



Kings Meadow School

Believe and Achieve



NORTHAMPTONSHIRE COUNTY COUNCIL CHILDREN & YOUNG PEOPLE'S SERVICE

Kings Meadow School

Policy and Procedures on Safeguarding and Child Protection

Published: September 2020
Review Date: September 2021

Signature (Dawn Exley - Chair of Governors)

Date: _____

Signature (Sasha Lees – Deputy Head teacher & Designated Safeguarding Lead)

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Signature (Helen McCormack - Headteacher and DDSL)

Date: _____

Signature (Paula Jones - DDSL)

Date: _____

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Named staff and initial contacts:

Designated Safeguarding Lead: Miss Sasha Lees, Deputy Head teacher

Deputy Designated Safeguarding Lead: Mrs Helen McCormack, Head teacher

Deputy Designated Safeguarding Lead: Mrs Paula Jones, Family Support Worker

Nominated Safeguarding Governor: Mr Hugh Williams

Designated Prevent Lead: Mrs Paula Jones

Designated Looked After Children lead: Mrs Helen McCormack

Designated CSE (Child Sexual Exploitation) Lead: Miss Sasha Lees

Designated E-Safety Lead: Mrs Helen McCormack

Safeguarding advice and contacts:

Safeguarding Referrals must be made in one of the following ways:

- By telephone contact to the Customer Service Centre: **0300 126 1000; Select Option 1 from the main menu, then select:**
 - Option 1 for open cases where child has an allocated social worker
 - Option 2 for Early Help Support, Early Help Assessments and existing CAF queries
 - Option 3 for new safeguarding referrals and new safeguarding advice
- By e-mail to: MASH@northamptonshire.gcsx.gov.uk;
- In an emergency outside office hours, by contacting the Emergency Duty Team on 01604 626938 or the Police.
- **If a child is in immediate danger at any time, left alone or missing, you should contact the police directly and/or an ambulance using 999.**

Multi Agency Safeguarding Hub (M.A.S.H.)

The Multi-Agency Safeguarding Hub (MASH) deals with referrals from professionals and members of the public who may have concerns about a child's welfare following contact with the Customer Service Centre. It makes the process of dealing with referrals quicker and more effective by improving the way county council: Children's social care, Northamptonshire Fire and Rescue Service (NFRS), Youth Offending Service (YOS) and education, work alongside other partner agency colleagues including Northamptonshire police, Northamptonshire health partners, National Probation Service, and the East Midlands Ambulance Service (EMAS) to share information.

All referrals regarding adults in education should be sent to the Designated Officer via the MASH: DOReferral@northamptonshire.gcsx.gov.uk Or Telephone: 01604 364 031

1 Introduction

- 1.1 Safeguarding and promoting the welfare of children is defined as protecting children from maltreatment; preventing impairment of children's mental and physical 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. (*Keeping Children Safe in Education DfE, September 2020.*)

Safeguarding is everybody's responsibility. Kings Meadow School fully recognises the contribution it can make to protect children and support pupils in school. The aim of this policy is to ensure that all our children and young people are safe and feel safe; that children, parents/carers and staff are able to talk about any safeguarding concerns and feel assured that they will be listened to; and that all staff and volunteers are aware of and implement safeguarding procedures and guidance, including what to do if they suspect a child or young person may be experiencing, or be at risk of harm. In order to consistently safeguard and promote our pupils' welfare, safety and health, we aim to foster an honest, open, caring and supportive climate at all times. All matters will be handled sensitively.

Purpose of the Safeguarding and Child Protection Policy

To inform staff, parents/carers, volunteers, governors and other stakeholders about the school's responsibilities for safeguarding children.

To enable everyone to have a clear understanding of how these responsibilities should be carried out.

To outline legal responsibilities and duties, in accordance with the Statutory Framework.

Definitions from Keeping Children Safe in Education DfE (September 2020)

Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment;
- Preventing impairment of children's mental or physical 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.

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. *Appendix 1 explains the different types of abuse.*

Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. *Appendix 1 defines neglect in more detail.*

Children includes everyone under the age of 18.

1.2 This policy is consistent with:

- **The Children Act 1989 and The Children Act 2004 amendment-[Section 11](#)** of the Children Act 2004 places duties on a range of organisations and individuals to ensure their functions, and any services that they contract out to others, are discharged having regard to the need to safeguard and promote the welfare of children.
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the **Serious Crime Act 2015**, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- **Statutory guidance on FGM**, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- **The Rehabilitation of Offenders Act 1974**, which outlines when people with criminal convictions can work with children

- Schedule 4 of the **Safeguarding Vulnerable Groups Act 2006**, which defines what 'regulated activity' is in relation to children
- Statutory guidance on the Prevent duty, which explains schools' duties under the **Counter-Terrorism and Security Act 2015** with respect to protecting people from the risk of radicalisation and extremism
- Section 175 of the **Education Act 2002**, which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- The **School Staffing (England) Regulations 2009**, which set out what must be recorded on the single central record and the requirement for at least one person on a school interview/appointment panel to be trained in safer recruitment techniques
- Sexual Offences Act (2003)
- The Childcare (Disqualification) Regulations 2009 (and 2018 amendment) and Childcare Act 2006, which set out who is disqualified from working with children (All schools with pupils aged under 8)
- The statutory guidance *Keeping Children Safe in Education – Statutory Guidance for Schools and Colleges*, published by the Department of Education in September 2020. This guidance incorporates information on:
 - *What school and college staff should know and do*
 - *Indicators of abuse and neglect*
 - *Safer Recruitment*
 - *Allegations of abuse made against teachers and staff*
 - *Child on child sexual violence and sexual harassment*
 - *Online safety*
 - *Disclosure and Barring Service checks*
- The government's *'Working Together to Safeguard children: A guide to inter-agency working to safeguard and promote the welfare of children (DfE July 2018)*
- Information sharing advice for Safeguarding Practitioners (DfE July 2018)
- The Northamptonshire Safeguarding Children Partnership (NSCP) Procedures, which contain procedures and guidance for safeguarding children.
- Any supplementary advice, including:
 - Childcare disqualification requirements – supplementary advice
 - The Prevent Duty (DfE July 2015)
- When to Call the Police: Guidance for Schools and Colleges (NSPCC 2020).

