St Thomas More Roman Catholic Academy

SAFEGUARDING CHILDREN/ CHILD PROTECTION POLICY

(To reflect revised Statutory Guidance May 2016)

All members of our community are given equal opportunities in line with the Single Equality Duty.

UPDATED: **June 2016; November 2016, December 2016, November 2017**
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ADOPTED BY BOARD OF GOVERNORS/DIRECTORS: 05/12/17

This policy will be reviewed annually and new personal and contact details will be updated regularly.

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ST THOMAS MORE R C ACADEMY SAFEGUARDING CHILDREN/ CHILD PROTECTION POLICY

This policy has been prepared and reviewed by a team of staff, students and governors representatives. It picks out one strand of the life of the school.

Designated Safeguarding Lead: Mr M. Henderson
Deputy Designated Safeguarding Leads: Mrs K. Dixon& Mrs D. Hallam
Designated Governor: Mrs J. Connolly & Ms L. Hagan

Fundamental to the creation of the atmosphere which we want to create are the school's aims:

St Thomas More R C Academy Mission Statement

St. Thomas More Roman Catholic Academy is a Catholic school, and as such we attempt to follow the example of Jesus Christ in our work, worship and relationships.

Our aims are:

- To be a community based on Christian values, notably Love, Justice, Peace, Truth and Tolerance, and to encourage individuals in their commitment to these ideals.

- To provide a secure, welcoming and ordered environment in which individuals learn to value and respect both themselves and others.

- To give individuals the opportunities to develop their full potential as human beings, and to encourage and challenge them to do so.

- To encourage everyone to strive to do their best and to strive for the highest standards in all areas of activity. to help children grow into confident, open, resourceful young people with a sense of responsibility and of service.

Introduction

St Thomas More R C Academy safeguarding policy aims to provide clear direction to staff and others about expected codes of behaviour in dealing with safeguarding issues. The policy also aims to make explicit the school's commitment to the development of good practice and sound procedures. The purpose of the policy is, therefore, to ensure that safeguarding concerns and referrals are handled sensitively, professionally and in ways that support the needs of the child's wellbeing.

St Thomas More is committed to Safeguarding and Promoting the Welfare of all of its students. Our first priority is the welfare of our children. We recognise that some children may be especially vulnerable to abuse. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our students.

The policy is in line with the North Tyneside's Safeguarding Children Board Procedures, 'Working Together to Safeguard Children' (2015) and 'Keeping Children Safe in Education (2016).

Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child. Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.

All members of staff have a duty of care to our children. This includes being vigilant for symptoms and signals of child abuse and carefully monitoring those children who have suffered from any form of abuse. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action

Everyone working in or for our school shares an objective to help keep children and young people safe by contributing to:

● providing a safe environment for children and young people to learn and develop in our school setting, and

● identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in our school setting.

Teachers and support staff, especially Form Tutors and Pastoral Care staff are in a privileged position to observe students and take action if they suspect abuse. We hope that this policy

is helpful in guiding and advising them on how to identify abuse and what to do if they suspect it. Our primary concern is for the child.

This policy applies to all adults, including volunteers, working in or on behalf of St Thomas More R C Academy.

Governing Body Child Protection Responsibilities

The governing body will ensure that,

- the child protection policy and relevant procedures are in place and that all staff and volunteers have access to this policy, understand it, know its location and the policy is revisited by all staff periodically and in particular, after it has been reviewed by the governing body (annually and/or following a required review);

- the child protection policy is made available to parents via the school website;

- 'Safer Working Practices' guidance and 'Keeping Children Safe in Education (2016) - Information for all staff' is issued to all staff and volunteers on induction to the school;

- the school operates safer recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with students;

- procedures are in place for dealing with allegations of abuse against staff and volunteers that comply with local authority guidance and locally agreed inter-agency procedures;

- a senior member of the school's leadership team is designated to take lead responsibility for dealing with child protection issues, providing advice and support to other staff, liaising with and working with other agencies;

- the designated person undertakes training in inter-agency working, plus refresher training at two yearly intervals;

- all other staff who work with children undertake training and refresher training on induction and every three years thereafter;

- the governing body remedies any deficiencies or weaknesses in regard to child protection arrangements that are brought to its attention without delay;

- a member of the governing body (usually the chair) is nominated to be responsible for liaising with the LADO(s) (Kath Burns/Carrie Barron tel: 0345 2000109) and partner agencies as appropriate in the event of allegations of abuse being made against the head teacher;

- the policies and procedures operating in school are reviewed/updated annually (or sooner if and when safeguarding arrangements necessitate the need for a review).

Definition of safeguarding

Safeguarding and promoting the welfare of children is defined in 'Working Together to Safeguard Children' (March 2015) 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.
    - pupils' health and safety
    - the use of reasonable force
    - meeting the needs of pupils with medical conditions
    - providing first aid
    - educational visits
    - intimate care
    - internet or e-safety
    - appropriate arrangements to ensure school security

Safeguarding can involve a range of potential issues such as:

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

- trafficking

'Keeping Children Safe in Education' (September 2016) states in relation to defining safeguarding that 'all school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another'. Appendix B includes key definitions and concepts e.g. types of abuse.

There are four main elements to our policy:

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

2. **PROCEDURES** for identifying and reporting cases, or suspected cases of abuse.

3. **SUPPORT TO STUDENTS** who may have been abused.

4. **PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN & YOUNG PEOPLE** - Our policy applies to all staff and volunteers working in school including staff, agency workers, volunteers (including Governors), community education staff, other professionals and other visitors who may be working in school or coming into contact with children/young people.

1. PREVENTION

The safety and well-being of all of our students is our highest priority. Our business is to know everyone as an individual and to provide a secure and caring environment so that every student can learn in safety and can develop his/her full potential and feel positive about him/herself as an individual.

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps prevention.

St Thomas More R C Academy will therefore:

- Provide an induction for all new staff and volunteers which includes relevant information on child protection procedures and then ensure they can attend child protection training as soon as reasonably possible. Further child protection training is then provided in school every three years for all staff;

- Provide child protection training in school every two (2) years for the child protection Designated Person(s).

- Ensure children & young people know that there are adults in school whom they can approach if they are worried or in difficulty.

- Establish and maintain an ethos where children & young people feel secure and are encouraged to talk, and are listened to.

