



Frithville Primary School
 Federated with
 New York Primary School

Child Protection and Safeguarding Policy Framework for Children and Young People.

Policy approved by the Federation Governing Body

Review in Summer **2018**

Signed on behalf of Committee _____ Date _____

Presented to the governors for approval.

The Governing Body is committed to the safeguarding of children and young people across the Federation and the wider community.

Across the Frithville and New York Federation the named personnel with designated responsibility for safeguarding are:

Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Safeguarding Governor
<i>Paul Bargh</i>	<i>Fern Parsons Donna Iveson</i>	<i>Sue Brackenbury</i>

The named personnel with Designated Responsibility regarding allegations against staff are:

Designated Senior Manager (normally the Headteacher)	Deputy Designated Senior Manager	Chair of Governors (in the event of an allegation against the headteacher)
<i>Paul Bargh</i>	<i>Fern Parsons Donna Iveson</i>	<i>Sue Brackenbury</i>

SAFEGUARDING DEFINITION:

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as:

- Protecting children from maltreatment;
- Preventing impairment of children’s health or development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best outcomes

[“Working Together to Safeguarding Children” DfE 2018](#)

Child Protection is a part of Safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

RATIONALE:

Across the Frithville and New York Federation we recognise the responsibility we have under Section 175 (LA Federations)/157 (academies and Independent Federations) of the Education and Inspections Act 2002, to have arrangements for safeguarding and promoting the welfare of children. The Governing Body approve the S175/157 return to the LA on a yearly basis. This policy demonstrates the Federation’s commitment and compliance with safeguarding legislation. Through their day-to-day contact with pupils and direct work with families, staff in our Federation have a crucial role to play in noticing indicators of possible abuse or neglect and referring them to Children’s Services (in Lincolnshire or neighbouring authorities, dependent upon the child’s area of residence). This also involves understanding serious case reviews and how to improve practice to prevent children from falling through the gaps.

PURPOSE:

The purpose of the policy is to ensure that:

- The welfare of the child is paramount.
- All children regardless of age, gender, ability, culture, race, language, religion or sexual identity have equal rights to protection.
- All members of staff have an equal responsibility to act on suspicion or disclosure that may suggest a child is at risk of harm.
- Pupils and members of staff involved in Safeguarding issues receive appropriate support.
- Members of staff adhere to a Code of Conduct and understand what to do if a child discloses any allegations against teaching staff, Head teacher or the Governing Body.

The procedures contained in this policy apply to all members of staff, volunteers, sessional workers, students, agency staff or anyone working on behalf the Frithville and New York Federation.

They are consistent with Lincolnshire Local Safeguarding Children's board (LSCB) multi-agency child protection procedures. www.lincolnshire.gov.uk/lscb

TERMINOLOGY:

Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of children's health or development, ensuring that children are growing up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best life chances.

Child Protection refers to the activity undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Members of Staff refers to all those working for or on behalf of the Federation in either a paid or voluntary capacity.

Child refers to all young people who have not yet reached the age of 18.

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

CONTENTS:

	Page
1. Prevention	3
2. Early Identification, recognizing and responding to safeguarding needs	4
3. Procedures and record keeping	6
4. Roles and responsibilities	7
5. Supporting pupils at risk	8
6. Extremism and radicalisation	8
7. Female genital mutilation	10
8. Youth Produced Sexual Imagery (Sexting)	10
9. Peer to Peer Abuse	11
10. Safer recruitment and professional boundaries	11
11. Whistleblowing Procedure	12
12. Communication with parents and careers	13
13. Governing Body responsibilities	13
14. LADO – allegations made against adults who work with children	13
15. Other related policies	14
16. Appendices	15

There are 4 main elements to the Policy:

- **Prevention** – through the curriculum and pastoral support offered to pupils and through the creation and maintenance of a whole Federation protective ethos.
- **Procedures** – for identifying and reporting cases, or suspected cases of abuse.
- **Support to children** – who may have been abused.
- **Preventing unsuitable people working with children** – by following the DfE guidance in ‘Keeping Children Safe in Education’ September 2016 together with the Federation’s individual procedures.

1. PREVENTION:

The Federation will establish an ethos where:-

- 1.1. Children feel secure in a safe environment in which they can learn and develop.
- 1.2. Children know that there are adults in the Federation whom they can approach if worried or in difficulty.
- 1.3. Adequate signposting to external sources of support and advice is in place for members of staff, parents and pupils (*Notices in Federation Foyer, office, staffroom, toilets; support material in Safeguarding Folders*).
- 1.4. Importance and prioritisation is given to equipping the children with the skills needed to stay safe; including providing opportunities for Personal, Social and Health Education throughout the curriculum.
- 1.5. Children develop realistic attitudes to their responsibilities in adult life and are equipped with the skills needed to keep themselves safe; including understanding and recognition of healthy/unhealthy relationships and support available.
- 1.6. Children are supported in recognising and managing risks in different situations, including on the internet, being able to judge what kind of physical contact is acceptable and unacceptable, recognising when pressure from others, including people they know, threatens their personal safety and well-being and supporting them in developing effective ways of resisting pressure.
- 1.7. All adults feel comfortable and supported to draw safeguarding issues to the attention of the Head Teacher and/or the Designated Safeguarding Lead and are able to pose safeguarding questions with “respectful uncertainty” as part of their shared responsibility to safeguard children ‘Think the unthinkable’ [Keeping Children Safe, September 2018](#).
- 1.8. Emerging themes are proactively addressed and fed back to the local authority and LSCB to ensure a coherent approach so that multi-agency awareness and strategies are developed.
- 1.9. There is a proactive approach to substance misuse. Issues of drugs and substance misuse are recorded and there is a standalone policy which is robustly delivered throughout the Federation and curriculum.
- 1.10. Support and planning for young people in custody and their resettlement back into the Federation community is undertaken, where necessary, as part of our inclusive approach.
- 1.11. It works in accordance with ‘[Working Together to Safeguard Children 2018](#)’ and supports the Lincolnshire Local Safeguarding Children Board (LSCB) Continuum of Need (see Appendix 2) to ensure children and young people receive the most appropriate referral and access provision; actively supporting multi agency planning for those children and, in doing so, providing information about the ‘voice of the child’ and the child’s lived experience as evidenced by observations or information provided through the multi-agency forum.
- 1.12. Our Federation’s arrangements for consulting with, listening and responding to pupils are:
 - We will explain to children, young people and families at the outset, openly and honestly, what and how information will, or could be shared and why, and seek their agreement. The exception to this is where to do so would put that child, or others at increased risk of suffering [Significant Harm](#) or an adult at risk of serious harm, or if it would undermine the prevention, detection or prosecution of a serious crime including where seeking consent might lead to interference with any potential investigation.
 - We will always consider the safety and welfare of a child or young person when making decisions on whether to share information about them. Where there is concern that the child may be suffering or is at

risk of suffering significant harm, the child's safety and welfare must be the overriding consideration, for example:

- **When there is evidence** that the child is suffering or is at risk of suffering significant harm; or
 - **Where there is reasonable cause to believe** that a child may be suffering or at risk of significant harm; or
 - **To prevent significant harm** arising to children and young people or **serious harm** to adults, including through the prevention, detection and prosecution of serious crime.
 - For the purposes of this guidance, serious crime means any crime which causes or is likely to cause significant harm to a child or young person or serious harm to an adult.
- We will, where possible, respect the wishes of children, young people or families who do not consent to share confidential information. We will still share information, if in our judgment on the facts of the case, there is sufficient need to override that lack of consent, key areas to consider:
 - The power to disclose;
 - The duty to disclose;
 - Issues of consent.
 - We will seek advice where we are in doubt, especially where our doubt relates to a concern about possible significant harm to a child or serious harm to others.
 - We will ensure that the information we share is accurate and up-to-date, necessary for the purpose for which we are sharing it, shared only with those people who need to see it, and shared securely.
 - We will always record the reasons for our decision - whether it is to share information or not. Please refer to Appendix 7.

1.13. There is a commitment to the continuous development of staff with regard to safeguarding training:-

- All staff follow the LSCB 5year training pathway (see Appendix 6) and receive a safeguarding update as part of their induction, to enable them to understand and fulfil their safeguarding responsibilities effectively.
- The Designated Lead also follows the LSCB 5year training pathway and attends the LSCB Inter-Agency Safeguarding training.
- The Federation has considered whether we have one or more deputy safeguarding lead(s). Deputies are trained to the same standard as the designated safeguarding lead, as are the school administrators.
- The Designated Safeguarding Lead, and/or Deputy attend the briefings for Designated Safeguarding Leads coordinated by the Safeguarding in Federations Team, therefore enabling them to remain up to date with Safeguarding practices and be aware of any emerging concerns/themes emerging in Lincolnshire. The expectation is that the Designated Lead will attend at least 2 briefings per academic year.

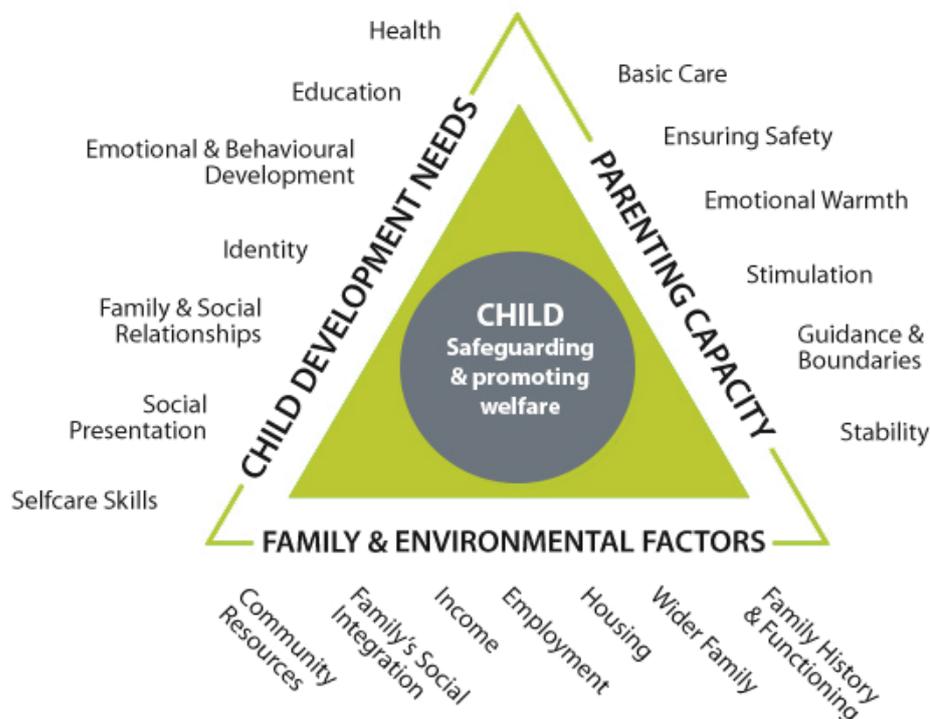
2. EARLY IDENTIFICATION RECOGNISING AND RESPONDING TO SAFEGUARDING NEEDS:

In Lincolnshire we have adopted an Early Intervention approach to addressing all children's needs. There is an expectation that all Federations use the Early Help Assessment to identify the holistic needs of a child and seek support through the Early Help Consultants or Team Around the Child Coordinators. (refer to section 2.7 for the specific types of support on offer)

- 2.1. The Federation acknowledges serious case review findings and shares lessons learned with all staff with the aim to ensure no child falls through the gap.
- 2.2. All staff understand the '[Meeting the Needs of Children in Lincolnshire](#)' procedures and know how to pass on any concerns no matter how trivial they seem. They are consistent with Lincolnshire's Local Safeguarding Children's (LSCB) child protection procedures.
- 2.3. All staff understand the difference between a 'concern' about a child and 'immediate danger or at risk of harm' and know the procedures to follow for each.
- 2.4. The Federation knows how to identify and respond to:
 - Signs/symptoms of any type of abuse, e.g. Physical, Sexual, Emotional
 - Neglect – appendix 3 and 4 and useful information on the [NSPCC website](#)
 - Drug/substance/alcohol misuse (both pupil and parent)
 - Child sexual exploitation / trafficked children
 - Children missing education
 - Domestic abuse
 - Peer relationship abuse

- Risky behaviours including concerns around extremism/radicalisation
- Sexual health needs
- Obesity/malnutrition
- Inclusion and diversity including SEND, HIV, LGBT pupils
- On line grooming – [E Safety Advice here](#)
- Inappropriate behaviour of staff towards children
- Bullying, including homophobic, racist, gender and disability. Breaches of the Equality Act 2010.
- Self-harm
- Female Genital Mutilation - [Multi-agency statutory guidance on FGM – April 2016](#)
- Forced Marriage
- Unaccompanied asylum seeking children

2.5. Federation staff contribute to assessments along the ‘Continuum of Need’ (see Appendix 2) and actively support multi agency planning for those children. Members of staff have an understanding of the *Framework of Assessment of Need* (see below) and make decisions based on a child’s development needs, parenting capacity and family and environmental factors.



2.6. Early Help

Early Help is the term used to describe arrangements and services that identify the need for help for children and families as soon as the problems start to emerge, or when there is a strong likelihood that problems will emerge in the future. [Working Together to Safeguard Children \(2016\)](#) identifies the critical features of effective Early Help as:

A multi-disciplinary approach that brings a range of:

- Practice that empowers families and helps them to develop the capacity to resolve their own professional skills and expertise through a "Team around the Child" approach.
- A relationship with a trusted lead professional who can engage with the child and their family, and coordinate the support needed from other agencies
- A holistic approach that addresses the children's needs in the wider family context
- Simple, streamlined referral and assessment process
- Early Help in Lincolnshire includes both the TAC and ESCO process. Signs of Safety is embedded throughout. ESCO is similar to the TAC process but specifically supports the care coordination of Children with Disabilities (CWD) Further information can be seen at www.lincolnshire.gov.uk/ESCO All forms and guidance for Early Help including Signs of Safety, TAC Handbook, TAC Consultants contact details etc. are available at www.lincolnshirechildren.net

2.7. What is Team Around the Child (TAC)?

TAC is a shared assessment and planning framework which is in use by a variety of agencies across the county and is employed in similar format throughout the country. It aims to help with the early identification of additional needs of children and young people and promote a co-ordinated multi agency response to meet them. TAC can be used to support children and young people between 0–19 years, including unborn babies and can also be used with consent up to the age of 24 where a young person has a learning difficulty or disability. There are four main stages in setting up a TAC:

- Early identification of needs
- Assessing strengths and needs in a consistent and methodical framework
- Developing and delivering an integrated service
- Reviewing and refining the support arrangements

2.8. **Support and Guidance Available:** Please refer also to the LSCB Website and publications (Particularly '[Meeting the Needs of Children in Lincolnshire](#)') at www.lincolnshire.gov.uk/lscb. In addition, the following staff are available to support professionals:

Early Help Advisors are available to support professionals. These advisors are based within Customer Service Centre (01522 782111). They offer consultations to professionals for new cases where practitioners need some advice or guidance. The Advisors are qualified social workers who will advise on all levels of safeguarding and thresholds.

Early Help Consultants provide support, advice and guidance to lead professionals on existing TAC Cases. They will use Signs of Safety methodology to map and/or quality assure cases in order to secure improved outcomes for children, young people and their families. Contact via your local TAC Co-ordinator in your locality or email earlyhelpconsultants@lincolnshire.gcsx.gov.uk

TAC Administrators provide administrative support, maintain records, monitor processes, and can signpost professionals to local services. Contact tacadmin@lincolnshire.gcsx.gov.uk

Further Support for Federations and Academies: In addition to the support outlined above, federations and academies can request case supervision for all TAC cases where the Lead Professional is employed in an educational setting. For these cases administrative support can be also be requested in the form of arranging meetings and typing of assessments and plans. This support can be accessed via the Request Forms at www.lincolnshirechildren.net/tac

2.9. The **designated safeguarding lead** acts as the focal point for all matters concerning child protection and safeguarding children and young people. One of the primary tasks is to act as the contact between Federation, the family and other agencies. Incidents of possible child abuse obviously need to be handled with sensitivity and confidentiality consistent with the multi-disciplinary approach. If there is any cause for concern whatsoever it is vital that information is passed to the **designated safeguarding lead** immediately. In the event, following statutory investigation, of concerns proving to be unfounded, staff should not reproach themselves for having raised the issue. In cases of this nature it is always better to be safe than sorry.

3. PROCEDURES AND RECORD-KEEPING

The Frithville and New York Federation will follow Lincolnshire's safeguarding procedures with reference to Lincolnshire's LSCB 'Managing Individual Cases where there are Concerns about a Child's Safety and Welfare' ([section 4 of LSCB Inter-Agency procedures](#))

- All safeguarding concerns/disclosures are recorded on the green 'Cause for Concern' documents. Please refer to Appendix 7.
- Throughout the completion of the document by staff and subsequent referral to the designated safeguard lead, six stages of assessment are met:
 - Information gathering
 - Identification of risk factors which impact on the child
 - Identification of protective factors
 - Risk analysis
 - Action
 - Review
- Following the first five stages of assessment the decision to refer to the Customer Service Desk will be taken.

- All concerns/disclosures are kept securely in the Purple Child Protection Folder in the Headteacher's Office
- Each concern/disclosure is numbered on a cover sheet to allow easy access and review.

The Federation will ensure that:

3.1. Safeguarding information including Child Protection information is stored and handled in line with the principles of the Data Protection Act 1998 ensuring that information is:

- used fairly and lawfully
- for limited, specifically stated purposes
- used in a way that is adequate, relevant and not excessive
- accurate
- kept for no longer than necessary
- handled according to people's data protection rights
- kept safe and secure.

3.2. Any concerns about a child will be recorded in writing within 24 hours. All records will provide a factual, evidence-based account. Timely, accurate recording of every episode/incident/concern/activity/actions will be made including telephone calls to other professionals. Records will be signed, dated and where appropriate, witnessed.

3.3. Hard copies of records or reports relating to Safeguarding and Child Protection concerns will be kept in a separate, confidential file, securely stored away from the main pupil file. Authorisation to access these electronic records will be controlled by the Headteacher and Designated Safeguarding Lead.

3.4. There is always a Designated Safeguarding Lead (DSL) available who has the necessary seniority and skills, undertakes appropriate Safeguarding training, and is given the time to carry out this important role.

3.5. The Policy is updated annually and that changes are made in line with any new DfE or other government department's guidance.

3.6. In the case of child protection referral or serious injury the DSL will contact Lincolnshire Customer Service Centre without delay to report concerns and seek medical attention as necessary.

3.7. Staff must report any concerns about adults who work with children or young people to the headteacher or to the Chair of Governors in the event of an allegation of abuse made against the headteacher. The Head or Chair must seek advice from the Local Authority Designated Officer(s) (LADO) (see Section 4 [Keeping Children Safe in Education - September 2018](#)). The Emergency Duty Team should be contacted outside normal working hours 01522 782333.

3.8. In the case of poorly explained serious injuries or where behaviour or concerns arouse suspicion if in any doubt the Designated Safeguarding Lead should consult with Lincolnshire Children's Services Customer Service Centre and seek advice from the Early Help Advisors.

3.9. The DSL will keep written, signed and dated records detailing any allegation and action taken as near to the time of disclosure as possible even when no investigation is undertaken; following up any verbal referral in writing within 24 hours.

3.10. Conversations with a child who discloses abuse should follow the basic principles:

- listen rather than directly question, remain calm
- never stop a child who is recalling significant events
- make a record of discussion to include time, place, persons present and what was said (child language – do not substitute words)
- advise you will have to pass the information on
- avoid coaching/prompting
- never take photographs of any injury
- allow time and provide a safe haven / quiet area for future support meetings
- at no time promise confidentiality to a child or adult.

4. ROLES AND RESPONSIBILITIES

The Federation will ensure that every member of staff and person working on behalf of the Federation:

4.1. Knows the name of the Designated Safeguarding Lead (DSL) and his/her role and responsibility.

4.2. Has read part 1 of [Keeping Children Safe in Education - September 2018](#)

- 4.3. Has an individual responsibility to refer Safeguarding (Child Protection) concerns.
- 4.4. knows what to do if a child tells them he/she is being abused or neglected (appendix 5) and [What to do if you are worried a child is being abused – Advice for practitioners](#).
- 4.5. Will receive training at the point of induction and at regular intervals so that they know:
 - their personal responsibility / code of conduct / teaching standards
 - LSCB child protection procedures and how to access them
 - the need to be vigilant in identifying cases of abuse at the earliest opportunity
 - how to support and respond to a child who discloses significant harm
- 4.6. Knows their duty concerning unsafe practices in regard to children by a colleague.
- 4.7. The DSL will disclose any information about a pupil to other members of staff on a need to know basis.
- 4.8. The Federation will undertake appropriate discussion with parents prior to involvement with other agencies unless the circumstances preclude this.
- 4.9. The Federation will ensure that parents have an understanding of their obligations re: Child Protection by intervention as and when appropriate.
- 4.10. Work to develop effective links with relevant agencies in relation to Safeguarding (Child Protection).
- 4.11. Ensure that, where there are unmet needs, an Early Help discussion is initiated. Advice may be sought from the Early Help Consultants in the locality.
- 4.12. Complete reports and send representatives to case conferences, core groups and Child Protection review meetings.
- 4.13. Notify any allocated Social Worker if:
 - a pupil subject to a Child Protection Plan (CPP) is excluded (fixed term or permanent)
 - there is an unexplained absence of a pupil on a CPP of more than 2 days or 1 day following a weekend, or as agreed as part of a CPP.
- 4.14. Follow Lincolnshire's policy and statutory guidance on Children Missing Education (CME).
- 4.15. Ensure all staff in scope of the Disqualification by Association '[Disqualification Under the Childcare Act 2006](#)' have completed a Disqualification Declaration.
- 4.16. Ensure that all staff are aware of their duties under the [Serious Crimes Act 2015](#) to report known instances of female genital mutilation (FGM) to the police via the 101 number.

