out in the Cambridgeshire Local Safeguarding Children Board "Inter-Agency Procedures". A copy of these procedures can be found on the LSCB website  
<http://cambridgeshirescb.proceduresonline.com/chapters/contents.html>

- 2.2 The Designated Safeguarding Lead for Child Protection is:

Name	Telephone contact	Email / Notes
Mrs Elizabeth Rivers Head of Pastoral Care	01733 343357 Ext 741	e.rivers@tpschr.co.uk

- 2.3 The following members of staff have also received the Designated Person training (i.e. appropriately trained Deputies, Designated Personnel DP) :

Name	Telephone contact	Email/Notes
Mr Ross Cameron Deputy Headmaster	01733 343357 Ext 720	r.cameron@tpschr.co.uk
Mr Adrian Meadows Headmaster	01733 343357	Headmaster@tpschr.co.uk
Miss Lorna Clingo Nursery Manager	01733 355747	l.clingo@tpschr.co.uk

2.4 The nominated governor for Safeguarding is:

<b>Name</b>	<b>Telephone contact</b>	<b>Email/Notes</b>
Safeguarding Governor Mrs Katie Hart	01733 243084	Chairperson of the Governors' Safeguarding Subcommittee (includes Child Protection, Health & Safety, SENDA, Recruitment, Nursery & Security)
Chairman of Governors Ms Lynne Ayres	01733 343357	

- 2.5 The Governing body has appointed a senior member of staff, from the leadership team, to the role of Designated Safeguarding Lead (DSL). The DSL takes lead responsibility for safeguarding and child protection.
- 2.6 The School recognizes the importance of the role of the DSL and will ensure that the DSL has the appropriate status and authority within the school to carry out the duties of the post. The DSL will be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings - and/or to support other staff to do so - and to contribute to the assessment of children. Full details of the responsibilities of the DSL are set out in Annex B of KCSIE.
- 2.7 The activities of the DSL can be delegated to appropriately-trained deputies (Designated Personnel DP) and will be carried out by the DPs if the DSL is unavailable. In this policy, reference to the DSL includes the DPs where the DSL is unavailable.
- 2.8 The lead responsibility for child protection remains with the DSL and cannot be delegated.
- 2.9 The DSL and DPs undergo the two day training provided by the Education Child Protection Service which provides them with the knowledge and skills required to carry out the role and includes Prevent awareness training.
- 2.10 This training will be updated every two years.
- 2.11 In addition to the formal training set out above the DSL and DPs will refresh their knowledge and skills e.g. via bulletins, meetings or further reading regularly and at least annually to allow them to understand and keep up with any developments relevant to their role.
- 2.12 The Governing body will also ensure that every member of staff, paid and unpaid, and the Governing body knows who the Designated Personnel are and the procedures for passing on concerns from the point of induction.
- 2.13 The Designated Safeguarding Lead in the Early Years Foundation Stage, Nursery, Preparatory School and Senior School is Mrs Elizabeth Rivers, Head of Pastoral Care, and she is responsible for all day-to-day management and procedures relating

to Safeguarding and Child Protection. If Elizabeth Rivers is not available, then concerns should be referred to Mr Ross Cameron, Deputy Headmaster. If both the Head of Pastoral Care and the Deputy Headmaster are absent the Headmaster assumes responsibility for all Child Protection arrangements. In the Nursery, if Elizabeth Rivers is not available ( eg out of term time) then concerns should be referred to Miss Lorna Clingo, Nursery Manager. If both the Head of Pastoral Care and the Nursery Manager are absent then other DPs should be contacted as set out in point 2.4.9. At all other times staff may refer to the Peterborough Local Safeguarding Children's Board for guidance – see contact details in Appendix A.

## 2.14 Training

2.14.1 All training will be carried out in accordance with the Cambridgeshire Safeguarding Children Board procedures.

2.14.2 The Governing body will nominate a governor for safeguarding and child protection who will undertake appropriate training to enable them to fulfil this role (see 2.4 above).

2.14.3 The Governing body will ensure every member of staff and every governor knows:

- the name of the Designated Safeguarding Lead and their role
- how to identify the signs of abuse and neglect ( Appendix C and D )
- how to pass on and record concerns about a pupil
- that they have an individual responsibility to be alert to the signs and indicators of abuse and for referring child protection concerns to the DSL/DP
- that they have a responsibility to provide a safe environment in which children can learn
- where to find the Inter – Agency Procedures on the LSCB website

2.14.4 The Governing body will ensure that all staff members undergo safeguarding and child protection training at induction that includes:

- this policy
- the staff code of conduct including the whistleblowing policy and staff acceptable use and social media policies
- the identity, contact details and role of the Designated Safeguarding Lead and her deputies
- a copy of Part 1 and, where appropriate, Annex A of KCSIE (Sept 2016) and
- appropriate Prevent training.

2.14.5 All staff including the Head will receive a copy of this policy and Part 1 and, where appropriate, Annex A of KCSIE (Sept 2016) and will be required to confirm that they have read and understand these.

2.14.6 The Head and all staff members will undertake appropriate child protection training which will be regularly updated in accordance with Local Safeguarding Children Board procedures. In addition all staff members will receive regular safeguarding and child protection updates via [• e-mail, e-bulletins and staff meetings] as required but at least annually.

2.14.7 Staff development training will also include training on online safety and Prevent training assessed as appropriate for them by the School. Additionally, the School will make an assessment of the appropriate level and focus for

staff training and responsiveness to specific safeguarding concerns such as radicalisation, child sexual exploitation, female genital mutilation, cyberbullying and mental health and to ensure that staff have the skills, knowledge and understanding to keep looked after children safe. Mrs Elizabeth Rivers, Designated Safeguarding Lead, is The Peterborough School's designated teacher to promote the educational achievement and welfare of children who are looked after. She liaises closely with the virtual school head in the local authority that looks after each child.

2.14.8 The School has mechanisms in place to assist staff to understand and discharge their role and responsibilities and to ensure that they have the relevant skills and knowledge to safeguard children effectively, including [• questionnaires, staff meetings, professional development reviews].

2.14.9

Where pupils are educated off site or in alternative provision, the school and the provider will agree procedures about managing safeguarding concerns between the two agencies.

## 2.15 Reporting a concern

2.15.1 If staff are ever unsure, they must always speak to the DSL.

## 2.16 Early help

2.16.1 The School understands 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.

2.16.2 The School's safeguarding training includes guidance about the early help process and prepares all staff to identify children who may benefit from early help. Staff are mindful of specific safeguarding issues and those pupils who may face additional safeguarding challenges.

2.16.3 A member of staff or volunteer who considers that a pupil may benefit from early help should in the first instance discuss this with the DSL. The DSL will consider the appropriate action to take in accordance with the Cambridgeshire Local Safeguarding Children Board referral threshold document and will support staff in liaising with other agencies and setting up an inter-agency assessment as appropriate.

2.16.4 If early help is appropriate, the matter will be kept under review and consideration given to a referral to children's social care if the pupil's situation does not appear to be improving.