- Encourage and reinforce essential skills for every child such as self esteem, confidence building, independent thinking and making assessments of risk based on their own judgements and help children & young people develop realistic attitudes to the responsibilities of adult life;

- Include activities and opportunities in the curriculum which equip children & young people with the skills they need to stay safe from abuse and to know to whom to turn for help. *

** In consultation with governors, we will consider whether and if so, how school includes appropriate information in the curriculum about various types of potential abuse and the extent to which teaching should be more directly concerned with warning children & young people of the risks of child abuse, including sexual abuse and specific safeguarding issues (see appendix C) and with helping children & young people protect themselves.*

2. PROCEDURES for identifying and reporting cases, or suspected cases of abuse.

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, students, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

All staff follow the school's procedures which are consistent with 'Working Together to Safeguard Children 2015' and 'Keeping Children Safe in Education 2016'. It is not the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind and should know what to do if a child tells them he/she is being abused or neglected. Accordingly, all concerns regarding the welfare of students will be recorded and discussed with one of the designated persons with responsibility for child protection and staff know how to manage the requirement to maintain an appropriate level of confidentiality.

St Thomas More R C Academy will follow the procedures set out in interagency procedures produced by North Tyneside's Safeguarding Children Board (NTSCB). It is the responsibility of the NTSCB to update these procedures.

We will contact the Front Door Service (Tel: 0345 2000 109) as the first point of contact for concerns about the safety or welfare of a child in North Tyneside. The Front Door Service is the access point to the MASH(Multi Agency Safeguarding Hub) which has a duty team who offer information, support and services and will respond to concerns.

All staff must be aware that they have a professional responsibility to share information with other professionals and agencies in order to safeguard children/young people. Staff will ensure confidentiality protocols are adhered to and information is shared appropriately. The Head Teacher or Designated Teacher will disclose any information about a student to other members of staff on a need to know basis only.

All staff must be aware that information a child discloses regarding abuse of themselves or another child must be shared as appropriate, and cannot be kept secret (See appendix D).

The governing body will ensure the following,

The Academy will:

- ensure it has a designated safeguarding lead for Child Protection who is part of the school's senior leadership team, who is advised to undertake appropriate North Tyneside SCB Child Protection training (see appendix G for training pathway). This training will be updated at least every two years;
- ensure a deputy designated person/s and/or contingency arrangements are in place should the designated member of staff not be available (in accordance with 'Keeping Children Safe in Education September 2016 – Para 53 & 56). The designated person will usually decide whether to make a referral to the Front Door, but it is important to note that any staff member can refer their concerns directly;
- recognise the importance of the role of the designated safeguarding lead and arrange support and ongoing training;
- see that the designated safeguarding lead will take advice from Front Door when managing cases where they have a concern that warrants further support or intervention in line with the North Tyneside Threshold Guidelines;
- ensure this policy is accessible to all relevant parties and reviewed by the governing body annually and/or following a required review;
- ensure that parents have an understanding of the responsibility placed on school and staff for child protection by setting out its obligations in information provided to parents and ensure this policy is published on the school's website;

Additionally the governing body will ensure that:

- The designated safeguarding lead for child protection in school will ensure all relevant persons – who in school we define to include all staff, agency workers and volunteers (including Governors) who have contact with children/young people:

    - know the name of the designated safeguarding lead, their role, contact details and who they are – to achieve this we issue to staff the contact details outlined at the end of this policy.
    - know the name(s) of the designated person(s), their role, contact details and who they are - to achieve this we issue to staff the contact details outlined at the end of this policy.

- All staff nominated to be the designated safeguarding lead and the designated person(s) will receive training on child protection and that this training will be updated every two (2) years as a minimum. Additionally, this training will also include inter/multi agency working.
- All staff have child protection training. From the point of their induction staff will receive training on child protection and that this training will be updated every three (3) years as a minimum. This training will include volunteers and governors who have direct contact with children/young people. Additionally further training and updates will be provided by school to all staff, agency workers, volunteers and governors when necessary during this three (3) year period, but at least annually (in accordance with Keeping Children Safe in Education 2016), to provide them with relevant skills and knowledge to safeguard children effectively.

The designated safeguarding lead for child protection will ensure all relevant persons – who in school we define to include all staff, agency workers and volunteers (including Governors) who have contact with children/young people have been issued with a copy of and have read and understood:

- Keeping Children Safe in Education (September 2016)- Safeguarding information for all staff (Part 1);
- The child protection policy on induction, annually and/or after review*;*
- The staff code of conduct/staff behaviour policy on induction, annually and/or after review*;*
- The Whistle blowing Policy;
- Safer Working Practices for Adults who work with Children and Young People.

In addition, the designated person will ensure all staff,

- know that they have a professional responsibility for sharing child protection concerns with the relevant person in school and understand their personal responsibility with regards to safeguarding and child protection matters in school. If a child's situation does

not appear to be improving the staff member with concerns should press for reconsideration;

- understand the need to be vigilant in identifying cases of abuse and are able to immediately report concerns when they arise;
- know that information a child discloses regarding abuse of themselves or another child must be shared as appropriate, and cannot be kept secret (see appendix D);
- know how to support and to respond to a child who tells of abuse (see appendix D) ;
- ensure confidentiality protocols are adhered to and information is shared appropriately;
- understand that the Head Teacher or Designated Person will disclose any information about a student to other members of staff on a need to know basis only;
- recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children & young people and know that those concerns will be addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies.

The designated safeguarding lead for child protection in school will co-ordinate and lead on the following procedures:

- undertaking appropriate discussion with parents prior to involvement of another agency unless doing so would place the child at risk of further significant harm;

- contacting the Front Door for information, advice or guidance or to make a child protection referral where there are concerns about a child;

- reporting an unexplained school absence to the child's Social Worker or Front Door where there is a student who is subject to a child protection plan or a Looked After Child (the Designated Teacher for Looked After Children should also be informed). This must be a first day response or as agreed as part of any child protection or core group plan;

- working to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance and written reports at Initial Child Protection Conferences, core groups/ care team meetings and Child Protection Review Conferences;

- keeping clear detailed written records of concerns about children & young people (noting the date, event and action taken), even where there is no need to refer the matter to Children's Services immediately;

- ensure all records are kept secure and in locked locations;

- provide an annual report to the governing body detailing how the governing body is fulfilling its statutory duties in response to child protection matters.