5. SUPPORTING VULNERABLE PUPILS AT RISK

Special consideration should be given to safeguarding and protecting children who may have additional vulnerabilities, for example children that are looked after or those with special educational needs (SEN) and disabilities. Additional barriers can exist to the recognition of abuse and neglect which can include:

- assumptions that indicators of possible abuse such as behavior, mood and injury relate to the child's disability without further exploration;
- vulnerable children can disproportionately be impacted by things like bullying – without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers

The Federation will endeavour to support vulnerable pupils through:

- Its ethos which promotes a positive, supportive and secure environment; giving pupils a sense of being valued.
- Its behaviour policy aimed at supporting vulnerable pupils in Federation. All staff will agree a consistent approach which focuses on the behaviour of the offence committed by the child; working to support children in developing positive behaviour.
- Liaison with other appropriate agencies which support the pupil.
- Developing supportive relationships.
- Recognition that children living in difficult home environments are vulnerable and are in need of support and protection.

- Monitoring pupil welfare, keeping accurate records and notifying appropriate agencies when necessary.
- Allowing designated staff opportunity to attend face to face Safeguarding in Federations briefings/ LSCB multi-agency training. (For example Prevent, Child Sexual Exploitation guidance, domestic violence, drugs / alcohol substance misuse etc.)
- Ensuring information is transferred safely and securely when a pupil with a Safeguarding Record transfers to another Federation. Also notifying Key workers or social workers where a child leaves the Federation (as appropriate)
- Following Lincolnshire's procedures for [Child Sexual Exploitation](#) including using the CSE Risk Assessment Toolkit as necessary.

6. EXTREMISM AND RADICALISATION

- 6.1. The Frithville and New York Federation seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

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 Frithville and New York Federation is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

Prevention work and reductions of risks will include the RE curriculum, SEND policy, assembly policy, the use of Federation premises by external agencies, integration of pupils by gender and SEN, anti-bullying policy and other issues specific to the Federation's profile, community and philosophy.

This Federation adheres to the [Prevent Duty Guidance for England and Wales](#) July 2015

6.2. Risk assessment

Settings need to assess the risk, with local partners, of their children being drawn into terrorism, as well as their support for extremist ideas and terrorist ideology. They should have robust safeguarding policies to identify children at risk, appropriate intervention and the most appropriate referral option. The policy should also cover the suitability of visiting speakers.

Police in all regions are expected to produce a Counter-Terrorism local profile (CTLPs) which is to assess the risk of individuals being drawn into terrorism and is the risk assessment that settings need to refer to. The Lincolnshire profile is currently being amended and further support can be provided by contacting prevent@lincs.pnn.police.uk

6.3. Working in Partnership

Lincolnshire settings are required to ensure that their safeguarding arrangements take into account [policies and procedures of Lincolnshire Safeguarding Children Board](#)

The key aim of the [PREVENT strategy in Lincolnshire](#) is:

To help local authorities, police, community safety partnerships and other partners and partnerships to develop and implement effective actions, which will make their communities safer. This will reduce the risk from terrorism and violent extremism, so that the people of Lincolnshire can go about their business freely and with confidence.

Experience has shown that the best results are achieved by:

- Partnership working and community engagement
- Understanding the challenge and its context
- Developing an effective action plan
- Managing risk
- Tracking progress and evaluating success
- Sharing learning

Lincolnshire has a PREVENT steering board which provides the strategic direction and is attended by a variety of partners including Education. Please refer to Appendix 8.

The CHANNEL panel is the operational group for Lincolnshire and has multi-agency representation.

6.4. Staff training

Settings should ensure that their staff are equipped to identify children at risk of being drawn into terrorism, as well as challenge extremist ideas. They should know how to refer children and young people for further help.

All staff can undertake PREVENT e-learning via the [LSCB website](#). Face to face learning is available to book via the [Stay Safe partnership website](#).

6.5. Referral Process

As part of the duty to protect young people from the messages of extremism, the Federation will refer any young person they are concerned about to the local Prevent team through the Channel process. The Channel referral form can be found through the LSCB website link above and should be returned to the email provided channel@lincs.pnn.police.uk Before doing this the schools should contact prevent@lincs.pnn.police.uk or PREVENT@lincolnshire.gov.uk to seek advice and support to see if a Channel referral is appropriate. Where the school has serious concerns about the vulnerability of a young person in relation to extremist behaviour, then the school should make a call to the Police on 999.

6.6. IT policies

Settings are expected to ensure that children are safe from online terrorist and extremist material, typically via appropriate levels of filtering.

Settings can require pupils and staff to abide by acceptable user policies which make clear that accessing such sites is unacceptable. Using Federation equipment to send terrorist publications to others would be a criminal offence.

6.7. Monitoring and enforcement

Ofsted inspectors will assess the settings approach to keeping children safe from the dangers of radicalisation and extremism and what is done when the setting suspects that pupils are vulnerable to these threats. If a setting is considered to be failing in this regard or if their staff or children's safety is threatened, maintained Federations will be subject to intervention and academies or free Federations may be subject to termination of funding. For independent Federations in England or Wales, they must remedy any failing or be subject to regulatory action. Early years settings are also covered by this monitoring provision.

6.8. Wider issues to consider:

These are some further areas to consider in implementing the PREVENT agenda:

- Settings are required to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs.
- Curriculum including a balanced Religious Education, Personal Social and Health Education etc.

EMTET is the Ethnic Minority and Traveller Education Team who can support settings by working with individuals who are victims of racism or are perpetrators of racism or have racist views. In addition, they can signpost settings to other organisations which will be able to support with other similar issues. EMTET contact details are 01427 787190, www.lincolnshire.gov.uk/emtet

7. FEMALE GENITAL MUTILATION (FGM)

Female Genital Mutilation (FGM) is child abuse and illegal. As of 31st October 2015, all regulated professionals including qualified teachers or persons who are employed or engaged to carry out teaching work in Federations are required to report cases of FGM to the Police. This is a personal duty and cannot be transferred to anyone else. The new mandatory reporting duty related to a disclosure that FGM has already happened and this should be reported to the Police on 101. Where a girl discloses information that identifies her as at risk of FGM, professionals should follow the normal safeguarding procedures.

8. YOUTH PRODUCED SEXUAL IMAGERY (SEXTING)

We have a duty of care towards our pupils and an obligation to support them in being safe in the online world as well as the physical world.

There are a number of definitions of sexting but for the purposes of this policy sexting is simply defined as: Images or videos generated

- by children under the age of 18, or
- of children under the age of 18 that are of a sexual nature or are indecent.

These images are shared between young people and/or adults via a mobile phone, handheld device or websites with people they may not even know.

Sexting or youth produced sexual imagery does not refer to one single activity: it can have multiple facets and activities, be connected to sexual pleasure and be linked to a 'normal' part of sexual development; however, something that transpires online can quickly spiral out of control as it becomes freely available in the public domain. It can then be transferred, forwarded, downloaded, uploaded and shared.

Any situations involving our pupils and youth produced sexual imagery are taken seriously as potentially being indicative of a wider safeguarding or child protection concern or as being problematic sexual behaviour. The understanding of children and young people around the potential implications of taking and/or sharing youth produced sexual imagery is likely to be influenced by the age and ability of the children involved. In some cases children under 13 (and indeed older) may create youth produced sexual imagery as a result of age appropriate curiosity or risk-taking behaviour or simply due to naivety rather than any sexual intent.

We follow the guidance and principles in the document, 'Sexting in Schools & Colleges: Responding to incidents and safeguarding young people.'

All incidents involving youth produced sexual imagery will be responded to in line with the school's safeguarding and child protection procedures;

When an incident involving youth produced sexual imagery comes to the attention of the school community:

- The incident is referred to the DSL as soon as possible and recorded using the usual safeguarding recording system.
- The DSL should hold an initial review meeting with appropriate school staff
- There should be subsequent interviews with the young people involved (if appropriate)
- Parents/carers should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm
- At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately.

Any direct disclosure by a young person should be taken very seriously. A young person who discloses they are the subject of sexual imagery is likely to be embarrassed and worried about the consequences. It is likely that disclosure in school is a last resort and they may have already tried to resolve the issue themselves.

Securing and handing over devices to the police

If any devices need to be seized and passed onto the police then the device(s) should be confiscated and the police should be called. The device should be turned off and placed under lock and key until the police are able to come and retrieve it. See government guidance, '[Searching, screening and confiscation at school](#)'.

9. PEER TO PEER ABUSE

Children and young people may be harmful to one another in a number of ways which would be classified as peer on peer abuse.

Types of abuse

There are many forms of abuse that may occur between peers and this list is not exhaustive;

- Physical abuse e.g. (biting, hitting, kicking, hair pulling etc.)
- Sexually harmful behaviour/sexual abuse e.g. (inappropriate sexual language, touching, sexual assault etc.)
- Bullying (physical, name calling, homophobic etc.)
- Cyber bullying
- Youth Produced Sexual Imagery (Sexting)
- Initiation/Hazing
- Prejudiced Behaviour

We constantly develop appropriate strategies in order to prevent the issue of peer on peer abuse rather than manage issues in a reactive way.

We recognise that peer on peer abuse can and will occur in any setting even with the most stringent of policies and support mechanisms. In which case it is important to continue to recognise and manage such risks and learn how to improve and move forward with strategies in supporting our pupils to talk about any issues and through sharing information with all staff.

We support this by ensuring that our school has an open environment where pupils feel safe to share information about anything that is upsetting or worrying them. This is strengthened through a strong and positive PHSE/SMSC

curriculum that tackles such issues as prejudiced behaviour and gives children an open forum to talk things through rather than seek one on one opportunities to be harmful to one another.

Expected action taken from all staff

Although the type of abuse may have a varying effect on the victim and initiator of the harm, we follow simple steps to 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. It is necessary to gather the information as soon as possible to get the true facts around what has occurred as soon after the child(ren) may have forgotten. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved. For example; we do not use the word perpetrator, as this can quickly create a 'blame' culture and leave a child labelled.

All staff are trained in dealing with such incidents, talking to pupils and instigating immediate support in a calm and consistent manner. Staff are not prejudiced, judgemental, dismissive or irresponsible in dealing with such sensitive matters.

All incidents are recorded and shared with the designated safeguarding lead. Information is shared appropriately with parents/carers.