1.3 There are four main elements to our Child Protection Policy:

- **Prevention** (e.g. positive, supportive school atmosphere, teaching and pastoral support to pupils, safer recruitment procedures);
- **Protection** (by following agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to Child Protection concerns);
- **Support** (to pupils and school staff and to children who may have been abused);

- **Working with parents and carers** (to ensure appropriate communications and actions are undertaken).

1.4 This policy applies to all staff, governors, volunteers and visitors to the school. We recognise that child protection is the responsibility of all. We ensure that all parents and other working partners are aware of our child protection policy by highlighting it in our school prospectus and on our school website, displaying appropriate information in our reception and by raising awareness at meetings with parents/carers.

1.5 **Extended School Activities**

Where the Governing Body provides services or activities directly under the supervision or management of school staff, the school's arrangements for child protection will apply. Where services or activities are provided separately by another body, the Governing Body will seek assurance in writing that the body concerned has appropriate policies and procedures in place to safeguard and protect children and that there are arrangements to liaise with the school on these matters where appropriate.

2 **Safeguarding Commitment**

2.1 The school adapts an open and accepting attitude towards children as part of its responsibility for pastoral care. All staff encourage children and parents to feel free to talk about any concerns and to see school as a safe place when there are difficulties. Children's fears and concerns will be taken seriously and children are encouraged to seek help from members of staff.

The school will ensure that children, who have additional/unmet needs are supported appropriately. This could include referral to early help services or specialist services if they are a child in need or have been / are at risk of being abused and neglected.

2.2 Our school will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk, and are always listened to;
- Ensure that children know that there are adults in the school whom they can approach if they are worried or are in difficulty;
- Include in the curriculum activities and opportunities for PSHCE which equip children with the skills they need to stay safe from abuse (including online), and to know to whom they can turn for help;
- Provide opportunities to establish effective working relationships with parents and colleagues from other agencies;
- Operate safer recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children, including references, Criminal Record, Disclosure and Barring Service (DBS) and prohibition from teaching checks.
- Provide annual safeguarding training and child protection updates for all staff including teachers, classroom assistants, support staff and volunteers, to provide them with relevant skills and knowledge to safeguard them effectively.

2.3 Opportunities to Teach Safeguarding in the Curriculum

The school will include opportunities across the curriculum, including PSHE and IT for children to be taught about safeguarding and to develop the skills they need to recognise danger and know where to seek help.

- PSHCE (Personal, Social, Health and Citizenship Education) provides personal development opportunities for pupils to learn about keeping safe and who to ask for help if their safety is threatened. As part of developing a healthy, safer lifestyle, pupils are taught to, for example:
 - safely explore their own and others' attitudes
 - recognise and manage risks in different situations and how to behave responsibly
 - judge what kind of physical contact is acceptable and unacceptable
 - recognise when pressure from others (including people they know) threatens their personal safety and well-being and develop effective ways of resisting pressure; including knowing when and where to get help
 - use assertiveness techniques to resist unhelpful pressure.
 - Internet Safety.
- From September 2020, all primary schools will need to provide Relationships education and Health education as a mandatory component of the SRE curriculum. This may be differentiated and personalised for pupils based on: age, physical and emotional maturity, religious backgrounds and Special Educational Needs and Disabilities.

2.4 Online Safety

Our *Online Safety Policy* is set out in a separate document. We ensure that we have effective mechanisms to identify, intervene in, and escalate any incident where appropriate. Online safety is included in our curriculum at all levels and information is also provided to parents/carers.

All staff are made aware of the school policy on Online Safety which sets our expectations relating to:

- Creating a safer online environment – including training requirements, filters and monitoring;
- Giving everyone the skills, knowledge and understanding to help children and young people stay safe on-line;
- Inspiring safe and responsible use and behaviour;
- Safe use of mobile phones both within school and on school trips/outings;
- Safe use of camera equipment, including camera phones; and
- What steps to take if you have concerns and where to go for further help.

Staff must read the *Online Safety Policy* in conjunction with our Code of Conduct in relation to personal online behaviour.

3 Roles and Responsibilities

All adults working with or on behalf of children have a responsibility to safeguard and promote their welfare. This includes a responsibility to be alert to possible abuse and to record and report concerns without delay to staff identified with child protection responsibilities within the school.

The names of the Designated Safeguarding and other leads for the current year are listed at the start of this document.

3.1 School Staff & Volunteers

All staff will read and understand **Part I and Annex A** of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education 2020 and review this guidance at least annually.

All school staff have a responsibility to provide a safe environment in which children can learn.

School staff and volunteers are particularly well placed to observe outward signs of abuse, changes in behaviour and failure to develop because they have daily contact with children.

All staff members should receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. This will ensure that they are knowledgeable and aware of their role in the early recognition of the indicators of abuse or neglect and of the appropriate procedures to follow.

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered, or is at risk of suffering abuse, neglect, or exploitation. **If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the guidance set out in this policy and speaking to the designated safeguarding lead.**

Temporary staff and volunteers will be made aware of the safeguarding policies and procedures by the Designated Safeguarding Lead - including Child Protection Policy and Staff Behaviour Policy (Code of Conduct).

3.2 Governing Body

Governing bodies and proprietors must ensure that they comply with their duties under legislation. They must also have regard to this guidance to ensure that the policies, procedures and training in their schools or colleges are effective and comply with the law at all times.

The nominated governor for child protection is Hugh Williams and he can be contacted via the school office: Kings Meadow School, Manning Road, Northampton NN3 7AR. Tel: 01604 673730.

The nominated governors will manage any allegations of abuse made against the Head teacher, in liaison with the Local Authority Designated Officer (LADO).