## 2.17 Concerns about a pupil's welfare

2.17.1 Any member of staff, volunteer or visitor to the School who is concerned about a child's welfare MUST report the matter immediately to the Designated Safeguarding Lead. In the absence of the DSL, the deputy Designated Safeguarding Lead should be notified or, in the absence of both, the matter should be brought to the attention of the most senior member of staff, as detailed at the start of this policy. Please see the separate procedures for dealing with allegations against staff and volunteers below.

- 2.17.2 On being notified of a concern the DSL will consider the appropriate course of action in accordance with the Cambridgeshire Local Safeguarding Children Board referral threshold document. Such action may include early help or a referral to children's social care.
- 2.17.3 If it is decided that a referral is not required, the DSL will keep the matter under review and consideration given to a referral to children's social care if the pupil's situation does not appear to be improving.
- 2.17.4 Staff are reminded that normal referral processes must be used when there are concerns about children who may be at risk of being drawn into terrorism.
- 2.17.5 Teachers must report to the police known cases of female genital mutilation (FGM) in under 18s. See below for further information about FGM and this reporting duty.
- 2.17.6 In accordance with these procedures, if a member of staff has a concern about a child, there should be a conversation with the DSL to agree a course of action where possible. However, any member of staff can make a referral to children's social care. If a referral is made by someone other than the DSL, the DSL should be informed of the referral as soon as possible
- 2.18 If a child is in immediate danger or at risk of harm**
- 2.18.1 If a child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately.
- 2.18.2 Anybody can make a referral in these circumstances. If a referral is made by someone other than the DSL, the DSL should be informed of the referral as soon as possible.
- 2.18.3 Information regarding concerns will be recorded on the same day and will include a clear, precise, factual account of observations or events.
- 2.19 Guidance for staff - receiving a disclosure and recording a concern**
- 2.19.1 Any member of staff, or volunteer receiving a disclosure of abuse, noticing signs of abuse or having any concerns regarding a pupil must make an accurate record as soon as possible, noting what was said or seen, putting the event into context, and giving the date, time and location.
- 2.19.2 Staff should ensure that during any such conversations they avoid asking leading questions and explain that confidentiality cannot be promised.
- 2.19.3 Staff should complete a form CP1- Log of Concern giving full details. This form is confidential and can be obtained from the white cupboard in the main staffroom, from the Head of Pastoral Care or in the Nursery Office. Electronic versions are available on the School's computer network within the shared resources area. All records will be dated and signed and will include the action taken.
- 2.20 Making a referral**
- 2.20.1 The relevant contact information is set out at the front of this Policy. If the referral is made by telephone, this should be followed up in writing.

- 2.20.2 Confirmation of the referral and details of the decision as to what course of action will be taken should be received from the local authority within one working day. If this is not received, the DSL (or the person that made the referral) should contact children's social care again.
- 2.20.3 If after a referral the pupil's situation does not appear to be improving, the DSL (or the person that made the referral) should press for reconsideration to ensure their concerns are addressed and that the pupil's situation improves.
- 2.20.4 Where relevant, the School will co-operate with the Channel panel and the police in providing any relevant information so that each can effectively carry out its functions to determine whether an individual is vulnerable to being drawn into terrorism. The School will respond to requests for information from the police promptly and in any event within five to ten working days.
- 2.20.5 The Governing body will ensure that DSLs and DPs take advice from a child protection specialist when managing complex cases. The Designated Personnel have access to both the Advice Line run by the Education Child Protection Service and Children's Social Care. The Emergency Duty Team (out of hours) is also available. Contact numbers are found in Appendix A.

## 2.21 Liaison with Other Agencies

The school will:

- 2.21.1 work to develop effective links with relevant services to promote the safety and welfare of all pupils
- 2.21.2 co-operate as required, in line with Working Together to Safeguard Children 2015, with key agencies in their enquiries regarding child protection matters including attendance and providing written reports at child protection conferences and core groups
- 2.21.3 notify the relevant Social Care Unit immediately if:
- it should have to exclude a pupil who is subject to a Child Protection Plan (whether fixed term or permanently);
  - there is an unexplained absence of a pupil who is subject to a Child Protection Plan
  - there is any change in circumstances to a pupil who is subject to a Child Protection Plan

## 2.22 Record Keeping

The school will:

- 2.22.1 keep clear, detailed, accurate, written records of concerns, discussions, decisions and reasons for those decisions about children (noting the date, event and action taken), even where there is no need to refer the matter to Social Care immediately
- 2.22.2 ensure all records are kept securely, separate from the main pupil file, and in a locked location and will be reviewed regularly so that concerning patterns of behavior can be spotted

- 2.22.3 ensure all relevant child protection records are sent to the receiving school or establishment when a pupil moves schools in accordance with the recommended process for transferring information issued by Peterborough's Education Safeguarding Lead.
- 2.22.4 make parents aware that such records exist except where to do so would place the child at risk of harm.
- 2.22.5 All actions and decisions will be led by what is considered to be in the best interests of the child.

## 2.23 Confidentiality and information sharing

- 2.23.1 Child protection information will be stored and handled in line with the Data Protection Act 1998 principles. The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.
- 2.23.2 Child protection records are subject to the provisions of the Data Protection Act, 1998. This means that a parent, or young person of sufficient age and understanding, may make a request to see the child protection record. If any member of staff receives a request from a pupil or parents to see child protection records, they will refer the request to the Designated Safeguarding Lead or Headteacher.
- 2.23.3 The Designated Safeguarding Lead will take advice from a senior manager or outside agency as required and together a decision will be made about what information to share. This decision will consider the balance between the potential risk to the child and the principle of working openly and honestly with parents.

The school will:

- 2.23.4 ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubt about confidentiality, staff will seek advice from a senior manager or Social Care as required. (See "Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers", DfE 2015)
- 2.23.5 ensure that the Headteacher or Designated Safeguarding Lead will only disclose any information about a pupil to other members of staff on a 'need to know' basis, including Domestic Violence notifications
- 2.23.6 make all staff aware that they have a professional responsibility to share information with other agencies in order to safeguard children
- 2.23.7 ensure staff are clear with children that they cannot promise to keep secrets.

## 2.24 Communication with Parents/Carers

The school will:

- 2.24.1 ensure that parents/carers are informed of the responsibility placed on the school and staff in relation to child protection by setting out its duties in the school handbook.
- 2.24.2 undertake appropriate discussion with parents/carers prior to involvement of another agency unless the circumstances preclude this action. If the school believes that notifying parents could increase the risk of harm to the child, advice will be sought from Social Care.
- 2.24.3 Particular circumstances where parents may not be informed include any disclosure of sexual abuse or physical abuse where the child has an injury.
- 2.24.4 record what discussions have taken place with parents on the Log of Concern about a Child's Welfare or if a decision has been made not to discuss it with parents, record the reasons why.