Further detail can be found within the LCC and **Federation** Peer to Peer Abuse Policy. **(Appendix 14)**

10. SAFER RECRUITMENT AND PROFESSIONAL BOUNDARIES

The Federation pays full regard to DfE guidance Keeping Children Safe in Education – September 2018 and with reference to the 'Position of Trust' offence (Sexual Offences Act 2003). We ensure that all appropriate measures are applied in relation to everyone who works in the Federation who is likely to be perceived by the children as a safe and trustworthy adult, which includes Governors in maintained schools who are required to have an enhanced criminal records certificate. We do this by:

- 8.1. Operating safer recruitment practices including appropriate Disclosure and Barring Service (DBS) and reference checks, verifying identity, academic and vocational qualifications, obtaining professional references, checking previous employment history (including any additional checks thought appropriate for staff who have lived or worked outside the UK) and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and checking the Children's List and the existence of any teacher prohibition orders (checked via the ['Teacher Services' system](#)) and the right to work in England checks in accordance with DBS and Department for Education procedures.
- 8.2. In February 2015 the DfE issued additional guidance about disqualification by association '[Disqualification Under the Childcare Act 2006](#)' which applies to those staff employed and/or provide childcare in either the early years (birth until end of reception age) or later years (children under the age of 8). Schools will need to ask those staff in scope to complete a disqualification declaration. Upon return Federations should contact their HR adviser and LADO where a positive declaration has been made.
- 8.3. Ensuring that staff and volunteers adhere to a published code of conduct and other professional standards at all times, including after Federation activities. Staff are aware of social media/ on-line conduct.
- 8.4. Ensuring any disciplinary proceedings against staff related to Child Protection matters are concluded in full in accordance with Government guidance "Keeping Children Safe in Education 2015" and LSCB, LADO and HR Policy, procedures and guidance.
- 8.5. Ensuring that all staff and other adults on site are aware of the need for maintaining appropriate and professional boundaries in their relationship with pupils and parents, following the Code of Conduct.
- 8.6. Establishing adequate risk assessments are in place including for extended Federation, volunteer and holiday activities.
- 8.7. Supporting staff confidence to report misconduct.
- 8.8. At least one member of every recruitment panel has completed Safer Recruitment training within the last 5 years. At least one person in Federation should have completed the LSCB face to face Safer Recruitment within the last 5 years. E-learning is also available. Training is available to book at www.lincolnshire.gov.uk/lscb (click 'Training')

11. WHISTLEBLOWING PROCEDURE

Maintained schools should follow the Lincolnshire County Council whistleblowing arrangements. The school should have a copy of Lincolnshire CC's whistleblowing arrangements which can be tailored to fit the school's circumstances. The LCC policy and process for schools can be found at <https://www.lincolnshire.gov.uk/111773.article>

There should be at least one member of staff and at least one governor who other members of staff can contact if they wish to report concerns. School staff can also contact the local authority on 0800 0853716 or whistleblowing@lincolnshire.gov.uk in case a staff member feels they should report to someone outside the school.

Academies and Independent Schools are responsible for agreeing and establishing their own whistleblowing procedures.

The governing body minutes should include a record of:

- The school's whistleblowing arrangements
- the people in and outside the school that staff members should report concerns to

Every member of staff must be informed of the school's whistleblowing arrangements.

Every staff member, including temporary staff and contractors, should know:

- what protection is available to them if they decide to report another member of staff
- what areas of malpractice or wrongdoing are covered in the school's whistleblowing procedure
- the different routes available to them for reporting a concern, including who they can approach both in and outside the school

All staff and contractors should be aware of the NSPCC Whistleblowing Advice Line for Professionals (0800 028 0285) and be aware that they can use this line if:

- the school doesn't have clear safeguarding procedures to follow
- they believe their concerns won't be dealt with properly or may be covered-up
- they have raised a concern but it hasn't been acted upon
- they are worried about being treated unfairly.

They should be aware that they can call about an incident that happened in the past, is happening now or they believe may happen in the future.

12. COMMUNICATION WITH PARENTS AND CARERS

The school takes steps to ensure all parents and carers understand the child protection and safeguarding policy. The policy is available through the school public website and parents receive updates on reviews and changes through home school communication. Parents can raise a concern about their child's safety or about general safeguarding concerns in the school by informing the school immediately where there is risk of harm to a child or raising the concern through the school's complaints procedure.

Parents are regularly informed of information that they may need to be aware of to help them to protect their children from harm inside and outside the school environment.

Where the school has concerns for the safety of a child, parents are made aware of these concerns and their consent is sought in line with local safeguarding procedures unless doing so would increase the risk of harm to the child.

13. GOVERNING BOARD RESPONSIBILITIES

The Governing Board fully recognises its responsibilities with regard to Safeguarding and promoting the welfare of children in accordance with Government guidance.

The Governing Board have agreed processes which allow them to monitor and ensure that the Federation:

- 13.1. Has robust Safeguarding procedures in place.
- 13.2. Operates safer recruitment procedures and appropriate checks are carried out on new staff and adults working on the Federation site. This includes checking the Single Central Record (SCR).
- 13.3. Has procedures for dealing with allegations of abuse against any member of staff or adult on site
- 13.4. Has a member of the Leadership Team who is designated to take lead responsibility for dealing with Safeguarding and Child Protection issues
- 13.5. Takes steps to remedy any deficiencies or weaknesses with regard to Safeguarding arrangements.

13.6. Is supported by the Governing **Board** nominating a member responsible for liaising with the LA and/or partner agencies in the event of allegations of abuse against the Headteacher; this is the Chair.

13.7. Carries out an annual review of the Safeguarding policy and procedures.

13.8. Carries out an annual Safeguarding Audit in consultation with the Governing **Board**, sharing this with the LSCB/Safeguarding in Federations team on request. Support available with this via safeguardingschools@lincolnshire.gov.uk

14. (LADO) ALLEGATIONS MADE AGAINST ADULTS WHO WORK WITH CHILDREN

Child Protection procedures must be followed whenever any member of staff or volunteer becomes aware of a concern, or an allegation of abuse is made, about an adult including volunteers who work with children. The Head teacher must be notified or, where the allegation is against the Head teacher, the Chair of Governors must be informed. The first priority is whether any immediate action needs taking to ensure a child or other children are safe. **All allegations of alleged or suspected abuse against an adult who works with children must be reported to the Lincolnshire's Local Authority Designated Officers (LADO).** (contact **information** in Appendix 1) Further guidance is in Section 3 of the statutory document [Keeping Children Safe in Education Sept 2018](#).

Reporting to the LADO applies even where the nature of the alleged assault would not normally meet the threshold if applied to children in their own families. For example, a report of a child being smacked by a parent, with no injury caused, would be unlikely to require any response by Police or Social Care. However, a similar report of a child being smacked by a teacher should be responded to because of:

- the vulnerability of children away from home;
- the higher standards of conduct demanded by law and regulation of those caring for other people's children;
- the position of trust enjoyed by such people.

Contact should be made with the LADO when it is alleged, or there are concerns that, a person who works 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.

A LADO referral form (Autumn 2017) should be completed for each contact with LADO & emailed to LADO@lincolnshire.gcsx.gov.uk

This process should be followed for members of staff/volunteers who are currently working in any Federation or college regardless of whether the Federation or college is where the alleged abuse took place – i.e. the allegation may relate to the individual's personal life or be historic.

Employers have a duty of care to their employees. They should ensure they provide effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended. Decisions about suspension are made on a case by case basis and will depend on the nature and seriousness of the allegation. It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer in a Federation or college is dealt with in a timely manner, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

15. OTHER RELATED POLICIES:

The Federation takes safeguarding seriously and understands this policy is over-arching. The Federation also maintains other linked policies in line with the legislative requirements; together these make up the suite of policies to safeguard and promote the welfare of children in this Federation.

- Anti-Bullying policy
- Attendance policy
- Behaviour Policy
- [Child Sexual Exploitation Toolkit and procedures](#)
- Children Missing Education policy
- Complaints procedure
- Confidentiality Policy
- Data Protection/Information Sharing protocol
- [Domestic Abuse guidance](#)

- Equality and Diversity Policy
- [E-Safety guidance](#) & policy
- [Extremism and Radicalisation PREVENT guidance](#)
- Guidance for Safer Working Practice for Adults who work with Children & Young People in Education Settings
- Health and Safety Policy
- Intimate Care Procedures (Appendix 10)
- Keeping Children Safe in Education July 2018
- [Meeting the Needs of Children in Lincolnshire](#)
- [Peer to Peer Abuse Policy](#)
- [Professional Resolution and Escalation Protocol Flowchart](#)
- Pupils living with HIV procedures
- SEND policy
- [Sexting in School and Colleges Policy](#)
- Staff Code of Conduct/Staff Handbook
- [Team Around the Child \(TAC\) Handbook](#)
- Whistleblowing Policy
- [Working Together to Safeguard Children March 2015](#)

Appendix 1.

Staying Safe

Advice on any aspect of Child Protection can be sought from the Child Protection Team;

Designated Safeguarding Lead	Paul Bargh
Deputy Safeguarding Lead	Fern Parsons and Donna Iveson
Our local contact numbers are:	Frithville 01205 750291 New York 01205 280320
Safeguarding of children concerns (Children living in Lincolnshire)	01522 782111 <i>Lincolnshire's Children's Services Customer Service Centre for reporting concerns and Early Help Team for Advice</i> 01522 782333 (6pm-8am + weekends and Bank Holidays) <i>Emergency Duty Team</i>
Safeguarding of children concerns (Children living in other Authorities)	
Allegations against /concerns about adult(s) working with children	Staff must report concerns to the headteacher or in the event of concerns about the headteacher concerns must be reported to the Chair of Governors. The Head/Chair must contact LADO to discuss concerns & course of action. Lincolnshire Local Authority Designated Officers (LADO) Paul Fisher & Rachel Powis 01522 554674 LADO@lincolnshire.gcsx.gov.uk
Police (Emergency) Police (Non Emergency)	999 101 Lincolnshire Police Public Protection Unit, Central Referral Unit 01522 947590
Safeguarding Children Officer (Education Settings) for advice around safeguarding policy, audits etc.	01522 554695 Ruth Fox safeguardinginFederations@lincolnshire.gov.uk Stay Safe Partnership 'Safeguarding in Schools' tab

Continuum of Need



<p>UNIVERSAL</p> <p>Children and young people whose needs are being adequately met by their family, friends and community and who are accessing universal services. (e.g. health visiting, GP, Federations)</p> <ul style="list-style-type: none"> • RESPONSE: - Continue meeting child or young person's needs as a universal service in a safe environment. <p>Universal services will remain at all levels of need.</p>	<p>TARGETED</p> <p>Children and young people who would benefit from additional help with moderate difficulties in order to make the best of their life chances.</p> <ul style="list-style-type: none"> • RESPONSE: - A practitioner who identifies unmet needs for a child or young person should consider how these needs can best be met, usually by some additional help from within their own agency. The Early Help Assessment (EHA) can help to identify and plan to meet needs and involve others where necessary.
<p>COMPLEX</p> <p>Children and young people who have a range of additional needs affecting different areas of their life.</p> <ul style="list-style-type: none"> • RESPONSE: Request support from other agencies such as family support, commissioned services Youth Crime Prevention Team and Education Welfare. Agencies work together to provide a network of support to the child or young person and their family. • Identify a lead professional to co-ordinate support and be primary link with the family. • Hold a multi-agency meeting and use the Early Help Assessment (EHA) with child and family to assess their needs. Develop and implement an Action Plan and review progress. 	<p>SPECIALIST</p> <p>Children and young people who need immediate protection or who require integrated support from a statutory service such as CAMHS, Children's Social Care, or Youth Offending Service.</p> <ul style="list-style-type: none"> • Children's Social Care lead multi-agency planning and support through a Child-in-Need Plan, Child Protection Procedures, or accommodation by Children's Social Care. • Youth Offending Team lead multi-agency interventions for Court-Ordered Supervision of Young Offenders in the community and in custody.