The responsibilities placed on governing bodies and proprietors include:

- undergoing Section 128 checks on appointment
- their contribution to inter-agency working, which includes providing a coordinated offer of early help when additional needs of children are identified
- ensuring that an effective child protection policy is in place, together with a staff behaviour policy/staff code of conduct
- ensuring staff are provided with Part One of Keeping Children Safe in Education (DfE 2020) and Annex A and are aware of specific safeguarding issues
- ensuring that staff induction is in place with regard to child protection and safeguarding

- appointing an appropriate senior member of staff to act as the Designated Safeguarding Lead. It is a matter for individual schools and colleges as to whether they choose to have one or more Deputy Designated Safeguarding Lead
- ensuring that the role of the DSL is explicit in the role-holder's job description (see Annex B Keeping Children Safer In Education September 2020, which describes the broad areas of responsibility and activities related to the role)
- ensuring that all of the Designated Safeguarding Leads (including deputies) should undergo formal child protection training every two years (in line with LCSB guidance) and receive regular (annual) safeguarding refresher training (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments)
- prioritising the welfare of children and young people and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns
- ensuring that children are taught about safeguarding in an age appropriate way including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social, health and economic education (PSHE), tutorials (in FE colleges) and/or, for maintained schools and colleges, through sex and relationship education (SRE).
- ensuring appropriate filters and appropriate monitoring systems are in place to safeguard children from potentially harmful and inappropriate online material.
- having a senior board level lead to take leadership responsibility for the organisation's safeguarding arrangements.
- ensuring relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR.

Additional information to support governing bodies and proprietors is provided in Part 2 of Keeping Children Safe in Education (DfE 20120).

Safer Recruitment: All school governors need an Enhanced DBS Check, including Section 128 checks.

3.3 **Head teacher**

The Head teacher of the school will ensure that:

- the policies and procedures adopted by the Governing Body are effectively implemented, and followed by all staff
- sufficient resources and time are allocated to enable the Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children
- that allegations of abuse or concerns that a member of staff or adult working at school may pose a risk of harm to a child or young person are notified to the Local Authority Designated Officer (LADO) and the procedures outlined in Appendix 10 will be followed
- that allegations of abuse or concerns that a supply teacher/teaching assistant are dealt with properly, including liaising with the Local Authority Designated Officer (LADO) before deciding to cease to use that supply staff.

- all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively, confidentially and effectively in a timely manner
- all staff are made aware that they have an individual responsibility to pass on safeguarding concerns and that if all else fails to report these directly to Children's Social Care Services or the Police.

3.4 Designated Safeguarding Lead

The Designated Safeguarding Lead takes lead responsibility for safeguarding and child protection at Kings Meadow School. The Designated Safeguarding Lead is 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.

Kings Meadow School has one Designated Safeguarding Lead (DSL) and two Deputy Designated Safeguarding Leads (DDSLs). The Deputy Designated Safeguarding Leads, at Kings Meadow, are trained to the same standard as the Designated Safeguarding Lead.

Whilst the activities of the Designated Safeguarding Lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead; this lead responsibility should not be delegated.

The Designated Safeguarding Lead and the Deputy designated Safeguarding Leads attend training every two years. In addition to formal training, knowledge and skills are refreshed at regular intervals. The majority of the training is provided through Barnados or NSPCC.



Sasha Lees – Designated Safeguarding Lead (DSL)
Deputy Head Teacher
E-mail: slees@kingsmeadow.northants.sch.uk



Helen McCormack – Deputy Designated Safeguarding Lead (DDSL)
Head Teacher
E-mail: head@kingsmeadow.northants-ecl.gov.uk



Paula Jones – Deputy Designated Safeguarding Lead (DDSL)
Family Support Worker
E-mail: pjones@kingsmeadow.northants.sch.uk

The Designated Safeguarding Lead is expected to:

- Ensure that the school's child protection policies are known, understood and used appropriately
- refer cases of suspected abuse to the local authority children's social care as required
- support staff who make referrals to local authority children's social care
- refer cases to the Channel programme where there is a radicalisation concern as required
- support staff who make referrals to the Channel programme

- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required
- refer cases where a crime may have been committed to the Police as required
- liaise with the Headteacher to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- as required, liaise with the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member)
- liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies
- act as a source of support, advice and expertise for staff
- ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this
- ensure the child protection policy is available publicly and parents and carers are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this
- link with the local SCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.
- undertake Prevent awareness training
- ensure that child protection files for children leaving Kings Meadow are transferred to the new school as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained
- the designated safeguarding lead (or a deputy) should always be available (during school hours/term time) for staff to discuss any safeguarding concerns

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
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly
- The DSL will also keep the head teacher informed of any issues, and liaise with Local Authority case managers and Designated Officers for child protection concerns as appropriate.

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate **lead responsibility** for child protection, as set out above, remains with the designated safeguarding lead; this **lead responsibility** should not be delegated. (*Annex B; Paragraph 2 Keeping Children Safe in Education 2020.*)

4 Records, Monitoring and Transfer

The school will hold records in line with our records retention schedule.

All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements staff should discuss with the Designated Safeguarding Lead.

When a child has made a disclosure, the member of staff/volunteer should:

- Record as soon as possible after the conversation and the concern using the online system www.myconcern.education (requires login)

- not destroy the original notes in case they are needed by a court
- record the date, time, place and any noticeable non-verbal behaviour and the words used by the child
- use the body map facility on MyConcern to indicate the position of any injuries
- record statements and observations rather than interpretations or assumptions.

All records need to be given to the Designated Safeguarding Lead promptly. No copies should be retained by the member of staff or volunteer.

The Designated Safeguarding Lead will ensure that all safeguarding records are managed in accordance with the Education (Pupil Information) (England) Regulations 2005 (updated 2016).

If a pupil who is/or has been the subject of a child protection plan changes school, the Designated Safeguarding Lead will inform the social worker responsible for the case and transfer the appropriate records to the Designated Safeguarding Lead at the receiving school, in a secure manner, and separate from the child's academic file.