### **3 SUPPORTING VULNERABLE CHILDREN**

- 3.1 **We recognise that abuse or witnessing violence may have an adverse impact on those children which may last into adulthood without appropriate intervention and support.**
- 3.2 This school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may become withdrawn.
- 3.3 We recognise that some vulnerable children may develop abusive behaviours and that these children may need to be referred on for appropriate support and intervention.
- 3.4 **The school will support the pupil through:**
  - 3.4.1 Curricular opportunities to encourage self-esteem and self-motivation
  - 3.4.2 An ethos that actively promotes a positive, supportive and safe environment and values the whole community
  - 3.4.3 The school's behaviour policy will support vulnerable pupils in the school. All staff will agree on a consistent approach, which focuses on the behaviour of the child but does not damage the pupil's sense of self worth. The school will ensure that the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred
  - 3.4.4 Liaison with other agencies which support the pupil such as Social Care, Child and Adolescent Mental Health Services, Cambridgeshire Sexual Behaviour Service or Locality Teams or Early Help Teams.
  - 3.4.5 A commitment to develop productive and supportive relationships with parents/carers
  - 3.4.6 Recognition that children living in a home environment where there is domestic abuse, drug or alcohol abuse or mental health issues are vulnerable and in need of support and protection; they may also be young carers

- 3.4.7 Monitoring and supporting pupil's welfare, keeping records and notifying Social Care in accordance with the Cambridgeshire Local Safeguarding Children Board "Inter - Agency Procedures"
- 3.4.8 When a pupil who is subject to a child protection plan leaves, information will be transferred to the new school immediately. The Child Protection Chair and Social Work Unit will also be informed.

### **3.5 Children Missing Education**

- 3.5.1 A child going missing from education is a potential indicator of abuse or neglect. Staff must be alert to signs to look out for and triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, Female Genital Mutilation and forced marriage.
- 3.5.2 The School shall inform the applicable local authority (within which the pupil resides when not at the School) of any pupil who is going to be added to or deleted from the School's admission register at non-standard transition points in accordance with the requirements of the Education (Pupil Registration) (England) Regulations 2006 (as amended).
- 3.5.3 This will assist the local authority to:
- (a) fulfil its duty to identify children of compulsory school age who are missing from education; and
  - (b) follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse, neglect or radicalisation.
- 3.5.4 The School shall inform the applicable local authority of any pupil who:
- (a) fails to attend School regularly; or
  - (b) has been absent without the School's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the School and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).
- 3.5.5 School attendance registers are carefully monitored to identify any trends. Action should be taken in accordance with this Policy if any absence of a pupil from the School gives rise to a concern about his / her welfare

### **3.6 Substance Misuse and Child Protection**

- 3.6.1 The discovery that a young person is misusing legal or illegal substances or reported evidence of their substance misuse is not necessarily sufficient in itself to initiate child protection proceedings but the school will consider such action in the following situations:
- 3.6.2 When there is evidence or reasonable cause:
- to believe the young person's substance misuse may cause him or her to be vulnerable to other abuse such as sexual abuse
  - to believe the pupil's substance related behaviour is a result of abuse or because of pressure or incentives from others, particularly adults
  - where the misuse is suspected of being linked to parent/carer substance misuse.

### **3.7 Children of Substance Misusing Parents/Carers**

3.7.1 Misuse of drugs and/or alcohol is strongly associated with Significant Harm to children, especially when combined with other features such as domestic violence.

3.7.2 When the school receives information about drug and alcohol abuse by a child's parents/carers they will follow appropriate procedures. This is particularly important if the following factors are present:

- Use of the family resources to finance the parent's dependency, characterised by inadequate food, heat and clothing for the children
- Children exposed to unsuitable caregivers or visitors, e.g. customers or dealers
- The effects of alcohol leading to an inappropriate display of sexual and/or aggressive behaviour
- Chaotic drug and alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance
- Disturbed moods as a result of withdrawal symptoms or dependency
- Unsafe storage of drugs and/or alcohol or injecting equipment
- Drugs and/or alcohol having an adverse impact on the growth and development of the unborn child

### **3.8 Domestic Abuse**

3.8.1 Where there is Domestic Abuse in a family, the children/young people will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships.

3.8.2 Domestic Abuse is defined as any incident or pattern of incidents of controlling, coercive or 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. This can encompass but is not limited to the following types of abuse: Psychological, physical, sexual, financial and emotional.

3.8.3 This definition, which is not a legal definition, includes so called 'honour' based violence, female genital mutilation (FGM) and forced marriage, and is clear that victims are not confined to one gender or ethnic group.

3.8.4 Schools are ideally placed to offer appropriate support, alongside other agencies, whether families are in crisis, or whether there are early signs of potential abuse.

### **3.9 Female Genital Mutilation (FGM)**

3.9.1 "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". (Multi-agency statutory guidance on female genital mutilation, April 2016).

3.9.2 The age at which FGM is carried out varies enormously according to the community. The procedure may be carried out shortly after birth, during childhood or adolescence, just before marriage or during a woman's first pregnancy.

- 3.9.3 FGM is internationally recognised as a violation of the human rights of girls and women, and is illegal in most countries, including the UK.
- 3.9.4 It is a statutory duty for 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. (Multi-agency statutory guidance on female genital mutilation, April 2016). The report should be made orally by calling 101, the single non-emergency number. Unless the teacher has good reason not to, they should still consider and discuss any such case with the DSL and involve children's social care as appropriate.
- 3.9.5 If the teacher is unsure whether this reporting duty applies, they must refer the matter to the DSL in accordance with this policy. See the Home Office guidance [Mandatory Reporting of Female Genital Mutilation - procedural information](#) for further details about the duty.
- 3.9.6 The school takes these concerns seriously and staff will be made aware of the possible signs and indicators that may alert them to the possibility of FGM. Any indication that FGM is a risk, is imminent, or has already taken place will be dealt with under the child protection procedures outlined in this policy. Guidance on the warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 38-41 of the [Multi-agency statutory guidance on FGM](#) (pages 59-61 focus on the role of schools).
- 3.9.7 The Designated Safeguarding Lead will make appropriate and timely referrals to Social Care if FGM is suspected. In these cases, parents will not be informed before seeking advice. The case will still be referred to Social Care even if it is against the pupil's wishes.

### 3.10 **Forced marriage**

- 3.10.1 Forcing a person into marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form or coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage.
- 3.10.2 Guidance on the warning signs that forced marriage may be about to take place, or may have already taken place, can be found on pages 13-14 of the [Multi-agency guidelines: Handling case of forced marriage](#).
- 3.10.3 Staff should speak to the Designated Safeguarding Lead if they have any concerns. Pages 32-36 of the [Multi-agency guidelines: Handling case of forced marriage](#) focus on the role of schools in detecting and reporting forced marriage and the Forced marriage Unit can be contacted on 020 7008 0151 or [fm@fco.gov.uk](mailto:fm@fco.gov.uk) for advice and information.

### 3.11 **Child Sexual Exploitation (CSE)**

- 3.11.1 Child Sexual Exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual

activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

- 3.11.2 Sexual exploitation can take many different forms from the seemingly 'consensual' relationship to serious organised crime involving gangs and groups
- 3.11.3 Exploitation is marked out by an imbalance of power in the relationship and involves varying degrees of coercion, intimidation and sexual bullying including cyberbullying and grooming.
- 3.11.4 It is important to recognize that some young people who are being sexually exploited do not show any external signs of this abuse and may not recognise it as abuse.
- 3.11.5 Young people who go missing can be at increased risk of sexual exploitation and so procedures are in place to ensure an appropriate response to children and young people who go missing, particularly on repeat occasions.
- 3.11.6 Schools will complete the LSCB Child Exploitation Checklist and refer to the Multi-Agency Safeguarding Hub (MASH) if there is a concern that a young person may be at risk.