The senior designated person for child protection in school will also ensure that staff and volunteers are aware that consensual sexual activity involving children under the age of 13 is unlawful, as they cannot legally consent to such activity. The school accepts that any such activity should be taken to indicate a risk of significant harm to the child and all cases involving children under the age of 13 will be referred to Front Door.

Where there is sexual activity involving young people between 13 and 16 years consideration will be given to referral. Whilst the legal age for sexual activity remains at 16 years, mutually agreed non – exploitative sexual activity does take place. Consideration will be given to referral if there are concerns for the child's welfare. Factors such as age imbalance, power imbalance, coercion or bribery, familial sexual offences, withdrawn or anxious behaviour, misuse of substances (affecting choice), or other known information will be considered.

Allegations regarding person(s) working in or on behalf of school (including volunteers)

Where an allegation is made against any person working in or on behalf of the school that he or she 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
- has 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

We will apply the same principles as in the rest of this document and we will follow the statutory guidance outlined in part four of 'Keeping Children Safe in Education' (Sept 2016). Teachers who hear an allegation of abuse against another member of staff should report the matter immediately to the Headteacher. If the allegation is against the Headteacher it should be taken directly to the Chair of Governors. Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely.

3. SUPPORTING STUDENTS

We recognise that children & young people who are abused or witness violence/abuse may find it difficult to develop a sense of self worth, they may feel helplessness, humiliation and some sense of self-blame.

This school may be the only stable, secure and predictable element in the lives of children & young people at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn. We recognise that some children & young people actually adopt abusive behaviours and that these children and young people must be referred on for appropriate support and intervention.

The school will endeavour to support the student through:

- the content of the curriculum to encourage self esteem and self motivation;

- the school ethos which promotes a positive, supportive, and secure environment and gives students a sense of being valued (see appendix F);

- the school's behaviour policy which is aimed at supporting vulnerable students in the school. All staff will agree on a consistent approach, which focuses on the behaviour of the offence committed by the child but does not damage the student's sense of self worth. The school will endeavour to ensure that the student knows that some behaviour is unacceptable but that s/he is valued and not to be blamed for any abuse, which has occurred;

- liaison with other agencies which support the student such as Children's Services, Child and Adolescent Mental Health Services (CAMHS), the Educational Psychology Service, Behaviour Support Services and the Education Welfare Service;

- a commitment to develop productive and supportive relationships with parents whenever it is in a student's best interest to do so;

- recognition that children & young people living in a home environment where there is domestic abuse, drug or alcohol abuse are vulnerable and in need of support and protection;

- vigilantly monitoring children's welfare, keeping records (separate to child's school record) and notifying Children's Services **as soon as there is a recurrence of a concern**;

- ensuring that when a student subject to a child protection plan leaves, information will be transferred to the new school immediately.

Additional Educational Needs

We recognise that statistically young people with disabilities and/or behavioural difficulties are more vulnerable to harm/abuse. School staff who deal with young people with disabilities, sensory impairments and/or emotional and behaviour problems recognise that these children can

face additional safeguarding challenges such as assumptions that indicators of possible abuse such as behaviours, mood and injury automatically relate to a child's disability without further exploration that children with SEN and disabilities can be disproportionally impacted by things like bullying – without outwardly showing any signs; and communication barriers and difficulties in overcoming these barriers

4. PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN AND YOUNG PEOPLE

The school has robust recruitment procedures and checks for appointing governors, staff and volunteers to ensure that reasonable steps are taken not to appoint a person who is unsuitable to work with children or who is disqualified from working with children or does not have the suitable skills and experience for the intended role. (See Recruitment and Selection Policy).

The school will:

- operate Safe Recruitment practices including ensuring appropriate Data Barring Service (DBS) and reference checks are undertaken according to Keeping Children Safe in Education (September 2016);

- ensure that at least one member of the interviewing team of staff (and/ or Governors) is in receipt of up to date training in Safer Recruitment Practice.

- ensure all other relevant NTSCB, DfE and Ofsted safeguarding requirements, advice and guidance will be adhered to;

- implement Guidance for Dealing with Allegations of Abuse Against Staff and Safer Working Practices for Adults who work with Children and Young People and all other relevant Safeguarding and Child Protection policies.

- in the event of an allegation against staff, school will consult with the Local Authority Designated Officer (LADO), Kath Burns/Carrie Barron tel: 0345 2000109;

- ensure that any proceedings against staff relating to child protection matters are concluded in full even where the member of staff is no longer employed at the school and that notification of any concerns is made to the relevant authorities, professional bodies and included in references where applicable;

- ensure that all staff, agency workers and volunteers (including governors) are aware of the need for maintaining appropriate and professional boundaries in their relationships with students and parents;

- ensure that staff, agency workers and volunteers (including governors) are aware that sexual relationships between them and students aged under-18 are unlawful and could result in legal proceedings taken against them under the **Sexual Offences Act 2003** (Abuse of position of trust).