- 4.1 Well-kept records are essential to good child protection practice. All staff are clear about the need to record and report concerns about a child or children within the school. The Designated Safeguarding Lead is responsible for such records and for deciding at what point these records should be shared with, or copied and passed over to, other agencies.
- 4.2 Records relating to actual or alleged abuse or neglect are stored separately and securely from normal pupil or staff records. Normal records have markers to show that there is sensitive material stored elsewhere. At Kings Meadow School, this is signified by a red dot on the side of the blue files in the main office. This is to protect individuals from accidental access to sensitive material and to maintain confidentiality.
- 4.3 Child protection records (paper copies) are stored securely, with access confined to specific staff, e.g. the Designated Safeguarding Lead and the Deputy Designated Safeguarding Leads. At Kings Meadow School, these records are stored in a locked cupboard kept in the observation room next to Willow room. Kings Meadow School currently use **MyConcern®**, a safe and secure software for recording and managing all safeguarding concerns in any educational setting.
- 4.4 Child protection records are reviewed regularly to check whether any action or updating is needed. This includes monitoring patterns of complaints or concerns about any individuals and ensuring these are acted upon.
- 4.5 If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main pupil file. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

5 Information Sharing

Information sharing is vital in identifying and tackling all forms of abuse and neglect. GDPR does not prevent, or limit, the sharing of information for the purposes of keeping children safe. Lawful and secure information sharing between schools, Children's Social Care, and other local agencies, is essential for keeping children safe and ensuring they get the support they need.

The Data Protection Act 2018 introduced 'safeguarding' as a reason to be able to process sensitive, personal information, even without consent (DPA, Part 2,18; Schedule 8, 4)

When Designated Safeguarding Leads in schools are considering whether, or not, to share safeguarding information (especially with other agencies). Kings Meadow School will record who they are sharing that information with and for what reason. If we have taken a decision not to seek consent from the data subject and/or parent/carer that should also be recorded within the safeguarding file.

All relevant safeguarding information should be treated as 'special category personal data'. Kings Meadow School understands that 'safeguarding and children and individuals at risk' is a processing condition that allows practitioners to share special category personal data without consent (if to gain consent would place a child at risk).

Fears about sharing information **must not be allowed** to stand in the way of promoting the welfare and protecting the safety of children. As with all data sharing, appropriate organisational and technical safeguards should still be in place.

The Working Together on Safeguarding Children statutory guidance states the following:

1. Effective sharing of information is essential for early identification of need, assessment, and service provision to keep children safe.
2. All professionals responsible for children should be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to local authority children's social care (e.g. they are being supported as a child in need or have a child protection plan). You should be alert to sharing important information about any adults with whom that child has contact, which may affect the child's safety or welfare.
3. Information sharing is also essential for the identification of patterns of behaviour when a child has gone missing, when multiple children appear associated to the same context or locations of risk, or in relation to children in the secure estate where there may be multiple local authorities involved in a child's care.
4. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children, which must always be the paramount concern.

To ensure effective safeguarding arrangements:

- you should have arrangements in place that set out clearly the processes and the principles for sharing information. The arrangement should cover how information will be shared within your own organisation/agency; and with others who may be involved in a child's life
- all professionals responsible for children should not assume that someone else will pass on information that they think may be critical to keeping a child safe. If a member of staff has concerns about a child's welfare and considers that they may be a child in need or that the child has suffered or is likely to suffer significant harm, then they should share the information with local authority children's social care and/or the police. Staff should be particularly alert to the importance of sharing information when a child moves from one school to another, due to the risk that knowledge pertinent to keeping a child safe could be lost.
- you should aim to gain consent to share information, but should be mindful of situations where to do so would place a child at increased risk of harm. Information may be shared without consent if you have good reasons to do so, and believe that the sharing the information will enhance the safeguarding of a child in a timely manner. When decisions are made to share or withhold information, you should record who has been given the information and why.

Safeguarding children raises issues of **confidentiality** that must be clearly understood by all staff/volunteers in schools.

- Staff should never promise a child that they will not tell anyone about an allegation, as this may

not be in the child's best interests

- Staff/volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.
- Timely information sharing is essential to effective safeguarding
- Information must only be shared on a 'need-to-know' basis, but you do not need consent to share information if a child is suffering, or at risk of, serious harm

6 Support for Pupils and School Staff

6.1 Support for pupils

Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and view the world in a positive way. For such children school may be one of the few stable, secure and predictable aspects of their lives. Other children may be vulnerable because, for instance, they have a disability, are in care, or are experiencing some form of neglect. We will actively seek to provide such children with the necessary support and to build their self-esteem and confidence.

6.2 This school recognises that children sometimes display abusive behaviour and that such incidents must be referred on for appropriate support and intervention.

6.3 Complaints or concerns raised by pupils will be taken seriously and followed up in accordance with the school's complaints process.

6.4 Support for Staff

As part of their duty to safeguard and promote the welfare of children and young people staff may hear information, either from the child/young person as part of a disclosure or from another adult that will be upsetting. Where a member of staff is distressed as a result of dealing with a child protection concern, he/she should in the first instance speak to the Designated Safeguarding Lead about the support he/she requires. The Designated Safeguarding Lead should seek to arrange the necessary support.