## **4 PEER ON PEER ABUSE**

- 4.1 The conduct of pupils towards each other will, in most instances, be covered by the School's behaviour and discipline policies. However, some behaviour by a pupil towards another may be of such a nature that safeguarding concerns are raised. Examples of behaviour by a pupil which may raise safeguarding concerns may include:
  - violence, including gender based violence;
  - threatening or intimidating behaviour;
  - blackmail;
  - misconduct of a sexual nature, including indecent exposure or touching or serious sexual assaults;
  - sexting (see the School's [• Policy on the Acceptable Use of ICT] for the School's approach to sexting);
  - encouraging others to engage in inappropriate sexual behaviour;
  - any form of inappropriate behaviour by an older pupil towards a younger or more vulnerable pupil;
  - bullying, including cyberbullying.
- 4.2 The School takes steps to minimise the risk of peer on peer abuse. The School has robust anti-bullying procedures in place (see the School's Anti-bullying Policy) and pupils are taught at all stages of the School about acceptable behaviour. The school includes within the curriculum, information and materials that support children in keeping themselves safe from abuse including abuse from their peers and online. Risk assessments are carried out and appropriate action taken to protect pupils identified as being at risk.

- 4.3 Abusive behaviour by pupils must be taken seriously. Behaviour should not be dismissed as being normal between young people, as "banter" or simply "part of growing up". Behaviour such as initiation violence or any form of sexual harassment is not acceptable.
- 4.4 Allegations against pupils should be reported in accordance with the procedures set out in this policy. Consideration will always need to be given to the welfare of both the victim(s) and perpetrator(s) in these situations and thought given to whether either or both pupils are in need of early help or additional support. The School will take advice from children's social care on the investigation of such allegations.
- 4.5 Additional guidance on sexting can be found in 'Sexting in schools and colleges: Responding to incidents and safeguarding young people' published by the UK Council for Child Internet Safety (UKCCIS): advice and support around self-generated images - What to do and how to handle it, published by CEOP.

## **5 PREVENTION OF RADICALISATION**

- 5.1 Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.
- 5.2 The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, 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. The Peterborough School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.
- 5.3 The Counter-terrorism and Security Act, 2015 places a duty on authorities (including schools) 'to have due regard to the need to prevent people from being drawn into terrorism'. These duties should be seen alongside schools' duties to promote British values as a means of "building children's resilience to radicalisation".
- 5.4 All staff should be made aware of this duty.
- 5.5 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 Designated Safeguarding Lead/Prevent Lead. ( See Appendix D, Indicators of Radicalisation) The School's SPOC (Single Point of Contact) is Mrs Elizabeth Rivers, Designated Safeguarding Lead. She will be the lead for safeguarding in relation to protecting individuals from radicalization, sharing relevant information in a timely manner with the appropriate agency, including Channel. The School will discuss any concerns in relation to possible radicalisation with a child's parents unless there is a specific reason to believe that to do so would put the child at risk.
- 5.6 See also "The Prevent Duty, Departmental advice for schools and childcare providers", June 2015, Department for Education and "Revised Prevent Duty Guidance: for England and Wales", July 2015, HM Government.

## 6 PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN

- 6.1 The school will operate safer recruitment practices including ensuring appropriate DBS and reference checks are undertaken according to Part three of the government guidance 'Keeping Children Safe in Education' (2016) and The Peterborough School's Safer Recruitment Policy.
- 6.2 The following members of staff have undertaken Safer Recruitment training:
- **Mr Adrian Meadows, Headmaster**
  - **Mr Nigel Johnson, Bursar**
  - **Mr Ross Cameron, Deputy Head**
  - **Mrs Elizabeth Rivers, Head of Pastoral Care**
  - **Mrs Ann-Marie Elding, Head of Preparatory School**
  
  - **Mrs Zana Clark, Domestic Bursar**
  - **Mrs J Farrow, Headmaster's PA & Office Manager**
  - **Mrs Z Vickers, HR Administrator**
- 6.3 Under Section 75 of the Childcare Act, 2006 individuals are disqualified from childcare provision if they have committed certain specified offences. Staff may also be disqualified "by association" if they are living or working in the same household as a person who is disqualified. This applies to any member of staff employed in Early Years childcare (up to the age of 5) or later years childcare (up to the age of 8) in nursery, primary or secondary school settings or the management of such settings. Staff should sign a self-declaration form to confirm that they are not "disqualified by association". A record of self-declaration should be kept on the school's Single Central Record. (See the Safer Recruitment Policy where this is set out in greater detail).

## 7 DEALING WITH ALLEGATIONS AGAINST STAFF

- 7.1 The School has procedures for dealing with allegations against teachers, the Headmaster, Governors, volunteers and other staff who work with children that aim to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from false or unfounded allegations and that follow Part 4 of KCSIE.
- 7.2 These procedures will be used where the teacher, the Headmaster, Governor, volunteer or other member of staff has:
- behaved in a way that has harmed a child, or may have harmed a child;
  - possibly committed a criminal offence against or related to a child; or
  - behaved towards a child or children in a way that indicates he or she would pose a risk of harm if he or she work regularly or closely with children.
- 7.3 Allegations against a teacher who is no longer teaching and historical allegations will be referred to the police.
- 7.4 **Reporting an allegation** (see also the allegations flowchart at Appendix F)

- 7.4.1 Any allegation of abuse made against a member of staff (other than the Headmaster), the Designated Safeguarding Lead or a volunteer must be reported straight away to the Headmaster.
- 7.4.2 In cases where the Headmaster is the subject of an allegation, it must be reported to the Chair of Governors, Ms Lynne Ayres, or the Safeguarding Governor in her absence, without first notifying the Headmaster.
- 7.4.3 In all cases, the member of staff making the allegation may consider discussing his / her concerns with the Designated Safeguarding Lead and making a referral via him / her. The only circumstances in which this would not be appropriate is if the allegation is against the Designated Safeguarding Lead.
- 7.5 The person dealing with the allegation will consult with the Designated Officer from Peterborough LSCB (formerly known as LADO). See Appendix A , Useful Contacts. in the event of an allegation being made against a member of staff and adhere to the relevant procedures set out in Keeping Children Safe in Education, 2016.
- 7.6 The Named Senior Officer will liaise with the Local Authority Designated Officer (LADO) ensuring that all allegations are reported to the LADO within one working day. Following consultation with the LADO, the Named Senior Officer will advise on all further action to be taken. Please note that the Head Teacher or Chair of Governors should not seek to interview the child/ren or members of staff involved until advice has been sought. Doing so may compromise any police interviews that may be necessary.
- 7.7 The accused person will be informed of the allegation as soon as possible after the LADO has been consulted. The Parents or carers of the child(ren) involved will be informed of the allegation as soon as possible if they do not already know of it. Where the LADO advises that a strategy discussion is needed, or the police or children's social care need to be involved, the accused and the parents will not be informed until these agencies have been consulted and it has been agreed what information can be disclosed.
- 7.8 The reporting restrictions preventing the identification of a teacher who is the subject of such an allegation in certain circumstances will be observed.
- 7.9 Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected. The School will take action in accordance with Part four of KCSIE, 2016 and the School's employment procedures.
- 7.10 Consideration must be given to the needs of the child and a recognition that a child may make an allegation against an innocent party because they are too afraid to name the real perpetrator. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen. Where an allegation by a pupil is shown to have been deliberately invented or malicious, the Head will consider whether to take disciplinary action in accordance with the School's behaviour and discipline policy. Whether or not the person making the allegation is a pupil or a parent (or other member of the public), the School reserves the right to contact the police to determine whether any action might be appropriate.