Appendix A

Actions where there are concerns about a child

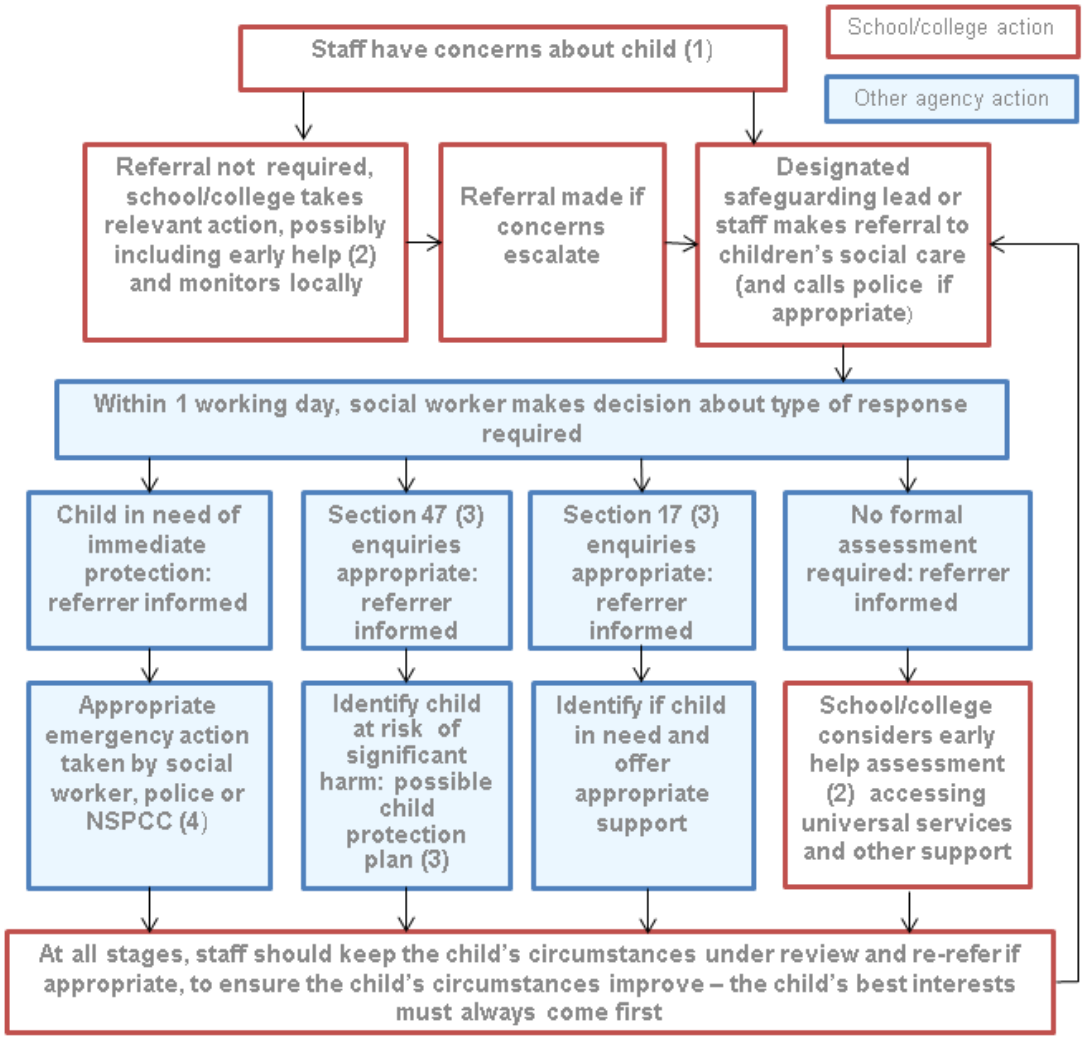

Image taken from Part 1 of Keeping Children Safe in Education (September 2016)

2. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged.
3. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include s17 assessments of children in need and s47 assessments of children at risk of significant harm.
4. This could include applying for an Emergency Protection Order (EPO).

Appendix B

Key definitions and concepts

Child Protection – is a part of safeguarding and promoting welfare. This refers to the activity, which is undertaken, to protect specific children & young people who are suffering or at risk of suffering significant harm. Effective child protection is essential as part of wider work to safeguard and promote the welfare of children & young people. However all agencies and individuals should aim to proactively safeguard and promote the welfare of children & young people so that the need for action to protect children & young people from harm is reduced.

Child - As in the Children Acts 1989 and 2004, a child is anyone who has not yet reached his/her 18th birthday.

The concept of significant harm – Some children & young people are in need because they are suffering or likely to suffer significant harm. The Children Act 1989 introduced the concept of significant harm as the threshold that justifies the compulsory intervention in family life in the best interests of children & young people, and gives local authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer significant harm.

There are no absolute criteria on which to rely when judging what constitutes significant harm. Consideration of the severity of ill-treatment may include the degree and extent of physical harm, the duration and frequency of abuse and neglect, the extent of premeditation, and the presence and degree of threat, coercion, sadism, and bizarre or unusual elements. Each of these elements has been associated with more severe effects on the child, and/or relatively greater difficulty in helping the child overcome the adverse impact of the maltreatment. Sometimes, a single traumatic event may constitute significant harm, e.g. a violent assault, suffocation or poisoning. More often, significant harm is a compilation of significant events, both acute and longstanding, which interrupt, change or damage the child's physical and psychological development. Some children & young people live in a family and in social circumstances where their health and development are neglected. For them, it is the corrosiveness of long term emotional, physical or sexual abuse that causes impairment to the extent of constituting significant harm. In each case, it is necessary to consider any maltreatment alongside the family's strengths and supports.

Children in need – Children & young people who are defined as being 'in need', under section 17 of the Children Act 1989, are those whose vulnerability is such that they are unlikely to reach or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services (section 17(10) of the Children Act 1989), plus those who are disabled. The critical factors to be taken into account when deciding whether a child is in need under the Children Act 1989 are what will happen to the child's health or development without services being provided, and the likely effect the services will have on the child's standard of health and development. Local Authorities have a duty to safeguard and promote the welfare of children in need.

Abuse and Neglect - are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them, or, more rarely, by a stranger (e.g. via the internet). They may be abused by an adult or adults or another child or children.

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

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

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

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

Working Together to Safeguard Children 2015 - a guide to inter-agency working to safeguard and promote the welfare of children.

Early Help Assessment (EHA) - An EHA provides an assessment when a child or young person and their family are identified as needing some additional help and it is thought they would benefit from coordinated support from more than one agency. An EHA provides an opportunity for the whole family to consider and prioritise their needs and build on their strengths within the context of their own family.

The approach is one where practitioners come together to;

- share information
- find out what support is required
- work as a team around the family
- create a single SMART action plan
- contribute to the support required
- identify who else might be asked to help
- regularly review progress

It is an assessment tool and as such it is not about making referrals, requests for additional services or used to pass families to another practitioner or team. It is not about form filling; it is about having a meaningful conversation with a family about their strengths and challenges, working out what they need and identifying the right people to provide support. An EHA should identify what help the child and family require to prevent the needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. **If at any stage during the EHA process, there are worries that a child or young person has been harmed or is at risk of harm, NTSCB child protection procedures will be followed and school will contact the Front Door.** The lead person for engaging in the process of EHA will be one of the school's Designated Teachers or Heads of Year although other school staff will be asked to contribute to the assessment e.g. Learning Mentors. Staff need to ring the Early Help and Co-ordination Team on 643 8178 to find out if an EHA already exists for a child/family. The Early Help and Co-ordination team can support the process.