7 Working with Parents/Carers

- Kings Meadow School will ensure the Child Protection Policy is available publicly via the school website.
- Where appropriate, we will discuss any concerns about a child with the child's parents or carers. The DSL will normally do this in the event of a suspicion or disclosure.
- Other staff will only talk to parents or carers about any such concerns following consultation with the DSL.
- If we believe that notifying the parents would increase the risk to the child, we will discuss this with the local authority children's social care before doing so.
- In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

8 Other Relevant Policies

8.1 The Governing Body's statutory responsibility for safeguarding the welfare of children goes beyond simply child protection. The duty is to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports a range of other policies, for instance:

- Addendum to Safeguarding Policy (Covid19)

- Behaviour
- Anti-Bullying (including Cyberbullying)
- Online Safety
- Positive Physical Interventions (DfE Guidance - *Use of Reasonable Force* (July 2013) and *Screening, Searching and Confiscation* (January 2018))
- Inclusion
- Educational Visits
- Work Experience and Extended Work Placements
- First Aid and the Administration of Medicines
- Health and Safety
- Sex and Relationships Education
- Safe Recruitment
- Equalities
- E-safety
- Whistleblowing

The above list is not exhaustive but when undertaking development or planning of any kind the school needs to consider the implications for safeguarding and promoting the welfare of children.

9 Recruitment and Selection of Staff

- 9.1 The school's safer recruitment processes are based on the Statutory Guidance: *Keeping Children Safe in Education* (September 2020). The school will provide all the relevant information in references for a member of staff about whom there have been concerns about child protection / inappropriate conduct. Cases in which an allegation has been proven to be unsubstantiated, false or malicious will not be included in employer references. A history of repeated concerns or allegations which have all been found to be unsubstantiated, malicious etc. will also not be included in a reference.
- 9.2 The school has an open safeguarding ethos regularly addressing safeguarding responsibilities during staff meetings and fostering an ongoing culture of vigilance. All new staff and volunteers receive a safeguarding induction and are briefed on the code of conduct for adults working with children. , The *Keeping Children Safe in Education* (September 2020) – Information for all school and college staff" and the "Staff Code of Conduct" are given to all staff and are the basis for the safeguarding induction.
- 9.3 On every interview panel for school staff at least one member (teacher/manager or governor) will have undertaken Safer Recruitment Training either online on the DfE website or by attending another appropriate local or national accredited training course.

10. Complex Case Meetings and Locality Forums operate across Northamptonshire:

Complex Case Meetings

Meetings take place every two weeks in each district or borough – and more frequently if needed. The aim is to provide a responsive service to families and professionals. Schools can complete an online request form e-mailed to the appropriate address for your area, detailing the risks and issues and intended outcomes from a case discussion. Schools must have the family's consent for case discussion. If the concerns raised can be resolved without coming to a meeting, an Early Help co-ordinator or Troubled Families co-ordinator will contact the schools to offer advice and to agree actions. If the outcome of a complex case meeting is a referral to a particular service, this will be made by the chair of the meeting.

Safeguarding Partners

Our safeguarding partners are as follows:

- Northamptonshire County Council – 0300 126 1000

- NHS Nene Clinical Commissioning Group - 01604 651100
- Northamptonshire Chief Office of Police – 0300 126 1000

Child Death Review Partner Arrangements

The three safeguarding partners must make arrangements to:

- Undertake Rapid Reviews of Serious Incident Notifications (SINs) notified to Ofsted by the Local Authority and requests received from within the partnership as set out in Working Together 2018.
- Identify serious child safeguarding cases which raise issues of importance in relation to Northamptonshire and its partners; and
- Commission and oversee the review of those cases, where they consider it appropriate for a review to be undertaken.

Serious child safeguarding cases are those in which:

- abuse or neglect of a child is known or suspected and
- the child has died or been seriously injured

Locality Forums

The county's Early Help Forums have been replaced by ten Locality Forums that will build on existing relationships between professionals. This will help us all to move to an early intervention response that addresses the needs of the local area and build a shared understanding of the profile and emerging priorities of each local area.

Joining up resources and developing solutions to address local needs will be a key role of the new Locality Forums, which will be made up of key local stakeholders including schools, children's centres, NCC education, GPs and school nurses.

National

- National Society for Prevention of Cruelty to Children (NSPCC):
<http://www.nspcc.org.uk/>
0808 800 5000
- Childline:
<http://www.childline.org.uk/Pages/Home.aspx>
0800 1111
- Child Exploitation and Online Protection (CEOP):
<http://ceop.police.uk/>
0870 000 3344

APPENDIX 1

DEFINITIONS OF ABUSE

(From Keeping Children Safe in Education, September 2020)

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

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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

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

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

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.

APPENDIX 2

DEFINITIONS OF CHILD SEXUAL EXPLOITATION (CSE) and CHILD CRIMINAL EXPLOITATION (CCE)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status and access to economic (or other) resources. In some cases, abuse will be in exchange for something the victim needs or wants, and/or will be to the financial benefit or other advantage of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time. It can involve force or enticement methods and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when the activity appears consensual. Exploitations may be physical and/or take place online.

Like all forms of child sexual abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (through others copying videos or images they have created and posting on social media, for example);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Staff should be aware of the key indicators of children being sexually exploited which can include:

- going missing for periods of time or regularly coming home late;
- regularly missing school or education or not taking part in education;
- appearing with unexplained gifts or new possessions;
- associating with other young people involved in exploitation;
- having older boyfriends or girlfriends;
- suffering from sexually transmitted infections;
- mood swings or changes in emotional wellbeing;
- drug and alcohol misuse; and
- displaying inappropriate sexualised behaviour.

Staff should also be aware that many children and young people who are victims of sexual exploitation do not recognise themselves as such.

There are three main types of child sexual exploitation:

Inappropriate relationships:

Usually involves just one abuser who has inappropriate power – physical, emotional or financial – or control over a young person. The young person may believe they have a genuine friendship or loving relationship with their abuser.

Boyfriend/Girlfriend:

Abuser grooms victim by striking up a normal relationship with them, giving them gifts and meeting in cafés or shopping centres. A seemingly consensual sexual relationship develops but later turns abusive. Victims may be required to attend parties and sleep with multiple men/women and threatened with violence if they try to seek help.

Organised exploitation and trafficking:

Victims are trafficked through criminal networks – often between towns and cities – and forced or coerced into sex with multiple men. They may also be used to recruit new victims. This serious organised activity can involve the buying and selling of young people.