## 7.11 Ceasing to use staff

- 7.11.1 If the School ceases to use the services of a member of staff or volunteer because they are unsuitable to work with children, a settlement agreement (formerly known as a compromise agreement) will be used and a referral to the Disclosure and Barring Service will be made promptly if the criteria for referral are met. Any such incidents will be followed by a review of the safeguarding procedures within the School, with a report being presented to the Governors without delay.
- 7.11.2 If a member of staff or volunteer tenders his or her resignation, or ceases to provide his or her services, any child protection allegations will still be followed up by the School in accordance with this policy and a referral to the Disclosure and Barring Service will be made promptly if the criteria for referral are met.
- 7.11.3 Separate consideration will be given as to whether a referral to the National College for Teaching and Leadership should be made where a teacher has been dismissed, or would have been dismissed had he / she not resigned, because of unacceptable professional conduct, conduct that may bring the profession into disrepute, or a conviction at any time for a relevant offence.
- 7.11.4 The School will inform Ofsted of any allegations of serious harm or abuse by any person living, working or looking after children on the premises of the EYFS provision (whether that allegation relates to harm or abuse committed on the premises or elsewhere), and will provide details of the action taken in respect of those allegations. These notifications will be made as soon as reasonably practicable, but in any event within 14 days of the allegations being made.

## 7.12 Record keeping

- 7.12.1 Details of allegations found to be malicious will be removed from personnel records. For all other allegations, full details will be recorded on the confidential personnel file of the person accused.
- 7.12.2 An allegation proven to be false, unsubstantiated or malicious will not be referred to in employer references. In accordance with KCSIE, 2016 a history of repeated concerns or allegations which have all been found to be false, unsubstantiated or malicious will also not be included in any reference.
- 7.12.3 The School will retain all safeguarding records and relevant personnel records for so long as reasonably required.<sup>1</sup>

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<sup>1</sup> In accordance with the terms of reference of the Independent Inquiry into Child Sexual Abuse all Schools are required to retain information which relates to allegations (substantiated or not) of organisations and individuals who may have been involved in, or have knowledge of child sexual abuse or child sexual exploitation; allegations (substantiated or not) of individuals having engaged in sexual activity with, or having a sexual interest in, children; institutional failures to protect children from sexual abuse or other exploitation.

### 7.13 **Guidance for staff**

- 7.13.1 The school will ensure that all staff, paid and unpaid, are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents/carers as advised within The Peterborough School's Staff Code of Conduct. As part of the Induction process, all staff will receive guidance about how to create appropriate professional boundaries (in both the real and virtual world) with all children, especially those with a disability or who are vulnerable.
- 7.13.2 All staff have signed to confirm that they have read a copy of the School's Code of conduct which incorporates the Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings (October 2015).
- 7.13.3 The school will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of Trust).
- 7.13.4 The school will ensure that communication between pupils and adults, by whatever method, are transparent and take place within clear and explicit professional boundaries and are open to scrutiny.

## **8 USE OF MOBILE PHONES, MOBILE TECHNOLOGY AND CAMERA POLICY (INCLUDING IN THE EARLY YEARS FOUNDATION STAGE SETTING)**

- 8.1 This policy should be seen as a safeguard for members of staff, the school and the Governors. It provides clear guidance on the use of personal and school mobile phones and other devices in school by parents, visitors and staff.
- 8.2 There is the potential for cameras, mobile phones, iPads and other devices to be misused in schools by the taking of and sharing of inappropriate content. They can also become an instrument of bullying or harassment directed against pupils and teachers.
- 8.3 The use of School owned equipment is operated under the School's ICT Acceptable Use Policy. Staff should also refer to the Staff Code of Conduct and the GSWP (Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings. October 2015)
- 8.4 **Parental Use**
- 8.4.1 No parent or visitor is permitted to use their camera, audio or video recording device, mobile phone, its camera facility, or other device whilst inside school or nursery buildings. School policy regarding this matter should be explained clearly to parents and visitors by the member of staff. There is an exception if a visitor's company or organisation operates a lone working policy that requires contact with their office periodically throughout the day. Visitors will be advised of a quiet space where they can use their mobile phone, where there are no children present.

8.4.2 In the case of school productions or events, parents/carers are permitted to take photographs and images of their own child in accordance with school protocols which strongly advise against the publication of any such photographs and images, including on social networking sites. Any such publication may be unlawful.

## 8.5 **Staff Use**

8.5.1 All staff are aware of safeguarding issues around the use of mobile technologies and their associated risks and will rigorously follow protocols set out in the Acceptable Use Policy and the School's policies relating to mobile technology use within the School's Early Years provision.

8.5.2 Personal mobile phones or other devices should not be used during the working day (except on designated breaks). They should be stored in a safe place such as staff lockers. The School will not take responsibility for items that are lost or stolen.

8.5.3 Use of personal mobile phones and other devices at such times as above, or in the event of an emergency, must be discreet and appropriate e.g. not in the presence of pupils.

8.5.4 Staff should never contact pupils or parents using their personal mobile phone or other devices or give their mobile phone number to pupils or parents. If a member of staff needs to make telephone contact with a pupil, a school telephone should be used. However, it is understood that some staff may be personal friends with parents and this clause does not apply in those circumstances.

8.5.5 Staff should never send to pupils, parents or staff, texts or images that could be viewed as inappropriate. Any messages received of this type should be reported to a senior member of staff as soon as possible.

8.5.6 If members of staff take their own mobile phones on outings, for use in the case of an emergency, they should not make or receive personal calls as this will distract them.

## 8.6 **Cameras and Recording devices**

8.6.1 Only people authorised by the Headmaster may take photographs or recordings within the School or Nursery.

8.6.2 Upon entry into the School or Nursery, contracting parents are asked to give written permission for their child to be photographed or recorded and for their child's work and photographs to be used by the School for promotional purposes. In the Nursery this also enables observations to be recorded for the child's folder.

8.6.3 Every parent has the right to refuse this request, in which case the child must not be photographed or recorded by any member of staff, by a parent, or by any outsider without express permission for that occasion of the parent with whom the School or Nursery has a contract.