If at any point you are concerned about the safety of a child or young person, contact Lincolnshire Children's Services Customer Service Centre

Tel: 01522 782111

Appendix 3

DEFINITIONS OF ABUSE
"WORKING TOGETHER TO SAFEGUARD CHILDREN" 2015

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.

It 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)
- ensure access to appropriate medical care or treatment.

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

Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on their emotional development. It may involve:

- conveying to them that they are worthless, unloved, inadequate, or valued only insofar as they meet the needs of another person.
- not giving them opportunities to express their views deliberately silencing them or 'making fun' of what they say or how they communicate.
- developmentally inappropriate expectations being imposed; interactions that are beyond the child's developmental capability
- overprotection and limitation of exploration and learning
- preventing the child participating in normal social interaction.
- seeing / hearing the ill-treatment of another.
- serious bullying causing them frequently to feel frightened or in danger
- exploitation or corruption of them.

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone

Sexual Abuse

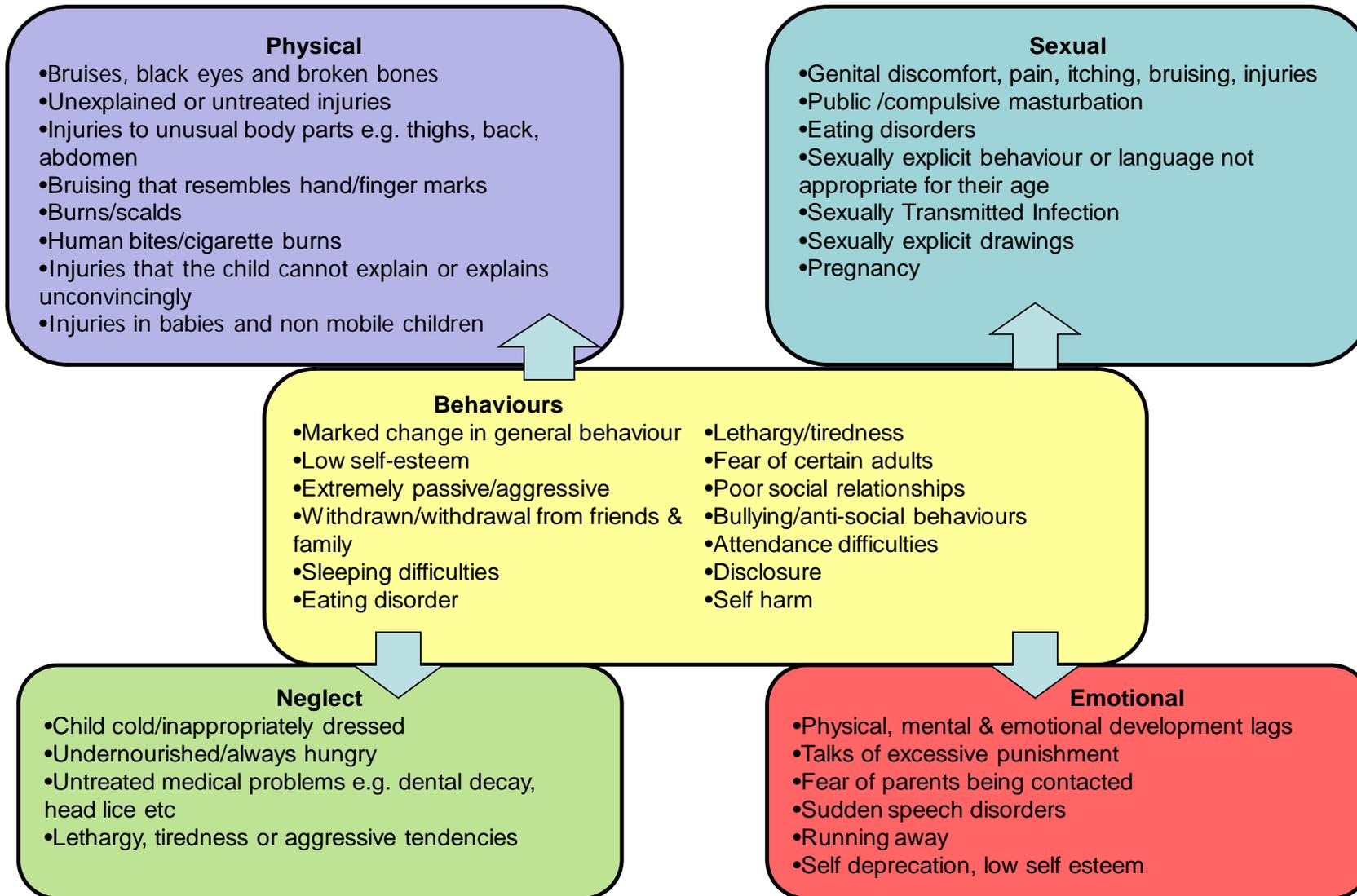
- forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.
- physical contact: including assault by penetration e.g. rape or oral sex; or non-penetrative acts e.g. masturbation, kissing, rubbing & touching outside of clothing
- Non-contact activities: e.g. involving children in looking at/ in the production of sexual images/ activities, encouraging children to behave in sexually inappropriate ways, grooming a child in preparation for abuse.

Physical Abuse

A form of abuse which may involve:

- Hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating, or otherwise causing physical harm to a child.
- Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately induces illness in a child.
- Injuries in babies and non-mobile children

Symptoms of Abuse



Receiving Disclosures:

Receive

- Listen, try not to look shocked or be judgmental
- Believe what they say ‘take it seriously’.
- Accept what the young person says.
- Don’t make them feel bad by saying “you should have told me earlier”
- Don’t ‘interrogate’ them – let them tell you, try not to interrupt
- Note the date and time, what was done, who did it, and where it took place
- Use the young person’s own words
- Don’t criticise the perpetrator
- Don't take photographs of any injuries
- Don’t ask leading questions – use ‘open’ questions to clarify only (T.E.D)



Tell me what you mean by that?/ Can you Tell me how that happened?

Explain that to me

Describe that...

Reassure

- Stay calm, tell the young person they’ve done the right thing in telling you
- Reassure them they are not to blame
- Empathise – don’t tell them how they should be feeling
- Don’t promise confidentiality, explain who needs to know
- Explain what you’ll do next
- Be honest about what you can do



Report and Record

- Make a Brief, accurate, timely and factual record
- Discuss with the Designated Safeguarding Lead (DSL) or their Deputy, without delay
- The Designated Safeguarding Lead will assess the situation and decide on the next steps

Things to include:

- Time and full date of disclosure/incident and the time and full date the record was made
- An accurate record of what was said or seen
- Whether it is 1st or 2nd hand information
- Whether the child was seen/spoken to
- Whether information is fact/ professional judgement
- Full names and roles/status of anyone identified in the report
- Avoid acronyms/jargon/abbreviations
- Sign the record with a legible signature.
- Record actions agreed with/by the Designated Lead



Records should be reviewed regularly and any new concerns should be added and responded to immediately.

Appendix 6

The 5 Year Safeguarding Training Pathway

The statutory guidance, 'Keeping Children Safe in Education – September 2016', states 'All staff members should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This should include: the child protection policy; the staff behaviour policy (sometimes called a code of conduct); and the role of the designated safeguarding lead. Copies of policies and a copy of part one of Keeping Children Safe in Education should be provided to staff at induction. **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.'....'Governing bodies should take a proportional risk based approach to the level of information that is provided to temporary staff and volunteers.

Lincolnshire Safeguarding Children Board (LSCB), Lincolnshire County Council and the Frithville and New York Federation agree that best practice would be for all staff to undertake **annual** safeguarding training, based on the LSCB 5year training pathway which is available at www.lincolnshire.gov.uk/lscb. Some staff find the pathway a little confusing so please see a simplified version below.

5 Year Cycle Training Pathway <i>Example</i> for Designated Safeguarding Leads (DSL)	
Year 1	Complete 'Awareness of Child Abuse & Neglect Foundation' E-Learning and LSCB 2 day 'Inter-Agency Safeguarding Children & Young People' face to face course in the locality of your setting.
Year 2	Complete another Safeguarding course, e.g. PREVENT
Year 3	Complete Safeguarding Children Refresher training. This could be the LSCB E-learning
Year 4	Complete another Safeguarding course, e.g. Awareness of Domestic Abuse
Year 5	Complete another Safeguarding course, e.g. Keeping Children Safe in a Digital World

5 Year Cycle Training Pathway <i>Example</i> for all other members of staff	
Year 1	Complete Basic Awareness Safeguarding training. This may be the Safeguarding in Federations 'Training Package' which is updated annually, delivered by the DSL or a DSL from a partner Federation. The package may be presented in one longer session or completed over several sessions. The LSCB 'Awareness of Child Abuse & Neglect Foundation E-Learning' is a suitable alternative, however, please note that if the E-Learning is being undertaken, staff MUST be made aware of safeguarding procedures and policies specific to your setting, including safer working practices and procedures for reporting concerns about adults who work with children and young people.
Year 2	Complete another safeguarding course/session, e.g. PREVENT. This may be face to face/e-learning or attending an in-house session.
Year 3	Complete a Safeguarding Children Refresher course. This could be a refresh of one or more of the sections of the 'Training Package' or the LSCB 'Safeguarding Children Refresher training' E-Learning.
Year 4	Complete another safeguarding course. This may be face to face/e-learning or attending an in-house session.
Year 5	Complete another safeguarding course. This may be face to face/e-learning or attending an in-house session.

Federations should plan the 5year pathway carefully, taking into consideration any gaps in staff knowledge, updates to statutory guidance documents and the needs of the children and young people in the setting and community. Always keep accurate records of staff safeguarding updates on a spreadsheet and remember to keep a central copy of any evidence of training, e.g. certificates.