APPENDIX 3

DEFINITIONS OF FEMALE GENITAL MUTILATION (FGM)

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK. FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

Symptoms of FGM

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM.

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations.
- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and children's social care. The duty does not apply in relation to at risk or suspected cases

APPENDIX 4

PREVENTING RADICALISATION

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the '**Prevent Duty**'.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalized, they should discuss this with the Designated Safeguarding Lead.

Extremism: the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs.

Radicalisation: the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Terrorism: an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society. The curriculum is planned and delivered to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- 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 (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

APPENDIX 5

SO CALLED HONOUR-BASED' VIOLENCE (HBV)

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such.

Where staff are concerned that a child might be at risk of HBV, they must contact the Designated Safeguarding Lead as a matter of urgency.

APPENDIX 6

SEXUAL VIOLENCE AND SEXUAL HARRASSMENT

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. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Reports of sexual violence and sexual harassment are extremely complex to manage.

APPENDIX 7

PEER-ON-PEER-ABUSE

Staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to:

- bullying (including cyber bullying)
- physical abuse such as hitting, kicking, shaking, biting, hairpulling or otherwise causing physical harm.
- Sexual violence such as rape, assault by penetration and sexual assault
- Sexual harassment such as sexual comments, remarks, jokes and online sexual harassment which may be stand-alone or part of a broader pattern of abuse
- Upskirting, which typically involves taking a picture under a person's clothing without their permission or knowledge, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Detailed within The Voyeurism (Offences) Act, anyone of any gender can be a victim.
- Sexting (also known as youth produced sexual imagery)
- Initiation/hazing type violence and rituals.

Abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. Different gender issues can be prevalent when dealing with peer on peer abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

At Kings Meadow we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this student

- indicates that young people outside the school may be affected by this student

Types of abuse

There are many forms of abuse that may occur between peers and this list is not exhaustive. Each form of abuse or prejudiced behaviour is described in detail followed by advice and support on actions to be taken.

Physical abuse e.g. (biting, hitting, kicking, hair pulling etc.)

Physical abuse may include, hitting, kicking, nipping, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including accidentally before considering the action or punishment to be undertaken.

Sexually harmful behaviour/sexual abuse e.g. (inappropriate sexual language, touching, sexual assault etc.)

Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as well as the young person it is intended towards. Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault/abuse.

Bullying (physical, name calling, homophobic etc.)

Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Both young people who are bullied and who bully others may have serious, lasting problems.

In order to be considered bullying, the behaviour must be aggressive and include:

- An Imbalance of Power: Young people who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition: Bullying behaviours happen more than once or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason e.g. size, hair colour, gender, sexual orientation, and excluding someone from a group on purpose.

Cyber bullying

Cyberbullying is the use of phones, instant messaging, e-mail, chat rooms or social networking sites such as Facebook and Twitter to harass threaten or intimidate someone for the same reasons as stated above.

It is important to state that cyber bullying can very easily fall into criminal behaviour under the Malicious Communications Act 1988 under section 1 which states that electronic communications which are indecent or grossly offensive, convey a threat or false information or demonstrate that there is an intention to cause distress or anxiety to the victim would be deemed to be criminal. This is also supported by the Communications Act 2003, Section 127 which states that electronic communications which are grossly offensive or indecent, obscene or menacing, or false, used again for the purpose of causing annoyance, inconvenience or needless anxiety to another could also be deemed to be criminal behaviour.

If the behaviour involves the use of taking or distributing indecent images of young people under the age of 18 then this is also a criminal offence under the Sexual Offences Act 2003. Outside of the immediate support young people may require in these instances, the school will have no choice but to involve the police to investigate these situations.

Sexting (or the sending of youth produced sexual images)

Sexting is 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 can happen 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, young people are not even aware that they could be breaking the law as stated as these are offences under the Sexual Offences Act 2003.

Initiation/Hazing

Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a private school, sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies.

The idea behind this practice is that it welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.

Prejudiced Behaviour

The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity (homosexual, bisexual, transsexual).

Teenage relationship abuse

Teenage relationship abuse is defined as a pattern of actual or threatened acts of physical, sexual, and/or emotional abuse, perpetrated by an adolescent (between the ages of 13 and 18) against a current or former partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and/or acts of physical or sexual abuse. The abusive teen uses this pattern of violent and coercive behaviour, in a heterosexual or same gender relationship, in order to gain power and maintain control over the partner.

Expected action taken from all staff

Although the type of abuse may have a varying effect on the victim and initiator of the harm, these simple steps can help clarify the situation and establish the facts before deciding the consequences for those involved in perpetrating harm.

It is important to deal with a situation of peer abuse immediately and sensitively.

- **Gather the Facts** - Speak to all the young people involved separately, gain a statement of facts from them and use **consistent language** and **open questions** for each account. The easiest way to do this is not to have a line of questioning but to ask the young people to tell you what happened. Only interrupt the young person from this to gain clarity with open questions, 'where, when, why, who'. (What happened? Who observed the incident? What was seen? What was heard? Did anyone intervene?)
- **Consider the Intent (begin to Risk Assess)** - Has this been a deliberate or contrived situation for a young person to be able to harm another?
- **Decide on your next course of action** - If from the information that you gather you believe any young person to be at risk of significant harm you must follow the schools normal safeguarding procedures.

APPENDIX 8 **SERIOUS VIOLENCE**

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injury. Unexplained gifts or new possessions could also indicate that children have been approached by, or involved with, individuals associated with criminal networks or gangs.