- 8.6.4 Where pictures or recordings are taken of the whole class, School or Nursery (for example on special occasions) the parents of children who have opted out of having the child photographed or recorded will be contacted to allow them to rescind their decision.
- 8.6.5 Photographs and recordings of children are only taken of children if there is written permission to do so. A list of parents who do not wish photographs or recordings of their children to be taken is recorded in the School or Nursery.
- 8.6.6 Photographs and recordings may be taken for the purpose of recording a child or group of children participating in activities or celebrating their achievements. (This is an effective form of recording a child's progression in the Early Years Foundation Stage.) However, it is essential that photographs and recordings are taken and stored appropriately on school equipment to safeguard the children in our care i.e. password protected.
- 8.6.7 Only the designated Nursery or School devices may be used to take any photograph within the School, Nursery or on an outing. No photographs may be taken on personal devices or for an adult's own records.
- 8.6.8 Images or recordings taken on these devices must be deemed suitable without putting the child/children in any compromising positions that could cause embarrassment or distress.
- 8.6.9 If the technology is available images should be downloaded on-site. Should these facilities not be available these may be downloaded off-site and erased from the device as soon as the images have successfully been printed or downloaded to the School's secure server.
- 8.6.10 No photographs or recordings of any pupil should be used on social networking sites or displayed anywhere on the internet (with the exception of the school website or school run social media).
- 8.6.11 Under no circumstances should cameras or other recording devices be taken into toilet or changing areas.
- 8.6.12 Staff should understand that failure to comply with the policy is likely to result in disciplinary action.

## **9 CHILDREN WITH SPECIAL EDUCATIONAL NEEDS**

- 9.1 We recognise that, statistically, children with emotional and behavioural difficulties and disabilities are most vulnerable to abuse especially those with communication difficulties. Additional barriers can exist when recognizing abuse and neglect in this group of children.
- 9.2 This 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 by things like bullying – without outwardly showing any signs and
  - communication barriers and difficulties in overcoming these barriers.

- 9.3 School staff who deal with children with complex and multiple disabilities and/or emotional and behavioural problems should be particularly sensitive to indicators of abuse.

## **10 GOVERNING BODY CHILD PROTECTION RESPONSIBILITIES**

- 10.1 The Governing body fully recognises its responsibilities with regard to child protection and safeguarding and promoting the welfare of children. It aims to ensure that the policies, procedures and training in school are effective and comply with the law and government guidance at all times.
- 10.2 It will:
- Ensure that there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare
  - Ensure the School's safeguarding arrangements take into account the procedures and practice of the Cambridgeshire Local Safeguarding Children Board, including understanding and reflecting local protocols for assessment and the referral threshold document
  - Ensure the School contributes to inter-agency working, including providing a co-ordinated offer of early help when additional needs of children are identified and support to children subject to child protection plans
  - Nominate a governor for safeguarding and child protection who will take leadership responsibility for the school's safeguarding arrangements and practice and champion child protection issues
  - ensure an annual report is made to the full governing body, and copied to the Education Child Protection Service. Any weaknesses will be rectified without delay (see Monitoring and Review section below for further information)
  - ensure that this Safeguarding and Child Protection policy is annually reviewed and updated and shared with staff. It will be made available on the school website.
  - Ensure that children's exposure to potential risks while using the internet is limited by having in place age appropriate filtering and monitoring systems.
  - Ensure children's wishes and feelings are taken into account where there are safeguarding concerns.
- 10.3 The Governing body will ensure that all staff, paid and unpaid, recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children or potential failures by the School or its staff to properly safeguard the welfare of pupils and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies. The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns about child protection failures internally (see Appendix A for this policy for the relevant contact details).
- 10.4 The Governing body will ensure that parents are informed of the responsibility placed on the school and staff in relation to child protection by setting out these duties in the school handbook.

10.5 The Head will ensure that the policies and procedures adopted by the Governing body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff.

#### 10.6 **Extended Schools and Before and After School Activities (on or off school site)**

10.6.1 If the Governing body provides extended school facilities or before or after school activities directly under the supervision or management of school staff, the school's arrangements for child protection as written in this policy shall apply.

10.6.2 Where services or activities are provided separately by another body, either on or off school site, the Governing body will seek assurance that the body concerned has appropriate policies and procedures in place for safeguarding children and child protection and there are arrangements to liaise with the school on these matters where appropriate.

## 11 **OTHER RELATED POLICIES**

- Physical Intervention and/or the Use of Reasonable Force
- Anti-Bullying
- Anti-cyberbullying
- Health and Safety
- E-Safety and Acceptable Use
- Intimate Care Policy
- Whistleblowing
- Complaints procedure
- Behaviour
- Staff Code of Conduct
- Procedure for Visiting Speakers

## 12 **MONITORING AND REVIEW**

12.1 The DSL will ensure that the procedures set out in this Policy and the implementation of these procedures are updated and reviewed regularly, working with the Governors as necessary and seeking contributions from staff. The DSL will update the Senior Leadership Team regularly on the operation of the School's safeguarding arrangements.

12.2 Any child protection incidents at the School will be followed by a review of these procedures by the DSL and a report made to the Governing Body. Where an incident involves a member of staff, the Designated Officer(s) will be asked to assist in this review to determine whether any improvements can be made to the School's procedures. Any deficiencies or weaknesses in regard to child protection arrangements at any time will be remedied without delay.

12.3 The full Governing Body will undertake an annual review of this Policy and the School's safeguarding procedures, including an update and review of the effectiveness of procedures and their implementation and the effectiveness of inter-agency working. The DSL will work with the Nominated Safeguarding Governor, preparing a written report commissioned by the full Governing Body. The written report should address how the School ensures that this Policy is kept up to date; staff training on safeguarding; referral information; issues and themes which may have

emerged in the School and how these have been handled; and the contribution the School is making to multi-agency working in individual cases or local discussions on safeguarding matters.

The full Governing Body should also consider independent corroboration, such as inspection of records or feedback from external agencies including the Designated Officer(s). The full Governing Body will review the report, this Policy and the implementation of its procedures and consider the proposed amendments to the Policy before giving the revised Policy its final approval. Detailed minutes recording the review by the Governing Body will be made.

This policy was ratified on	18th May 2017
Revised on	September 2017
and will be reviewed on	1st June 2018

## Appendix A - Useful Contacts

Key Peterborough Children's Social Care contacts  
<http://peterborough.proceduresonline.com/index.htm>

	Name	Telephone contact	Email
Contact Centre		(01733) 864170 864180	
Out of hours		(01733) 234724	
Police		(01480) 456111 or 101/999 (in an emergency)	Maru.cp@cambs.pnn.police.uk
Early Help Assessment helpline		(01733) 863649	helpwithCAF@peterborough.gov.uk
Designated Officer (formerly known as LADO)	Alison Curtis	(01733) 864038	

### Prevention of Terrorism and Extremism contacts

Police		101	
Prevent Lead for Peterborough	Alison Curtis	(01733) 864038	
DfE helpline for non-emergency Prevent Advice		02073407264	Counter-extremism@education.gsi.gov.uk

### Contacts for reporting FGM

Police		101	

Other Local Authority contacts:

### **CAMBRIDGESHIRE**

Advice and support from Early Help Tel: 01480 376666  
 Completed Early Help Assessments to be sent to:  
 Early.HelpHub@cambridgeshire.gcsx.gov.uk

MASH – consultations, advice, guidance AND to phone an urgent referral: Tel: 0345 045 1362  
 Safeguarding referrals should be sent to: MASH.C&F@cambridgeshire.gcsx.gov.uk