The 'Training Package' is available on request by emailing safeguardinginFederations@lincolnshire.gov.uk. The Training

Package contains a Trainer Manual, delegate workbook, powerpoint presentation and training notes along with certificate templates.

Appendix 7

Code of ethical practice for school staff

All school staff are valued members of the school community. Everyone is expected to set and maintain the highest standards for their own performance, to work as part of a team and to be an excellent role model for our children.

All school staff should:

- place the safety and welfare of children above all other considerations
- treat all members of the school community, including children, parents, colleagues and governors with consideration and respect
- adhere to the principles and procedures contained in the policies in our safeguarding portfolio and in teaching and learning policies
- treat each child as an individual and make adjustments to meet individual need
- demonstrate a clear understanding of and commitment to non-discriminatory practice
- recognise the power imbalances between children and staff, and different levels of seniority of staff and ensure that power and authority are never misused
- understand that school staff are in a position of trust and that sexual relationships with a child, even over the age of 16, may be an offence
- be alert to, and report appropriately, any behaviour that may indicate that a child is at risk of harm
- encourage all children to reach their full potential
- never condone inappropriate behaviour by children or staff
- take responsibility for their own continuing professional development
- refrain from any action that would bring the school into disrepute
- value themselves and seek appropriate support for any issue that may have an adverse effect on their professional practice.

I agree to abide by the above:

Staff name _____

Signature _____

Date _____

Appendix 8

Frithville and New York Federated Schools Cause for Concern Reporting Form.

This form is to be completed on all occasions when there is cause for concern in relation to the welfare of a child and given to your Designated Child Protection Person.

Section A ~ Details of the staff member reporting concerns:	
Full name	
Post Held	

Section B ~ Details of Pupil:	
Full name	
D.O.B.	
Address	
Parent's name	

Do these concerns relate to a specific incident? If YES complete Section C; if NO complete Section D.

Section C	Date:	Time:
Place of incident		
Date form completed		
Form completed by		
Brief circumstances of incident, to include any precipitating factors and injuries sustained, witnesses (if applicable).		

Section D ~	Details of concern (specific or cumulative, give dates, nature of concern and actions taken:

--

Section E ~ Any other relevant information:

--

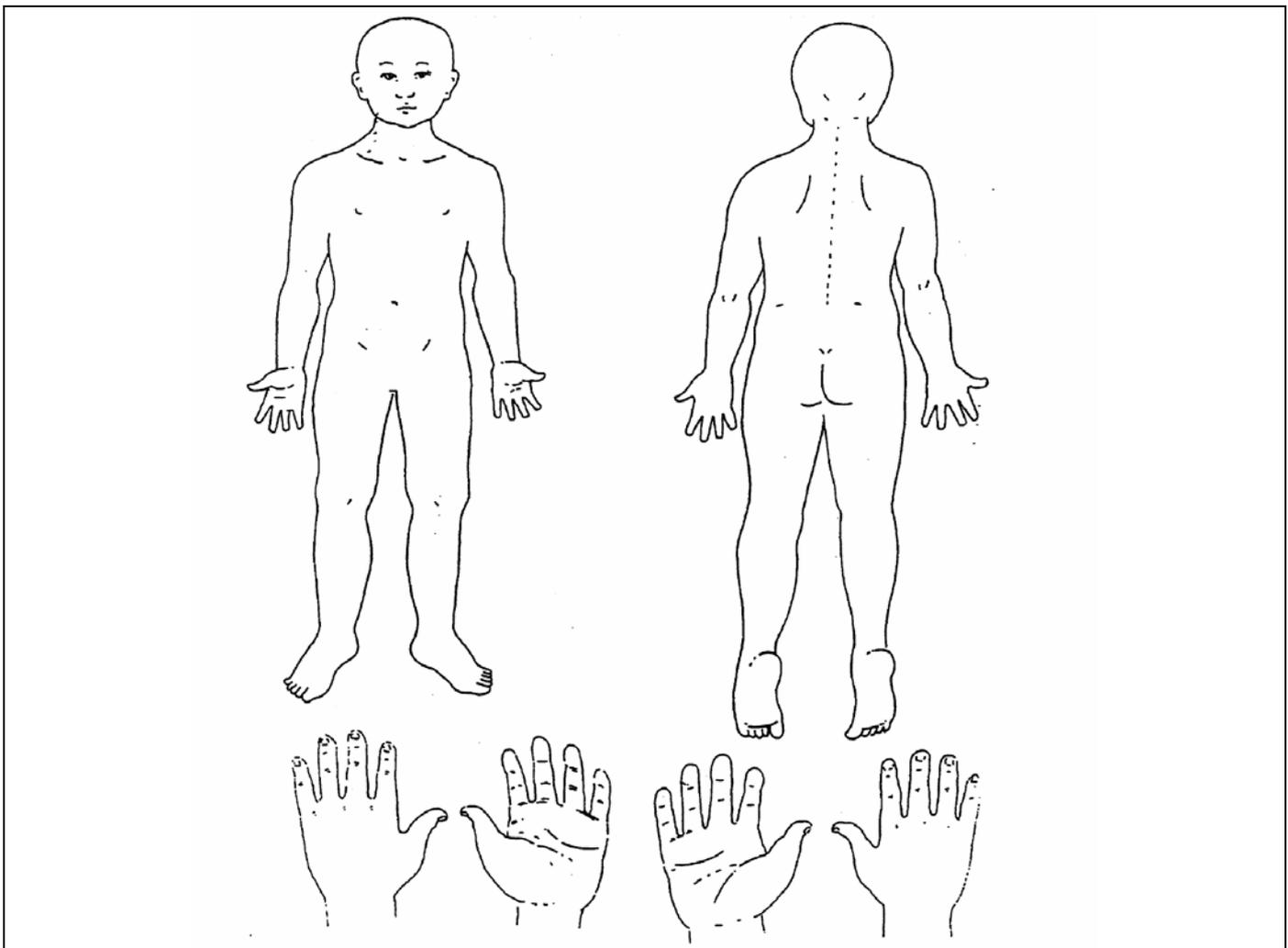
Section F	Signed:	
Discussed with Designated Child protection Person (Y/N)		Agreed:
Form passed to Designated Child Protection Person (Y/N)		Date:

Section G ~ For the attention of the Designated Child Protection Person and Headteacher:

Strategy meeting with Children's Social Care/Police (Y/N)	Date:
Basis of Decision/Further action agreed (if any)	

Section H ~ Skin Map:

--



Appendix 9

Photographs and Allergies' Parent Declaration

Admin only:
 Date started:
 Year group:

Confidential Pupil Data Sheet

1. **Child's** Nationality: First Language: Male/Female
 Surname/family name: Preferred name:
 All other names:
 Date of Birth: As verified from Birth Certificate (Admin check)
 Address:
 Post Code: Tel no:

2. **Parent(s)/Carer(s) who share responsibility for the child:**

Full name of Mother/Carer:	Full name of Father/Carer:
Miss/Ms/Mrs:	Mr:
Address (if not as above):	Address (if not as above):
.....
Place of work/contact/tel no:	Place of work/contact/tel no:
.....
Daytime Tel no:	Daytime Tel no:

Absent Parents:

Copies of school letters, newsletters and reports etc should be sent to...

Name and relationship to children:

Address:

3. Emergency Contacts:		
Name:	Relationship:	Tel no:
a.
b.
c.

5. Other Children in the Family (i.e. names, relationship, age):

4. Social Services, Custody and Court Orders:
Is there Social Services involvement with the family? Yes / No

Indicate the nature of the involvement:

Is a Court Order in force for the child? Yes / No

Indicate the nature of the order:

Indicate which court made the order:

6. Schools/Nursery attended (In order):	Admission Date:	Leaving Date:	School/Nursery address:

7. Family Doctor:

Name: Tel no:

Address:

8. Child's Health:
(Health concerns e.g. hearing, sight, allergies, special conditions, regular medication, anything we should be aware of)

Should the need arise, I give the school permission to call a doctor/administer first aid to my child.

Signed: Parent/Carer Date:

9. Other information:
(Religious considerations relating to culture, customs, dress or prohibitions; languages spoken other than English; special diet; need for interpreters/translation. Special interests e.g. what your child enjoys and what he/she does not like)

Travel to school: Walk Car Taxi Public transport:

Lunch arrangements: Packed lunch: Home: School lunch: Please ask at the office for advice on free school meals.

10. Declarations and Permissions:	Date:
Reading at home	
a. I am willing to hear my child read at home as often as possible.	Signed:
Transport	
b. I agree to my child using any transport provided by school for the purpose of a school activity, or in the case of an emergency.	Signed:
Activities off site	
c. I agree to my child participating in activities off the school premises, within normal school hours, as part of the school curriculum.	Signed:
Photographs	
d. I agree to my child having their photograph taken and used in for the website, press releases and publicity.	Signed:
Names	
e. I agree to my child's name to be used in conjunction with the above photographs.	Signed:
Films	
f. I agree to my child being able to watch carefully chosen PG films.	Signed:
Food tasting	
g. I agree to my child taking part in any food tasting that may take place as part of the school curriculum.	Signed:
Uniform and PE kit	
h. I agree to provide my child with the appropriate school uniform and PE kit.	Signed:

NB: This information may be computerised and used for administrative purposes. All personal information which is computerised has to be registered and may be used and disclosed only as described in the Data Protection register.

Appendix 10

Intimate Care Procedures

1. INTRODUCTION

- 1.1 Staff who work with young children or young people will realise that the issue of intimate care is a difficult one and will require staff to be respectful of children's needs.
- 1.2 Intimate care can be defined as care tasks of an intimate nature, associated with bodily functions, body products and personal hygiene which demand direct or indirect contact with or exposure of the genitals. Examples include care associated with continence and menstrual management as well as more ordinary tasks such as help with washing or showering.
- 1.3 Children's dignity will be preserved and a high level of privacy, choice and control will be provided to them. Staff that provide intimate care to children have a high awareness of child protection issues. Staff behaviour is open to scrutiny and staff across the Federation work in partnership with parents/carers to provide continuity of care to children/young people wherever possible.
- 1.4 Staff deliver a full personal safety curriculum, as part of Personal, Social and Health Education, to all children as appropriate to their developmental level and degree of understanding. This work is shared with parents who are encouraged to reinforce the personal safety messages within the home.
- 1.5 The Federation is committed to ensuring that all staff responsible for the intimate care of children will undertake their duties in a professional manner at all times. The Federation recognises that there is a need to treat all children with respect when intimate care is given. No child should be attended to in a way that causes distress or pain.

2. OUR APPROACH TO BEST PRACTICE

- 2.1 All children who require intimate care are treated respectfully at all times; the child's welfare and dignity is of paramount importance.