Appendix C

Specific safeguarding advice

In addition to the key definitions and concepts outlined in appendix B, school staff should also make themselves aware of any relevant specific safeguarding advice (available on page 12 and 13 of *Keeping Children Safe in Education (September 2016) statutory guidance for schools and colleges*) and should also **be vigilant to indicators of these specific safeguarding issues.** This includes, but is not limited to the following:

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

Also see list in Appendix G

Further information on some specific safeguarding issues contained in Annex A *Keeping Children Safe in Education (September 2016)*

A Child Missing from Education

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

A child going missing from education is a potential indicator of abuse or neglect. School and college staff should follow the school's or college's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

Schools should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers.

All schools must inform their local authority of any pupil who is going to be deleted from the admission register where they:

- have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded.

The local authority must be notified when a school is to delete a pupil from its register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education and follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or

more, at such intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

Extremism and radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. Extremism is defined by the Government in the Prevent Strategy as *vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. The definition also includes extremist calls for the death of members of our armed forces, whether in this country or overseas.*

There is no such thing as a "typical extremist". Those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Students may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities. Indicators of vulnerability include:

- identity crisis – the student is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- personal crisis – the student may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- personal circumstances – migration; local community tensions; and events affecting the student's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- unmet aspirations – the student may have perceptions of injustice; a feeling of failure; rejection of civic life;
- experiences of criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- additional educational need – students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include being in contact with extremist recruiters, accessing violent extremist websites, especially those with a social networking element, possessing or accessing violent extremist literature, using extremist narratives and a global ideology to explain personal disadvantage, justifying the use of violence to solve societal issues, joining or seeking to join extremist organisations and/or significant changes to appearance and / or behaviour.

Child sexual exploitation (CSE)

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

(a) in exchange for something the victim needs or wants, *and/or*
(b) for the financial advantage or increased status of the perpetrator or facilitator.

The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. (This updated definition has been taken from the most recent DfE guidance – '**Child sexual exploitation: Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation. February 2017**)

Some of the following signs may be indicators of sexual exploitation:

• Children who appear with unexplained gifts or new possessions;
• Children who associate with other young people involved in exploitation;
• Children who have older boyfriends or girlfriends;
• Children who suffer from sexually transmitted infections or become pregnant;
• Children who suffer from changes in emotional well-being;
• Children who misuse drugs and alcohol;
• Children who go missing for periods of time or regularly come home late; and
• Children who regularly miss school or education or do not take part in education.

Further information on so- called 'honour based' violence (includes FGM).

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Indicators

There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi agency statutory guidance on FGM (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the Multi-agency guidelines: Handling case of forced marriage.

Actions

If staff have a concern regarding a child that might be at risk of HBV they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach (see following section).

FGM mandatory reporting duty

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at-
Mandatory reporting of female genital mutilation procedural information.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school or college's designated safeguarding lead and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published Multi-agency guidelines, with pages 32-36 focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fmu@fco.gov.uk.

What to do

If staff have concerns that a student may be at risk of any safeguarding issue, they should follow normal child protection procedures as set out in this policy.

Peer on Peer Abuse

'Peer on Peer abuse does not occur in a vacuum, it occurs in a society where there are structures and norms that shape young people's views, experiences and behaviour, as well as responses towards them' (Barnados)

Keeping Children Safe in Education 2016 outlines that

- All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse.
- This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting.

Definition

There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying etc. This is a matter of professional judgement.
If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues.

However, it may be appropriate to regard a young person's behaviour as abusive if:

- There is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- The perpetrator has repeatedly tried to harm one or more other children; or
- There are concerns about the intention of the alleged perpetrator.

If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused.

Safeguarding Allegations

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

The allegation:

- Is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil.
- Is of a serious nature, possibly a criminal offence.
- Raises risk factors for other pupils in the school.
- Indicates that other pupils may have been affected by this student
- Indicates that young people outside of school may be affected by this student

Examples of safeguarding issues against a pupil could include:

- Physical Abuse
  - violence, particularly pre-planned
  - forcing others to use drugs or alcohol
  - gender based violence

- Emotional Abuse
  - blackmail or extortion
  - threats and intimidation

- Sexual Abuse
  - indecent exposure, indecent touching or serious sexual assaults
  - forcing others to watch pornography or take part in sexting

- Sexual Exploitation
  - encouraging other children to attend inappropriate parties,
  - photographing or videoing other children performing indecent acts

- Bullying

- Including cyber bullying

- Radicalisation

Minimising the risk of safeguarding concerns re peer on peer abuse.

Children are vulnerable to abuse by their peers. Such abuse should be taken as seriously as abuse carried out by adults and should be subject to the same child protection procedures. Professionals should not dismiss abusive behaviour as normal between young people and should not develop high thresholds before taking action.

Professionals should be aware of the potential uses of information technology for bullying and abusive behaviour between young people.

On occasion, some students will present as a safeguarding risk to other students. These students will need an individual risk management/safeguarding plan to ensure that other students are kept safe and they themselves are not open to malicious allegations. There is a need to balance the tension between privacy and safeguarding.

The alleged perpetrator is likely to have considerable unmet needs as well as the potential of posing a significant risk of harm to other children. Evidence suggests that such children may have suffered considerable disruption in their lives, may have witnessed or been subjected to physical or sexual abuse, may have problems in their educational development and may have committed other offences. They may therefore be suffering, or at risk of suffering, significant harm and be in need of protection themselves. Any long-term plan to reduce the risk posed by the alleged perpetrator must therefore also address their needs.

Protection and Action to be taken

It is not enough to respond to incidents as they arise: all agencies that work with children should strive to create an environment that actively discourages abuse and challenges the attitudes which underlie it.

Student to student incidents are usually managed through our Behaviour Policy. However some allegations against other students may be such a serious nature that they may raise safeguarding concerns.

When an allegation is made by a student against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern, our normal safeguarding procedures should apply.

- If there is a safeguarding concern the Designated Safeguarding Lead (DSL), Mr Henderson or Deputy Designated Safeguarding Leads, Mrs K. Dixonor Mrs Hallam, must be informed.

- A record must be made of the allegation and at this stage the DSL may contact North Tyneside Children's Services (Front Door) to discuss the case. It is possible that social services are already aware of safeguarding concerns around this young person. The DSL will follow through the outcomes of the discussion and will make a Children's Services referral where appropriate.
- The DSL will make a record of the concern, the discussion and any outcome and will keep a copy in the central file/CPOMS (all pupils involved in the allegation)
- If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents informed (of both the student being complained about and the alleged victim / victims)
- It may be appropriate to exclude the student/perpetrator, internally (Padua) or externally, for a period of time according to the school's Behaviour Policy and Procedures.
- In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.
- The plan should be monitored and a date set for a follow up evaluation with everyone concerned.