Emergency Duty Team (Out of hours) Tel: 01733 234724

Police Child Abuse Investigation Unit Tel: 101

Local Authority Designated Officer (LADO) Tel: 01223 727967

Named Senior Officer for allegations  
Education Adviser - Chris Meddle Tel: 01223 703564

Cambridgeshire Local Safeguarding Children Board – Safeguarding Inter-Agency  
Procedures <http://www.cambridgeshire.gov.uk/lscb/>

**Lincolnshire:** 01522 782111  
01522 782333 (emergency)

**Northamptonshire:** 01604 411911

The NSPCC whistleblowing helpline can be contacted on:  
National Society for the Prevention of Cruelty to Children (NSPCC)  
Weston House  
42 Curtain Road  
London EC2A 3NH  
Tel: 0800 028 0285  
Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

#### Relevant Documents

“Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children” (March, 2015)

“Keeping children safe in education: Statutory guidance for schools and colleges” (Sep 2016)

“What to do if you’re worried a child is being abused: Advice for practitioners” (March, 2015)

“Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers” (March, 2015)

Guidance for Safer Working Practice for those working with children and young people in education settings (October 2015)

Disqualification under the Childcare Act 2006 (June 2016)

‘Sexting’ in schools: advice and support around self-generated images - What to do and how to handle it, CEOP

Prevent Duty Guidance for England and Wales (2015)

Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015)

Multi-agency statutory guidance on FGM (2016)

UKCCIS [Sexting in schools and colleges](#)

## **Appendix B - Types of abuse and neglect and specific safeguarding issues**

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

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

Children may be abused in a family or in an institutional or community setting by those known to them or more rarely by others ( eg via the internet).

Part one of KCSIE defines the following types of abuse:

### **Physical Abuse**

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

### **Neglect**

Neglect is 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.

It may occur during pregnancy as a result of maternal substance misuse.

It may involve the neglect of or lack of responsiveness to a child's basic emotional needs.

It also includes parents or carers 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
- Ensure access to appropriate medical care or treatment

### **Emotional Abuse**

Emotional Abuse is the persistent emotional maltreatment so as to cause severe and adverse effects on a child's emotional development.

It may involve conveying to a child that they are:

- Worthless
- Unloved
- Inadequate
- Valued only insofar as they meet another person's needs

It may include:

- not giving the child opportunities to express their views
- deliberately silencing them
- 'making fun' of what they say or how they communicate

It may also feature age or developmentally inappropriate expectations being imposed on children including:

- interactions that are beyond the child's developmental capability
- overprotection and limitation of exploration and learning
- preventing participation in normal social interaction

It may involve:

- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying) causing children frequently to feel frightened or in danger
- The exploitation or corruption of children

Some level of emotional abuse is involved in all types of maltreatment although it may occur alone.

## **Sexual Abuse**

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.

This may involve:

- physical contact including assault by penetration (e.g. rape or oral sex)
- non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- non-contact activities involving:
  - children in looking at, or in the production of, sexual images,
  - children in watching sexual activities
  - or encouraging children to behave in sexually inappropriate ways
  - 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.

KCSIE, 2016 acknowledges the following as specific safeguarding issues:

- bullying including cyberbullying
- children missing education (see also section 3)
- children missing from home or care
- child sexual exploitation (see also section 3)
- domestic violence (see also section 3)
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM) (see also section 3)
- forced marriage (see also section 3)

- gangs and youth violence
- gender-based violence / violence against women and girls (VAWG)
- hate
- mental health
- missing children and adults strategy
- private fostering
- preventing radicalisation (see section 5 and Appendix D)
- relationship abuse
- sexting
- trafficking

## Appendix C - Signs Symptoms and Effects of Abuse

### Physical Abuse

Bumps and bruises don't necessarily mean a child is being physically abused – all children have accidents, trips and falls.

There's isn't one sign or symptom to look out for that will say a child is definitely being physically abused. But if a child often has injuries, there seems to be a pattern, or the explanation doesn't match the injury then this should be investigated.

- Bruises
  - commonly on the head but also on the ear or neck or soft areas - the abdomen, back and buttocks
  - defensive wounds commonly on the forearm, upper arm, back of the leg, hands or feet
  - clusters of bruises on the upper arm, outside of the thigh or on the body
  - bruises with dots of blood under the skin
  - a bruised scalp and swollen eyes from hair being pulled violently
  - bruises in the shape of a hand or object.
- Burns or scalds
  - can be from hot liquids, hot objects, flames, chemicals or electricity
  - on the hands, back, shoulders or buttocks; scalds may be on lower limbs, both arms and/or both legs
  - a clear edge to the burn or scald
  - sometimes in the shape of an implement for example, a circular cigarette burn
  - multiple burns or scalds.
- Bites
  - usually oval or circular in shape
  - visible wounds, indentations or bruising from individual teeth.
- Fractures or broken bones
  - fractures to the ribs or the leg bones in babies
  - multiple fractures or breaks at different stages of healing
- Other injuries or health problems
  - scarring
  - effects of poisoning such as vomiting, drowsiness or seizures
  - respiratory problems from drowning, suffocation or poisoning

### Emotional Abuse

There often aren't any obvious physical symptoms of emotional abuse or neglect but you may spot signs in a child's actions or emotions.

Changes in emotions are a normal part of growing up, so it can be really difficult to tell if a child is being emotionally abused.

- Babies and pre-school children who are being emotionally abused or neglected may:
  - be overly-affectionate towards strangers or people they haven't known for very long
  - lack confidence or become wary or anxious

- not appear to have a close relationship with their parent, e.g. when being taken to or collected from nursery etc.
- be aggressive or nasty towards other children and animals.
- Older children may:
  - use language, act in a way or know about things that you wouldn't expect them to know for their age
  - struggle to control strong emotions or have extreme outbursts
  - seem isolated from their parents
  - lack social skills or have few, if any, friends.

## **Sexual Abuse**

Children who are sexually abused may:

- Stay away from certain people
  - they might avoid being alone with people, such as family members or friends
  - they could seem frightened of a person or reluctant to socialise with them.
- Show sexual behaviour that's inappropriate for their age
  - a child might become sexually active at a young age
  - they might be promiscuous
  - they could use sexual language or know information that you wouldn't expect them to.
- Have physical symptoms
  - anal or vaginal soreness
  - an unusual discharge
  - sexually transmitted infection (STI)
  - pregnancy.

## **Neglect**

Neglect can have serious and long-lasting effects. It can be anything from leaving a child home alone to the very worst cases where a child dies from malnutrition or being denied the care they need.

In some cases it can cause permanent disabilities. Neglect can be really difficult to identify, making it hard for professionals to take early action to protect a child.

Having one of the signs or symptoms below doesn't necessarily mean that a child is being neglected. But if you notice multiple, or persistent, signs then it could indicate there's a serious problem.

Children who are neglected may have:

- Poor Appearance and Hygiene
  - be smelly or dirty
  - have unwashed clothes
  - have inadequate clothing, e.g. not having a winter coat
  - seem hungry or turn up to school without having breakfast or any lunch money
  - have frequent and untreated nappy rash in infants.