- 2.2 Staff who provide intimate care are trained to do so (including Child Protection and Health and Safety training in moving and handling when appropriate) and are fully aware of best practice. Equipment will be provided to assist with children who need special arrangements following assessment from physiotherapist/occupational therapist as required.
- 2.3 Staff will be supported to adapt their practice in relation to the needs of individual children taking into account developmental changes such as the onset of puberty and menstruation. Wherever possible staff who are involved in the intimate care of children/young people will not usually be involved with the delivery of sex and relationship education to their children/young people as an additional safeguard to both staff and children/young people involved.
- 2.4 There is careful communication with each child who needs help with intimate care in line with their preferred means of communication (verbal, symbolic, etc.) to discuss the child's needs and preferences. The child is aware of each procedure that is carried out and the reasons for it.
- 2.5 As a basic principle, children will be supported to achieve the highest level of autonomy that is possible given their age and abilities. Staff will encourage each child to do as much for themselves as they can. This may mean, for example, giving the child responsibility for washing themselves. Individual intimate care plans will be drawn up for particular children as appropriate to suit the circumstances of the child. These plans include a full risk assessment to address issues such as moving and handling, personal safety of the child and the staff and health.
- 2.6 Each child's right to privacy will be respected. Careful consideration will be given to each child's situation to determine how many staff might need to be present when a child needs help with intimate care. Where possible one child will be cared for by two adults. 2.7 Wherever possible the same child will not be cared for by the same adult on a regular basis; there will be named staff members known to the child who will take turns in providing care. This will ensure, as far as possible, that over-familiar relationships are discouraged from developing, while at the same time guarding against the care being carried out by a succession of completely different staff.
- 2.7 Parents/staff will be involved with their child's intimate care arrangements on a regular basis; a clear account of the agreed arrangements will be recorded on the child's care plan. The needs and wishes of children and parents will be carefully considered alongside any possible constraints; e.g. staffing and equal opportunities legislation.
- 2.8 Each child/young person will have an assigned member of staff to act as an advocate to whom they will be able to communicate any issues or concerns that they may have about the quality of care they receive.

3. THE PROTECTION OF CHILDREN

- 3.1 Education Child Protection Procedures and Inter-Agency Child Protection procedures will be accessible to staff and adhered to.
- 3.2 Where appropriate, all children will be taught personal safety skills carefully matched to their level of development and understanding.
- 3.3 If a member of staff has any concerns about physical changes in a child's presentation, e.g. marks, bruises, soreness etc. he/she will immediately report concerns to the appropriate manager/designated person for child protection (Mr. Bargh, Headteacher). A clear record of the concern will be completed and referred to social care and/or (police) if necessary. Parents will be asked for their consent or informed that a referral is necessary prior to it being made unless doing so is likely to place the child at greater risk of harm – see the Education Child Protection Procedures.
- 3.4 If a child becomes distressed or unhappy about being cared for by a particular member of staff, the matter will be looked into and outcomes recorded. Parents/carers will be contacted at the earliest opportunity as part of this process in order to reach a resolution. Staffing schedules will be altered until the issue(s) are resolved so that the child's needs remain paramount. Further advice will be taken from outside agencies if necessary.
- 3.5 If a child makes an allegation against a member of staff, all necessary procedures will be followed - see The Education Child Protection Procedures.

Appendix 11

Lincolnshire Police Channel

Safeguarding vulnerable individuals from violent extremism

Referral form

Please fill in as much information as possible. Simply click in the grey box and type the details required. Once completed, email the form to channel@lincs.pnn.police.uk

The Channel process is about providing early intervention to prevent young and vulnerable people becoming radicalised into extremist violence. Violent extremism may be related to any religion or faith or to political or environmental issues. There is no single route into extremism, nor is there a simple profile of those that may become extremist. Factors that may indicate vulnerability to extremism may include:

- Possession of literature regarding military training, skills and techniques
- Possession of violent extremist literature
- The expression of extremist views advocating violent actions and means
- Association with known extremists, seeking to recruit others to an extremist ideology or claims of involvement with organisations espousing extreme violence
- Exposure to an ideology that appears to sanction, legitimize or require violence
- A range of perceived grievances, real and some imagined, to which there seems to be no credible and effective non-violent response.

It must not be assumed that these characteristics and experiences will necessarily lead to individuals becoming violent extremists, or that these indicators are the only source of information required to make an appropriate assessment about vulnerability. Channel is not about spying or gathering intelligence. Its aim is to identify people who may be vulnerable to being drawn into acts of extremist violence for whatever purpose.

The information you provide on this form will be held on police systems and will be used to determine if further enquiries, investigations and interventions are required. Please provide as much information as possible. Where possible, any suspicion or opinion should be supported by reference to others facts or sources.

Ordinarily, should you be disclosing personal information from your information systems you should obtain the consent of the individual concerned though we appreciate this isn't always possible or desirable. **Information that you provide may be shared with other partners and organisations.** You may wish to consult your Data Protection Officer for further advice.



1. Details of person / organisation making the referral:	
Name:	
Organisation:	
Contact number(s):	
Email address:	
Date of referral:	

2. Details of person being referred to Channel	
Name of person being referred:	
Date of birth (if known):	
Address:	
Phone number:	

Details of family members, associates, and friends that may be linked to this activity:	
Other agencies involved with referral (include names and contact details):	
School/college attended, place of work, occupation etc:	

3. Reasons for referral
Please give as much detail as possible of why you consider this person to be at risk or vulnerable to extremist violence. This should include any opinions and where appropriate, facts or evidence supporting these opinions.

Thank you for completing the Channel referral form. Please email the form to Channel@lincs.pnn.police.uk



Appendix 12

Safeguarding pupils on work experience:

Work experience provides a number of benefits for children. It can help with their development and also help them choose their vocation for later life. For pupils to get the most out of this experience it is essential that school and the employer work together to ensure the pupils’ safety and wellbeing.

This appendix sets out clear guidelines and responsibilities for both the Frithville and New York Primary Schools as the placement employer, together with that of the organising school.

A copy of the Frithville and New York Child Protection and Safeguarding Policy will be sent to the organising school before the commencement of the work experience placement.

1. Aims and objectives:

- 1.1. Work experience should have clear aims and objectives and identify what the pupil will get out of the experience.
- 1.2. The placement should have been chosen to reflect the interests and needs of the pupil. Involving the pupil in making arrangements for their work experience helps to keep them engaged in the process.

2. Expectation:

- 2.1. All pupils should be expected to take part in the work experience scheme.
- 2.2. The school should identify pupils who have additional needs or who may be vulnerable outside of the routine of school life.
- 2.3. The school should ascertain the suitability of work experience placements even if pupils have themselves identified a placement.

3. Organisation:

Pupils should be aware of the member of staff who is responsible for their work experience placement and be told how to contact them when on placement if they have any problems.

4. School support:

- 4.1. Schools need to provide safeguards such as; undertaking initial checks, checks during the placement and helping pupils to prepare for their placement.
- 4.2. This will involve working closely with work experience placements to ensure that the correct employment checks, health and safety considerations and any other safeguards, such as risk assessments are in place.
- 4.3. The school and the work experience placement should clearly identify responsibilities for ensuring these checks are in place.

5. Parental Support: Standard one:

- 5.1. It is important that schools engage with parents to discuss work experience placements and gain the relevant consent to say that the child can take part.
- 5.2. Parents also need to be aware of who will support their child and how to contact them if they have any concerns.
- 5.3. Schools should hold a parents' meeting to outline work experience and their approach.
- 5.4. Individual meetings with parents of pupils with additional needs should also be considered.

6. Responsibility of the pupil:

Pupils need to know the expectations of their behaviour while on placement, what to do if they are ill and who to contact if they have a concern.

7. Health and safety/Insurance requirements:

- 7.1. All checks and risk assessments should be done prior to the placement starting, to ensure that it will be a suitable environment for the pupil.
- 7.2. The school should ensure that the right insurance is in place to protect both the pupils and the company.

8. Safeguarding:

- 8.1. Schools and colleges organising work experience placements should ensure that policies and procedures are in place to protect children from harm.
- 8.2. Other safeguards should be put in place such as:
 - Risk assessments are undertaken prior to young people going on placements.
 - Ensuring there is appropriate supervision of pupils on placements.
 - Making sure that any concerns or disclosures are acted upon quickly.

9. Disclosure and Barring checks - Children under 16

Adults who are supervising children on work experience do not usually require disclosure and barring services checks unless those adults are taking part in "regulated activity" which means regularly supervising or being solely in charge of children. If this is the case, the school or college could ask the employer providing the work experience to ensure that the person providing the instruction or training is not a barred person.

Appendix 13

Best practice for schools when using the services of external organisations

External organisations such as statutory and voluntary and community groups can offer a wealth of support to schools, colleges and academies and can provide a wide variety of services for children and young people such as:

- Counselling and mediation.
- Advocacy services.
- Bereavement support.
- Mentoring and befriending services.
- Support for SEN pupils and pupils with disabilities.
- Before and after school provision.
- Services for young people who are at risk of exclusion.
- Intervention work for those at risk of being sexually exploited affiliated with gangs, or using drugs and alcohol.
- Support for teenage mothers.

Schools can also link families with services that can provide wider support with issues such as domestic abuse, drug and alcohol misuse, mental health, and homelessness.

1. Planning:

- 1.1. Lincolnshire County Council commissions services to provide appropriate support services for children and lists local voluntary and community groups on their website.
 - 1.2. Whilst some services are available at no cost, not all services are free, so school budget is allocated if a particular service is needed. The Pupil Premium can be used if services are needed for a child who is eligible for Free School Meals.
 - 1.3. The use of services from external organisations should be planned and be part of a curricular or school development initiative. Schools need to be clear about the aims and expected outcomes of such interventions. There should be a link person in school who will be responsible for liaising with the voluntary organisation in planning and delivering the work.
 - 1.4. Staff should be updated regularly on the range of services and resources available from other agencies, including statutory, voluntary and community.
 - 1.5. Guidance on appropriate use, clear procedures for referral processes and key contacts for support services should also be made available to staff.
- 3. Confidentiality:**
- 3.1. Confidentiality may mean different things to different organisations and agencies. In a school context, confidentiality policies and procedures have been developed and are enshrined within the school child protection policy.
 - 3.2. The school child protection policy and procedures are based on an in loco parentis context, which is very different from how some of the other professional disciplines operate.
- 4. Safeguarding considerations when using external organisations:**
- 4.1. Disclosure and Barring (formerly CRB) checks are required only for those who have regular and unsupervised access to children and young people.
 - 4.2. Under the terms of the Protection of Freedoms Act 2012 if a volunteer is being adequately supervised, they are not considered to be working in regulated activity, no matter how often they do this, and the school does not need to request a DBS check. Therefore, it is important that volunteers are adequately supervised when working with children and young people. Across the Frithville and New York Federation, due to cohort size and the demands of the curriculum, supervision cannot be guaranteed, therefore we request a DBS check from all adults working with children and young people.
 - 4.3. Organisations working with children and young people are expected to have their own child protection, health and safety, safer recruitment, data protection and confidentiality policies and procedures. It is good practice to record that all parties are aware of their responsibilities and expected conduct to ensure all children and young people are safe. Parents should be kept fully informed at all times.
 - 4.4. Any agency and/or individual who is invited into school should be made aware of, and must adhere to, school ethos and policies.