The guiding principles for dealing with these situations are:

- The needs of the victim and the needs of the alleged perpetrator must be considered separately and in line with the school's ethos and Mission Statement
- In addition to safeguarding the identified victim, agencies must consider whether the alleged perpetrator seems to pose a risk to any other children.
- Children and young people who abuse others are responsible for their abusive behaviour, and safeguarding action must include addressing their behaviour and its causes.
- There should be a co-ordinated approach by Children's Services, education and health agencies. No agency should start a course of action that has implications for any other agency without appropriate consultation.

Sexting

Defining 'sexting'

Whilst professionals refer to the issue as 'sexting' there is no clear definition of 'sexting'. Many professionals consider sexting to be 'sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet. This guidance only covers the sharing of sexual imagery by young people. Creating and sharing sexual photos and videos of under-18s is illegal and therefore causes the greatest complexity for schools and other agencies when responding. It also presents a range of risks which need careful management. Guidance produced on behalf of the UK Council for Child Internet Safety (UKCCIS) and in consultation with the National Police Chief's Council prefer to use the phrase 'youth produced sexual imagery' and uses this instead of 'sexting.' This is to ensure clarity about the issues this advice addresses. 'Youth produced sexual imagery' best describes the practice because:

- 'Youth produced' includes young people sharing images that they, or another young person, have created of themselves.
- 'Sexual' is clearer than 'indecent.' A judgement of whether something is 'decent' is both a value judgement and dependent on context.
- 'Imagery' covers both still photos and moving videos.

The types of incidents which the advice from UKCCIS covers are:

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

Context

The increase in the speed and ease of sharing imagery has brought concerns about young people producing and sharing sexual imagery of themselves. This can expose them to risks, particularly if the imagery is shared further, including embarrassment, bullying and increased vulnerability to sexual exploitation. Producing and sharing sexual images of under 18s is also illegal.

Although the production of such imagery will likely take place outside of school, these issues often manifest in schools. In the event that they do school need to be able to respond swiftly and confidently to ensure that children are safeguarded, supported and educated. All incidents of youth produced sexual imagery will be dealt with as safeguarding concerns. The response to these incidents should be guided by the principle of proportionality and the primary concern at all times should be the welfare and protection of the young people involved.

A 2016 NSPCC/Office of the Children's Commissioner England study found that just over one in ten boys and girls (13%) had taken topless pictures of themselves (around one in four of those were girls) and 3% had taken fully naked pictures. Of those who had taken sexual images, 55% had shared them with others. 31% of this group had also shared the image with someone that they did not know.

Although most young people aren't creating or sharing this type of imagery, the potential risks are significant and there is considerable concern about the issue in schools and amongst parents. Research conducted by 'The Key' found that 61% of its secondary school head teacher members reported 'sexting' as a concern. This placed it higher than drugs, obesity and offline bullying in terms of frequency of reporting as a concern.

Research from the PSHE Association similarly found that 78% of parents were either fairly or very concerned about youth produced sexual imagery, compared to 69% who were concerned about alcohol misuse and 67% who were concerned about smoking.

The law

Much of the complexity in responding to youth produced sexual imagery is due to its legal status. Making, possessing and distributing any imagery of someone under 18 which is 'indecent' is illegal. This includes imagery of yourself if you are under 18.

The relevant legislation is contained in the Protection of Children Act 1978 (England and Wales) as amended in the Sexual Offences Act 2003 (England and Wales).

Specifically:

- It is an offence to possess, distribute, show and make indecent images of children.
- The Sexual Offences Act 2003 (England and Wales) defines a child, for the purposes of indecent images, as anyone under the age of 18.

'Indecent' is not defined in legislation. When cases are prosecuted, the question of whether any photograph of a child is indecent is for a jury, magistrate or District Judge to decide based on what is the recognised standard of propriety. For most purposes, if imagery contains a naked young person, a topless girl, and/ or displays genitals or sex acts, including masturbation, then it will be considered indecent. Indecent images may also include overtly sexual images of young people in their underwear.

Criminalisation of children

The law criminalising indecent images of children was created long before mass adoption of the internet, mobiles and digital photography. It was also created to protect children and young people from adults seeking to sexually abuse them or gain pleasure from their sexual abuse. It was not intended to criminalise children. Despite this, young people who share sexual imagery of themselves, or peers, are breaking the law. It should be acknowledged though that whilst young people creating and sharing sexual imagery can be very risky, it is often the result of young people's natural curiosity about sex and their exploration of relationships. Often, young people need education, support or safeguarding, not criminalisation.

The National Police Chiefs Council (NPCC) has made clear that incidents involving youth produced sexual imagery should primarily be treated as safeguarding issues. Schools may respond to incidents without involving the police. The police may, however, need to be involved in cases to ensure thorough investigation including collection of all evidence (for example, through multi-agency checks), and there are incidents which should always be referred to the police.

Even when the police are involved, however, a criminal justice response and formal sanction against a young person would only be considered proportionate in certain circumstances.

Handling Incidents

Initial Response

When an incident involving youth produced sexual imagery comes to the attention of a member of staff:

- The incident should be referred to the DSL or Deputy DSL as soon as possible
- 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 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 (Front Door) 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.

Initial review meeting

The initial review meeting should consider the initial evidence and aim to establish:

- Whether there is an immediate risk to a young person or young people
- If a referral should be made to the police and/or children's social care
- If it is necessary to view the imagery in order to safeguard the young person – in most cases, imagery should not be viewed
- What further information is required to decide on the best response
- Whether the imagery has been shared widely and via what services and/or platforms. This may be unknown.
- Whether immediate action should be taken to delete or remove images from devices or online services
- Any relevant facts about the young people involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved - in most cases parents should be involved

An immediate referral to police and/or children's social care should be made if at this initial stage:

1. The incident involves an adult
2. There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
3. What the DSL knows about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
4. The imagery involves sexual acts and any pupil in the imagery is under 13
5. You have reason to believe a pupil or pupil is at immediate risk of harm owing to the sharing of the imagery, for example, the young person is presenting as suicidal or self-harming

If none of the above apply then a school may decide to respond to the incident without involving the police or children's social care (the DSL can choose to escalate the incident at any time if further information/concerns come to light).