- Health and development problems
  - untreated injuries, medical and dental issues
  - repeated accidental injuries caused by lack of supervision
  - recurring illnesses or infections
  - not been given required medicines and vaccinations
  - poor muscle tone or prominent joints
  - skin sores, rashes, flea bites, scabies or ringworm
  - thin or swollen tummy
  - anaemia
  - tiredness
  - faltering weight or growth and not reaching developmental milestones (known as failure to thrive)
  - poor language, communication or social skills.
  
- Housing and family issues
  - living in an unsuitable home environment for example dog mess being left or not having any heating
  - left alone for a long time
  - taking on the role of carer for other family members.

The Cambridgeshire Safeguarding Children Board can provide advice on the signs of abuse and the DfE advice [What to do if you're worried a child is being abused \(2015\)](#) provides advice in identifying child abuse. The [NSPCC website](#) is also a good source of information and advice.

## Appendix D - Indicators of Radicalisation

### VULNERABILITY

- Identity Crisis - Distance from cultural/ religious heritage and uncomfortable with their place in the society around them
- Personal Crisis – Family tensions; sense of isolation; adolescence; low self esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging
- Personal Circumstances – Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
- Unmet Aspirations – Perceptions of injustice; feeling of failure; rejection of civic life
- Criminality – Experiences of imprisonment; poor resettlement/ reintegration, previous involvement with criminal groups

### ACCESS TO EXTREMISM / EXTREMIST INFLUENCES

- Is there reason to believe that the child/young person associates with those known to be involved in extremism - either because they associate directly with known individuals or because they frequent key locations where these individuals are known to operate? (e.g. the child/young person is the partner, spouse, friend or family member of someone believed to be linked with extremist activity)
- Does the child/young person frequent, or is there evidence to suggest that they are accessing the internet for the purpose of extremist activity? (e.g. Use of closed network groups, access to or distribution of extremist material, contact associates covertly via Skype/email etc)
- Is there reason to believe that the child/young person has been or is likely to be involved with extremist/ military training camps/ locations?
- Is the child/young person known to have possessed or is actively seeking to possess and/ or distribute extremist literature/ other media material likely to incite racial/ religious hatred or acts of violence?
- Does the child/young person sympathise with, or support illegal/illicit groups e.g. propaganda distribution, fundraising and attendance at meetings?
- Does the child/young person support groups with links to extremist activity but not illegal/illicit e.g. propaganda distribution, fundraising and attendance at meetings?

### EXPERIENCES, BEHAVIOURS AND INFLUENCES

Has the child/ young person encountered peer, social, family or faith group rejection?

- Is there evidence of extremist ideological, political or religious influence on the child/ young person from within or outside UK?
- Have international events in areas of conflict and civil unrest had a personal impact on the child/ young person resulting in a noticeable change in behaviour? It is important to recognise that many people may be emotionally affected by the plight of what is happening in areas of conflict (i.e. images of children dying) it is important to differentiate them from those that sympathise with or support extremist activity
- Has there been a significant shift in the child/ young person's behaviour or outward appearance that suggests a new social/political or religious influence?
- Has the child/ young person come into conflict with family over religious beliefs/lifestyle/ dress choices?

- Does the child/ young person vocally support terrorist attacks; either verbally or in their written work?
- Has the child/ young person witnessed or been the perpetrator/ victim of racial or religious hate crime or sectarianism?

### **TRAVEL**

- Is there a pattern of regular or extended travel within the UK, with other evidence to suggest this is for purposes of extremist training or activity?
- Has the child/ young person travelled for extended periods of time to international locations known to be associated with extremism?
- Has the child/ young person employed any methods to disguise their true identity? Has the child/ young person used documents or cover to support this?

### **SOCIAL FACTORS**

- Does the child/ young person have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the child/ young person experience a lack of meaningful employment appropriate to their skills?
- Does the child/ young person display a lack of affinity or understanding for others, or social isolation from peer groups?
- Does the child/ young person demonstrate identity conflict and confusion normally associated with youth development?
- Does the child/ young person have any learning difficulties/ mental health support needs?
- Does the child/ young person demonstrate a simplistic or flawed understanding of religion or politics?
- Does the child/ young person have a history of crime, including episodes in prison?
- Is the child/young person a foreign national, refugee or awaiting a decision on their immigration/ national status?
- Does the child/ young person have insecure, conflicted or absent family relationships?
- Has the child/ young person experienced any trauma in their lives, particularly any trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other in the child/young person's life has extremist view or sympathies?

### **MORE CRITICAL RISK FACTORS COULD INCLUDE:-**

- Being in contact with extremist recruiters
- Articulating support for extremist causes or leaders
- Accessing extremist websites, especially those with a social networking element
- Possessing extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining extremist organisations
- Significant changes to appearance and/or behaviour

Any concerns should be raised in the first instance with the Designated Safeguarding Lead, Mrs Elizabeth Rivers (contact details in paragraph Part 2 of this policy).

## Appendix E - Additional Guidance

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

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/279511/step\\_by\\_step\\_guide.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/279511/step_by_step_guide.pdf) **(Sexual Exploitation)**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/288444/preventing\\_and\\_tackling\\_bullying\\_march14.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/288444/preventing_and_tackling_bullying_march14.pdf) **(Preventing and Tackling Bullying)**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/292505/supporting\\_bullied\\_children\\_advice.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/292505/supporting_bullied_children_advice.pdf) **(Supporting Children and Young People who are bullied)**

<https://www.gov.uk/domestic-violence-and-abuse> **(Domestic Abuse)**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/270169/drug\\_advice\\_for\\_schools.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/270169/drug_advice_for_schools.pdf) **(Drugs)**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/277314/Safeguarding\\_Children\\_in\\_whom\\_illness\\_is\\_fabricated\\_or\\_induced.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277314/Safeguarding_Children_in_whom_illness_is_fabricated_or_induced.pdf) **(Fabricated Illness)**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/200099/DFE-00095-2012\\_Action\\_Plan\\_-\\_Abuse\\_linked\\_to\\_Faith\\_or\\_Belief\\_-\\_Summary.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/200099/DFE-00095-2012_Action_Plan_-_Abuse_linked_to_Faith_or_Belief_-_Summary.pdf) **(Faith/Belief)**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/216669/dh\\_124588.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/216669/dh_124588.pdf) **(Female Genital Mutilation)**

<https://www.gov.uk/forced-marriage> **(Forced Marriage)**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/226293/Advice\\_to\\_Schools\\_and\\_Colleges\\_on\\_Gangs.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/226293/Advice_to_Schools_and_Colleges_on_Gangs.pdf) **(Gangs)**

<https://www.gov.uk/government/policies/ending-violence-against-women-and-girls-in-the-uk> **(Violence against women/girls)**

<https://www.gov.uk/government/publications/the-mental-health-strategy-for-england> **(Mental Health)**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/274414/Children\\_Act\\_1989\\_private\\_fostering.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/274414/Children_Act_1989_private_fostering.pdf) **(Private Fostering)**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/118194/channel-guidance.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/118194/channel-guidance.pdf) **(Radicalisation)**

<https://www.gov.uk/government/collections/this-is-abuse-campaign> **(Teenage relationship abuse)**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/177033/DFE-00084-2011.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/177033/DFE-00084-2011.pdf) **(Trafficking)**

## Appendix F - Managing an Allegation Against a Member of Staff in your Establishment