APPENDIX 9

PRIVATE FOSTERING

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

APPENDIX 10

PROCEDURE TO FOLLOW IN CASES OF POSSIBLE, ALLEGED OR SUSPECTED ABUSE, OR SERIOUS CAUSE FOR CONCERN ABOUT A CHILD

Contents

A	General
B	Individual Staff/Volunteers/Other Adults - main procedural steps
C	Designated Safeguarding Lead – main procedural steps

A. General

- 1) The Northampton Safeguarding Children Partnership Procedures contain the inter-agency processes, protocols and expectations for safeguarding children. (Available on LSCBN website www.northamptonshirescb.org.uk). The Designated Safeguarding Lead is expected to be familiar with these, particularly the referral processes and with NCC "Thresholds and Pathways".
- 2) It is important that all parties act swiftly and avoid delays.
- 3) Any person may seek advice and guidance from the MASH particularly if there is doubt about how to proceed (see contacts at the start of this policy document). Any adult, whatever their role, can take action in his/her own right to ensure that an allegation or concern is investigated and can report to the investigating agencies.
- 4) Written records, dated and signed, must be made to what has been alleged, noticed and reported, and kept securely and confidentially.
- 5) In many cases of concern there will be an expectation that there have already been positive steps taken to work with parents and relevant parties to help alleviate the concerns and effect an improvement for the

child. This is appropriate where it is thought a child may be in need in some way, and require assessment to see whether additional support and services are required. An example might be where it is suspected a child may be the subject of neglect. In most cases the parents' knowledge and consent to the referral are expected, unless there is reason for this not being in the child's interest. However, there will be circumstances when informing the parent/carer of a referral that might put the child at risk, and in individual cases advice from Children's Social Care will need to be taken.

B. Individual Staff/Volunteers/Other Adults – main procedural steps

- 1) When a child makes a disclosure, or when concerns are received from other sources, do not investigate, ask leading questions, examine children, or promise confidentiality. Children making disclosures should be reassured and if possible at this stage should be informed what action will be taken next.
- 2) As soon as possible complete a concern online (www.myconcern.education). Ensure the notes are accurate and are fact according to what the child has disclosed or has been noticed, said or done. Do not include your personal opinion. Report to the Designated Safeguarding Lead or one of the Deputy Safeguarding Leads in the school. **Do not delay.** In the absence of a Designated/Deputy Designated Safeguarding Lead, ensure that the concern form is filed in the black concern file (labelled with a red dot), stored in the Reception office. Ask a member of the office team if you are unable to locate the file.
- 3) If the concern involves the conduct of a member of staff or volunteer, a visitor, a governor, a trainee or another young person or child, the Head teacher must be informed. The Head teacher will contact the Designated Officer to seek advice.
- 4) If the allegation is about the Head teacher, the information should normally be passed to the Chair of Governors or the Designated Officer (formerly known as the Local Authority Designated Officer LADO). See contacts on Pages 3 of this policy.
- 5) If this has not already been done, inform the child (or other party who has raised the concern) what action you have taken.

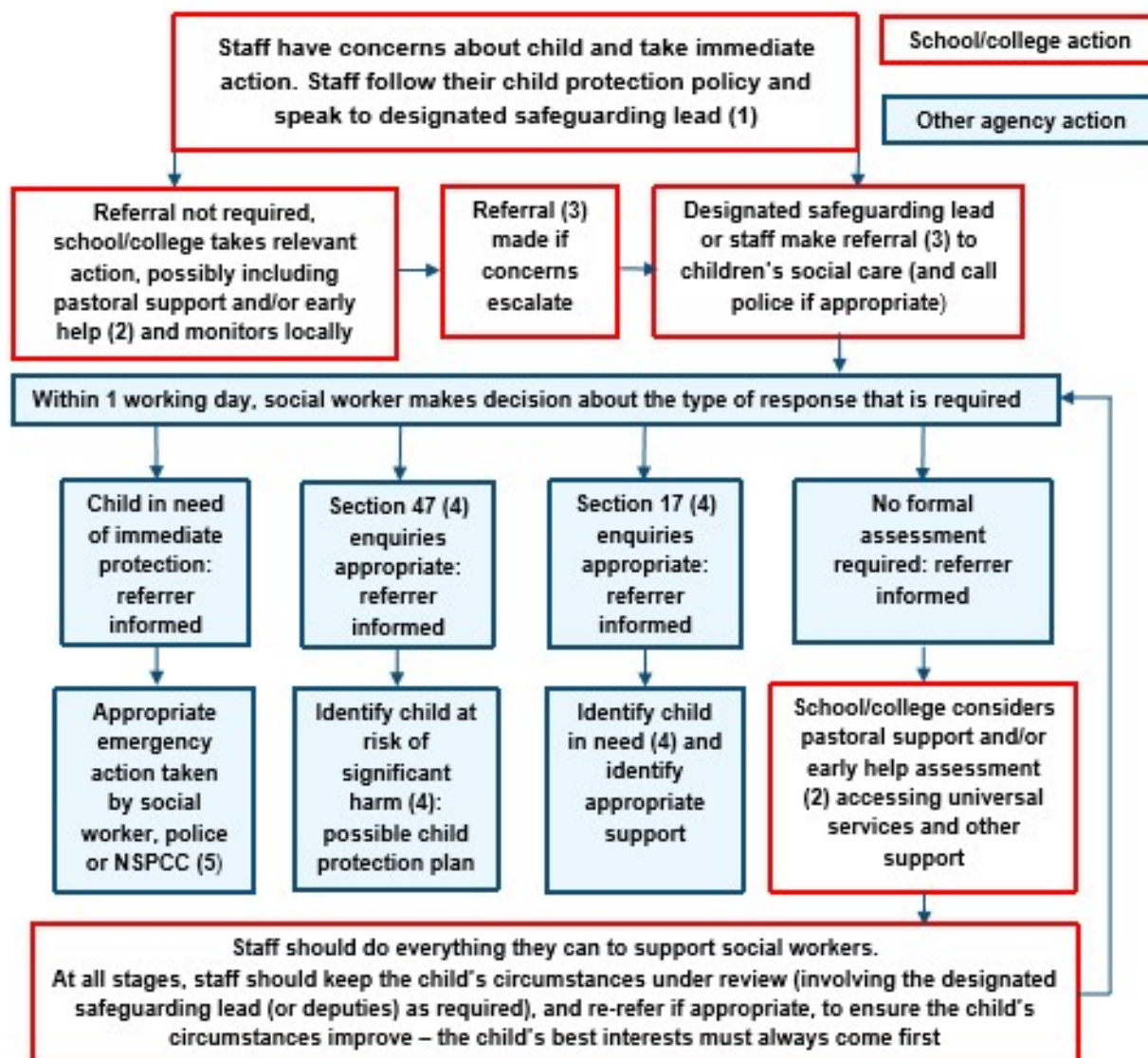
C. Designated Safeguarding Lead – Main Procedural Steps