The decision to respond to the incident without involving the police or children's social care would be made in cases when the DSL is confident that they have enough information to assess the risks to pupils involved and the risks can be managed within the school's pastoral support and disciplinary framework and if appropriate local network of support.

The decision should be made by the DSL with input from the Headteacher and input from other members of staff if appropriate. The decision should be in line with the school's child protection procedures and should be based on consideration of the best interests of the young people involved. This should take into account proportionality as well as the welfare and protection of the young people. The decision should be reviewed throughout the process of responding to the incident.

If a young person has shared imagery consensually, such as when in a romantic relationship, or as a joke, and there is no intended malice, it is usually appropriate for the school to manage the incident directly. In contrast any incidents with aggravating factors, for example, a young person sharing someone else's imagery without consent and with malicious intent, should generally be referred to police and/or children's social care.

If the DSL has any doubts about whether to involve other agencies, they should make a referral to the police.

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[1] 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.

[1] In line with Searching, Screening and Confiscation advice: https://www.gov.uk/government/publications/searching-screening-and-confiscation

Children's social care contact and referrals

If the DSL is aware that children's social care are currently involved with a young person involved in an incident of youth produced sexual imagery then they should contact children's social care. They should also contact children's social care if they believe they may be involved, or have been involved with a young person in the past.

If as a result of the investigation the DSL believes there are wider issues which meet the threshold for children's social care involvement then they should make a referral in line with their child protection procedures.

Searching devices, viewing and deleting imagery

Adults should not view youth produced sexual imagery unless there is good and clear reason to do so. Wherever possible responses to incidents should be based on what DSLs have been told about the content of the imagery. The decision to view imagery should be based on the professional judgement of the DSL and should always comply with the child protection policy and procedures of the school or college. Imagery should never be viewed if the act of viewing will cause significant distress or harm to the pupil.

If a decision is made to view imagery the DSL would need to be satisfied that viewing:

- is the only way to make a decision about whether to involve other agencies (i.e. it is not possible to establish the facts from the young people involved)
- is necessary to report the image to a website, app or suitable reporting agency to have it taken down, or to support the young person or parent in making a report
- is unavoidable because a pupil has presented an image directly to a staff member or the imagery has been found on a school device or network

If it is necessary to view the imagery then the DSL should:

- Never copy, print or share the imagery; this is illegal.
- Discuss the decision with the Headteacher.
- Ensure viewing is undertaken by the DSL or Deputy DSL.
- Ensure viewing takes place with another member of staff present in the room, ideally the Headteacher or a member of the senior leadership team. This staff member does not need to view the images.
- Wherever possible ensure viewing takes place on the school premises, ideally in the Headteacher or a member of the senior leadership team's office.
- Ensure wherever possible that images are viewed by a staff member of the same sex as the young person in the imagery.

- Record the viewing of the imagery in the school's safeguarding records including who was present, why the image was viewed and any subsequent actions Ensure this is signed and dated and meets the wider standards set out by Ofsted for recording safeguarding incidents.

If youth produced sexual imagery has been unavoidably viewed by a member of staff either following a disclosure from a young person or as a result of a member of staff undertaking their daily role (such as IT staff monitoring school systems) then DSLs should ensure that the staff member is provided with appropriate support. Viewing youth produced sexual imagery can be distressing for both young people and adults and appropriate emotional support may be required.

Deletion of images

If the school has decided that other agencies do not need to be involved, then consideration should be given to deleting imagery from devices and online services to limit any further sharing of the imagery.
The Searching, Screening and Confiscation advice highlights that schools have the power to search pupils for devices, search data on devices and delete youth produced sexual imagery.

Recording incidents

All incidents relating to youth produced sexual imagery need to be recorded in school. This includes incidents that have been referred to external agencies and those that have not.

Appendix D

- Guidance on receiving a disclosure or when you suspect abuse or neglect-

RECEIVE

- React calmly, be aware of your non verbal messages.
- If you don't understand the child's communication method, reassure the child, and find someone who can.
- Don't interrogate the child, observe and listen, use active listening techniques.
- Don't stop a child who is freely recalling significant events.
- Keep responses short, simple, slow, quiet and gentle.
- Don't end the conversation abruptly.

REASSURE

- Tell the child they are not to blame; and have done the right thing by telling you.
- Tell the child what will happen next; be honest about what you can and can't do.
- Don't promise confidentiality; say to the child, 'Some things are so important I might have to tell them to somebody else'.

REACT

- Explain what you have to do next and whom you have to tell.
- Inform the designated teacher for child protection, immediately.

Signs and Indicators - What Can Teachers Do?

Subject Teachers:

Observe your students for any of the following signals for concern. You may be able to make some general enquiries (see below).

- a lack of concentration and a fall-off in school performance;
- aggressive or hostile behaviour;
- moodiness, depression, irritability, listlessness, fearfulness, tiredness, temper tantrums, short concentration span, acting withdrawn or crying at minor occurrences;
- difficulties in relationships with peers;
- regression to more immature forms of behaviour, e.g. thumb sucking;
- self harming or suicidal behaviour;
- low self esteem;
- wariness, insecurity, running away or truancy;
- disturbed sleep;
- general personality changes such as unacceptable behaviour or severe attention seeking behaviour;
- a sudden change in school performance.

Form Tutors

As well as observing the signs above, you will often hear snippets of conversation or note the demeanour or mood of children at registration. You will have a special relationship with the child and may be the most appropriate person to make gentle enquiries about their happiness.

Heads of Year

All Heads of Year (HOYS) are trained in the procedures they should take in the event of a suspicion of child abuse. HOYS should also remind Form Tutors of the school policy and procedures on a regular basis. HOYS are usually members of the care team which will be formed in response to a child being seen as a victim or at risk of being abused. The designated person may also attend case conferences to guide the care team as to what services and educational provision can be offered.

All staff

Share any concerns with Mr Henderson, Mrs Dixon or Mrs Hallam. All pastoral staff have received training in recognising child abuse and what measures need to be taken in response. Our school counsellor is a qualified social worker who acts as a liaison between social services and school. All of these people can offer advice as to what steps need to be taken. **Do not keep concerns to yourself. For the child's sake, tell the people above**.