Appendix 14

Peer to Peer Abuse Policy

Children and young people may be harmful to one another in a number of ways which would be classified as peer on peer abuse.

1. Introduction to abuse and harmful behaviour

Abusive behaviour can happen to pupils in schools and settings and it is necessary to consider what abuse is and looks like, how it can be managed and what appropriate support and intervention can be put in place to meet the needs of the individual and what preventative strategies may be put in place to reduce further risk of harm.

Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. Equally, abuse issues can sometimes be gender specific e.g. girls being sexually touched/assaulted and boys being subject to initiation/hazing type violence (KCSIE, 2016). It is important to consider the forms abuse may take and the subsequent actions required.

2. 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.

2.1. 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.

2.2. 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.

2.3. Bullying (physical, name calling, homophobic etc.)

2.3.1. 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.

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

i. 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.

ii. Repetition: Bullying behaviours happen more than once or have the potential to happen more than once.

2.3.3. 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.

2.4. Cyber bullying

2.4.1. 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.

2.4.2. 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.

2.4.3. 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.

2.5. Youth Produced Sexual Imagery (Sexting)

2.5.1. Youth produced sexual imagery (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.

2.5.2. 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.

2.6. Initiation/Hazing

2.6.1. 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.

2.6.2. 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.

2.7. 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).

2.8. 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.

3. 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. It is necessary to gather the information as soon as possible to get the true facts around what has occurred as soon after the child(ren) may have forgotten. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved. For example; do not use the word perpetrator, this can quickly create a 'blame' culture and leave a child labelled.

In all cases of peer on peer abuse it is necessary that all staff are trained in dealing with such incidents, talking to young people and instigating immediate support in a calm and consistent manner. Staff should not be prejudiced, judgemental, dismissive or irresponsible in dealing with such sensitive matters.

3.1. 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?)

3.2. 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?

3.3. Decide on your next course of action

3.3.1. If from the information that you gather you believe any young person to be at risk of significant harm you must make a safeguarding referral to social care immediately (where a crime has been committed the police should be involved also). If this is the case, once social care has been contacted and made a decision on what will happen next then you will be informed on your next steps.

3.3.2. If social care and the police intend to pursue this further they may ask to interview the young people in school or they may ask for parents to come to school to be spoken to also. It is important to be prepared for every situation and the potential time it may take.

3.3.3. It may also be that social care feel that it does not meet their criteria in which case you may challenge that decision, with that individual or their line manager. If on discussion however, you agree with the decision, you may then be left to inform parents.

3.4. Informing parents

3.4.1. If, once appropriate advice has been sought from police/social care you have agreement to inform parents or have been allocated that role from the other services involved then you need to inform the parents as soon as possible. If services are not going to be involved then equally, this information may need to be shared with parents. If a young person is deemed to be 'Gillick Competent' following the 'Fraser' guidelines and does not wish you to share the information with parents, then the school must consider this especially for example if the young person is pregnant and this is why they are being bullied (unless this has occurred through significant harm in which case a criminal/social care case is likely or the young person is under the age of 13).

3.4.2. In all circumstances where the risk of harm to the child is evident then the school should encourage the young person to share the information with their parent or even with them (they may be scared to tell parents that they are being harmed in any way). Where school can evidence they are acting in the best interests of the young person they would not be criticised, however this would be the case if they actively breached the rights and choices of the young person.

3.4.3. The best way to inform parents is face to face. Although this may be time consuming, the nature of the incident and the type of harm/abuse a young person may be suffering can cause fear and anxiety to parents whether their child is the child who was harmed or who harmed another.

4. Points to consider:

4.1. What is the age of the children involved?

How old are the young people involved in the incident and is there any age difference between those involved? (In relation to sexual exploration, children under the age of 5, in particular 1-4 year olds who are learning toileting skills may show a particular interest in exploration at around this stage. This, however should not be overlooked if other issues arise (see following)

4.2. Where did the incident or incidents take place?

Was the incident in an open, visible place to others? If so was it observed? If not, is more supervision required within this particular area?

4.3. What was the explanation by all children involved of what occurred?

Can each of the young people give the same explanation of the incident and also what is the effect on the young people involved? Is the incident seen to be bullying for example, in which case regular and repetitive? Is the version of one young person different from another and why?

4.4. What is each of the children's own understanding of what occurred?

4.4.1. Do the young people know/understand what they are doing? E.g. do they have knowledge of body parts, of privacy and that it is inappropriate to touch? Is the young person's explanation in relation to something they may have heard or been learning about that has prompted the behaviour? Is the behaviour deliberate and contrived? Does the young person have understanding of the impact of their behaviour on the other person?

4.4.2. In dealing with an incident of this nature the answers are not always clear cut. If you are concerned or unsure as to whether or not there is any risk involved, please seek advice from Children's Services Social Care.

4.5. Repetition

Has the behaviour been repeated to an individual on more than one occasion? In the same way it must be considered has the behaviour persisted to an individual after the issue has already been discussed or dealt with and appropriately resolved?

5. Next Steps

Once the outcome of the incident(s) has been established it is necessary to ensure future incidents of abuse do not occur again and consider the support and intervention required for those involved.

5.1. For the young person who has been harmed

5.1.1. What support they require depends on the individual young person. It may be that they wish to seek counselling or one to one support via a mentor. It may also be that they feel able to deal with the incident(s) on their own or with support of family and friends. In which case it is necessary that this young person continues to be monitored and offered support should they require it in the future. If the incidents are of a bullying nature, the young person may need support in improving peer groups/relationships with other young people or some restorative justice work with all those involved may be required.

5.1.2. Other interventions that could be considered may target a whole class or year group for example a speaker on cyber bullying, relationship abuse etc. It may be that through the continued curriculum of PHSE and SMSC that certain issues can be discussed and debated more frequently.

5.1.3. If the young person feels particularly vulnerable it may be that a risk assessment can be put in place for them whilst in school so that they have someone named that they can talk to, support strategies for managing future issues and identified services to offer additional support.

5.2. For the young person who has displayed harmful behaviour

5.2.1. In this circumstance it is important to find out why the young person has behaved in such a way. It may be that the young person is experiencing their own difficulties and may even have been harmed themselves in a similar way. In such cases support such as one to one mentoring or counselling may also be necessary. Particular support from identified services may be necessary through an Early help referral and the young person may require additional support from family members.

5.2.2. Once the support required to meet the individual needs of the young person has been met, it is important that young person receives a consequence for their behaviour. This may be in the form of restorative justice e.g. making amends with the young person they have targeted if this has been some form of bullying. In the cases of sexually harmful behaviour it may be a requirement for the young person to engage in one to one work with a particular service or agency (if a crime has been committed this may be through the police or youth offending service). If there is any form of criminal investigation ongoing it may be that this young person cannot be educated on site until the investigation has concluded. In which case, the young person will need to be provided with appropriate support and education whilst off site.

5.2.3. Even following the conclusion of any investigation the behaviour that the young person has displayed may continue to pose a risk to others in which case an individual risk assessment may be required. This should be completed via a multi-agency response to ensure that the needs of the young person and the risks towards others are measured by all of those agencies involved including the young person and their parents. This may mean additional supervision of the young person or protective strategies if the young person feels at risk of engaging in further inappropriate or harmful behaviour.

5.2.4. The school may also choose a punishment as a consequence such as exclusion or internal exclusion/inclusion/seclusion for a period of time to allow the young person to reflect on their behaviour.

5.3. After care

It is important that following the incident the young people involved continue to feel supported and receive help even if they have stated that they are managing the incident. Sometimes the feelings of remorse, regret or unhappiness may occur at a much later stage than the incident. It is important to ensure that the young people do not engage in any further harmful behaviour either towards someone else or to themselves as a way of coping (e.g. self-harm). In which case, regular reviews with the young people following the incident(s) are imperative.

6. Preventative Strategies for Schools and Settings

6.1. For all schools and settings, it is important to develop appropriate strategies in order to prevent the issue of peer on peer abuse rather than manage the issues in a reactive way.

- 6.2. Firstly, and most importantly for schools and settings is recognition that peer on peer abuse can and will occur on any site even with the most stringent of policies and support mechanisms. In which case it is important to continue to recognise and manage such risks and learn how to improve and move forward with strategies in supporting young people to talk about any issues and through sharing information with all staff.
- 6.3. This can be supported by ensuring that each school/setting has an open environment where young people feel safe to share information about anything that is upsetting or worrying them. This can be strengthened through a strong and positive PHSE/SMSC curriculum that tackles such issues as prejudiced behaviour and gives children an open forum to talk things through rather than seek one on one opportunities to be harmful to one another.
- 6.4. To enable such an open and honest environment it is necessary to ensure the whole workforce feels confident and enabled to talk about issues and challenge perceptions of young people including use of inappropriate language and behaviour towards one another. In order to create such an environment, it is necessary for whole staff training and CPD around abusive behaviours and talking to young people in a way that continues to create an open and honest environment without prejudice. It is incredibly important that staff do not dismiss issues as 'banter' or 'growing up' or compare them to their own experiences of childhood. It is necessary that staff consider each issue and each individual in their own right before taking action. If staff minimise the concerns raised it may result in a young person seeking no further help or advice.
- 6.5. It is important that signposting is available to young people in the event that they don't feel confident raising an issue to staff or a peer. It is useful to have a resource board with support services on a wide range of issues so young people can seek their own solutions should they wish to. In the same way external services or support programmes could be brought in to talk to young people about specific issues in support of the prevention of peer on peer abuse.
- 6.6. Finally, it is useful to ensure young people are part of changing their circumstances and that of the procedures within schools. Having a school council and pupil voice and encouraging young people to support changes and develop 'rules of acceptable behaviour' will go far in helping to create a positive ethos in school and one where all young people understand the boundaries of behaviour before it becomes abusive.

References:

What is.com

<http://whatis.techtargt.com/definition/cyberbullying>

New Choices Inc

<http://newchoicesinc.org/educated/abuse/TDV/def>

This is abuse campaign

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/410010/2015-03-08_This_is_Abuse_campaign_summary_report_2_.pdf

Stop bullying.gov

<http://www.stopbullying.gov/what-isbullying/definition/index.html#types>

EACH resources for LGBT

CEOP

<https://www.ceop.police.uk/Media-Centre/Press-releases/2009/What-does-sexting-mean/>