- 1) Begin a case file for pupils where there are concerns, with an overview chronology, which will hold a record of communications and actions. This must be stored securely (see Section on Records and Monitoring).
- 2) Where initial enquiries do not justify a referral to the investigating agencies inform the initiating adult and monitor the situation. If in doubt, seek advice from the MASH : 0300 126 1000 option 1 then option 3.
- 3) Share information confidentially with those who need to know.
- 4) Where there is a child protection concern requiring immediate, same day, intervention from Children's Social Care (Priority 1), MASH should be contacted immediately by phone. Written confirmation should follow within 24 hours on the NSCP Agency Referral Form. All other referrals should be made firstly through a telephone conversation with the MASH and then by following up with the online form, where requested to do so. MASH is available for advice on the advice line number given in the contact details on page 3 of this document.
- 5) If it appears that urgent medical attention is required arrange for the child to be taken to hospital (normally this means calling an ambulance) accompanied by a member of staff who must inform medical staff that non-accidental injury is suspected. Parents must be informed that the child has been taken to hospital.
- 6) Exceptional circumstances: If it is feared that the child might be at immediate risk on leaving school, take advice from the MASH (for instance about difficulties if the school day has ended, or on whether to contact the police). Remain with the child until the Social Worker or Police take responsibility. If in these circumstances a parent arrives to collect the child, the member of staff has no right to withhold the child,

unless there are current legal restrictions in force (e.g. a restraining order). If there are clear signs of physical risk or threat, the MASH should be updated and the Police should be contacted immediately.

APPENDIX 11

Actions where there are concerns about a child



APPENDIX 12

PROCESS FOR DEALING WITH ALLEGATIONS AGAINST STAFF (INCLUDING HEADTEACHERS) AND VOLUNTEERS (References to staff in this process include staff in schools, central services and volunteers).

These procedures should be followed in all cases in which there is an allegation or suspicion that a person working with children 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 they work regularly or closely with children.

Relevant documents:

DfE *“Keeping Children Safe in Education: Statutory guidance for schools and colleges”* – 2019

1) Individual Staff/Volunteers/Other Adults who receive the allegation:

Write a dated and timed note of what has been disclosed or noticed, said or done.

- I. Report immediately to the Head teacher.
- II. Pass on the written record.
- III. If the allegation concerns the conduct of the Head teacher, report immediately to the Chair of Governors. Pass on the written record. (If there is difficulty reporting to the Chair of Governors, contact the Designated Officer as soon as possible or if unavailable contact the MASH on the same day).

2) Head teacher

- I. If there is no written record, write a dated and timed note of what has been disclosed or noticed, said or done.
- II. Before taking further action notify and seek advice from the Designated Officer, or if unavailable the MASH on the same day.
- III. You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation.
- IV. Report to the MASH if the Designated Officer so advises or if circumstances require a referral.

Ongoing involvement in cases:

- Liaison with the Designated Officer
- Co-operation with the investigating agency's enquiries as appropriate.
- Consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.

3) Chair of Governors (only relevant in the case of an allegation against the Head teacher)

- i. If there is no written record, write a dated and timed note of what has been disclosed or noticed, said or done.

- ii. Notify the Local Authority Designated Officer via the MASH Team, on the same day.
- iii. You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation.
- iv. Report to the MASH if the Designated Officer so advises or if circumstances require a referral.
- v. Ongoing involvement in cases:
 - Liaison with the Designated Officer
 - Co-operation with the investigating agency's enquiries as appropriate.
 - Consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.

APPENDIX 13 **THRESHOLDS FOR INTERVENTION**

The DSL will decide on the most appropriate course of action and whether the concerns should be referred to Children's Social Care—refer to [Northamptonshire Thresholds Guidance](#). If it is decided to make a referral to Children's Social Care the parent will be informed, unless to do so would place the child at further risk or undermine the collection of evidence eg obtaining forensic evidence. All concerns, discussions and decisions will be recorded in writing. NB: Informing parents does not require seeking their consent to share the information with professionals who need to know.

The DSL will provide guidance on the appropriate action. Options will include:

- Managing any support for the child internally via the school's own pastoral support processes
- An Early Help Assessment or
- A referral for statutory services eg the child is or might be in need or suffering or likely to suffer significant harm

Early Help - If early help is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases should be kept under constant review and consideration given to a referral to Children's Social Care for assessment for statutory services if the child's situation does not appear to be improving or is getting worse.

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

Children suffering or likely to suffer significant harm - Local authorities, with the help of other organisations as appropriate, have a duty to make enquiries under section 47 of the *Children Act 1989* if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour based violence, and extra-familial threats like radicalisation and sexual exploitation.

The DSL should refer all cases of suspected abuse or neglect to the Multi Agency Safeguarding Hub (MASH), Police (cases where a crime may have been committed) and to the Channel programme where there is a radicalisation concern. Safeguarding Referrals must be made in one of the following ways:

- ☐ By telephone contact to the Multi-Agency Safeguarding Hub (MASH): 0300 126 1000 (Option 1)

☐ By e-mail to: MASH@northamptonshire.gcsx.gov.uk

☐ By using the online referral form found at:

<http://www.northamptonshirescb.org.uk/more/borough-and-district-councils/how-to-make-an-online-referral/>

☐ In an emergency outside office hours, contact children's social care out of hours team on **01604 626938** or the Police

☐ If a child is in immediate danger at any time, left alone or missing, you should contact the police directly and/or an ambulance using 999