Staff must immediately report:

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play;

- any explanation given which appears inconsistent or suspicious;
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play)
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a child is presenting signs or symptoms of abuse or neglect
- any significant changes in a child's presentation, including nonattendance
- any hint or disclosure of abuse from any person
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)

Action by the Designated Persons

Following any information raising concern, the designated senior person will consider:

- any urgent medical needs of the child
- making an enquiry to find out if the child is subject to a Child Protection Plan
- discussing the matter with other agencies involved with the family
- consulting with appropriate persons e.g. Front Door
- the child 's wishes

Then decide:

- wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk

- whether to make a child protection referral to Front Door because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately

OR

- not to make a referral at this stage
- talk with parents/young person
- seek advice from professionals working with the family
- if further monitoring is necessary
- if it would be appropriate to undertake an assessment (e.g. EHA) and/or make a referral for other services

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to Front Door should be followed up in writing within 24 hours using a standard referral form.

Action following a child protection referral

The Designated Person or other appropriate member of staff will:

- make regular contact with the Social Worker involved to stay informed
- wherever possible, contribute to the Strategy Discussion
- provide a report for, attend and contribute to any subsequent Child Protection Conference
- if the child or children are made the subject of a Child Protection Plan, contribute to the Child Protection Plan and attend Core Group Meetings and Review Conferences
- where possible, share all reports with parents and other agencies prior to meetings

Record Keeping

Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records will be signed and dated, any information given will be recorded verbatim where possible and a note made of the location and description of any injuries seen.

All Child Protection documents will be retained in a 'Child Protection' file, separate from the child's main file. This will be locked away and only accessible to the designated safeguarding lead and designated persons. These records will be copied and transferred to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of Designated Person Child Protection.' If the child goes missing from education or is removed from roll to be educated at home, then any Child Protection file should be copied and the copy sent to the Local authority. Original copies will be retained until the child's 25th birthday.

Appendix E

- Links to other procedures in school -

This policy will link to other school procedures and therefore must be read in conjunction with other school policies relating to safeguarding. This includes, but is not limited to the following:

- Recruitment and Selection
- Behaviour
- Anti-Bullying
- Health and Safety
- Network Acceptable Use
- Social Networking Policy
- Single Equality Duty
- Drugs Education
- Sex Education
- Allegations against Staff
- Whistle blowing
- Special Educational Needs
- Complaints
- Looked after children
- Medical conditions
- Children missing education

Appendix F

- Standards for effective child protection practice in schools -

In best practice, schools:

- have an ethos in which children and young people feel secure, their viewpoints are valued, and they are encouraged to talk and are listened to;

- provide suitable support and guidance so that students have a range of appropriate adults to whom they can turn if they are worried or in difficulties;

- work with parents to build an understanding of the school's responsibility to ensure the welfare of all children and young people and a recognition that this may occasionally require children and young people to be referred to investigative agencies as a constructive and helpful measure;

- are vigilant in cases of suspected child abuse, recognising the signs and symptoms, have clear procedures whereby teachers report such cases to senior staff and are aware of local procedures so that information is effectively passed on to the relevant professionals;

- monitor children and young people who have been identified as at risk, keeping*, in a secure place*, clear records of students' progress, maintaining sound policies on confidentiality, providing information to other professionals, submitting reports to case conferences and attending case conferences;

- provide and support child protection training regularly to school staff every three years and to designated teachers every two years to ensure their skills and expertise are up to date, and ensure that targeted funding for this work is used solely for this purpose;

- contribute to an inter-agency approach to child protection by developing effective and supportive liaison with other agencies;

- use the curriculum to raise students' awareness and build confidence so that students have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others, taking into account **Sex and Relationship Education Guidance (2000):** Statutory Guidance on sex and relationship education;

- provide clear policy statements for parents, staff and children and young people on this and on both positive behaviour policies and the schools approach to bullying;

- have a clear understanding of the various types of bullying - physical, verbal and indirect, and act promptly and firmly to combat it, making sure that students are aware of the schools position on this issue and who they can contact for support;

- take particular care that students with SEND in mainstream and special schools, who may be especially vulnerable to abuse, are supported effectively with particular attention paid to ensuring that those with communication difficulties are enabled to express themselves to a member of staff with appropriate communicative skills;

- have a clear policy about the handling of allegations of abuse by members of staff, ensuring that all staff are fully aware of the procedures and that they are followed correctly at all times, using the guidance in Keeping Children Safe in Education (September 2016)

- have a written whole school policy, produced, owned and regularly reviewed and which clearly outlines the school's position and positive action in respect of the aforementioned standards.

Appendix G

- References and useful sources of information and advice -

St Thomas More R C Academy

Contact Details for Child Protection and Safeguarding as at: 14/11/2016*

(*these details will next be reviewed by June 2017 to ensure that they remain relevant)

Designation/Role	Individual(s)	Contact Details
Head Teacher	Name: Email: Telephone(s):	David Watson dwatson@stmacademy.org.uk 0191 258 8340
Chair of Governors	Name: Email: Telephone(s):	Michael Ronan info@stmacademy.org.uk 0191 258 8340
Designated Safeguarding Lead for Child Protection	Name: Email: Telephone(s):	Mark Henderson mhenderson@stmacademy.org.uk 0191 258 8340
Designated Person(s) for Child Protection:	Name: Email: Telephone(s): Name: Email: Telephone(s): Name: Email: Telephone(s):	Mark Henderson mhenderson@stmacademy.org.uk 0191 258 8340 Katie Dixon kdixon@stmacademy.org.uk 0191 258 8340 Donna Hallam dhallam@stmacademy.org.uk 0191 258 8340
Designated Teacher for Looked After Children	Name: Email: Telephone(s):	Mark Henderson mhenderson@stmacademy.org.uk 0191 258 8340
Designated Officer – Local Authority	Name: Email: Telephone(s):	Kath Burns/Carrie Barron 0345 2000109
Front Door	Telephone:	0345 2000 109 **Out of hours:** 0191 200 6800

Early Help and Coordination Team	Telephone: Email:	0191 643 8178 earlyhelpassessments@northtyneside.gcsx.gov.uk
Police	Emergency and non-emergency number	999 or 101, non-emergency number
Prevent Duty	Dedicated DFE Prevent	020 7340 7264

Further references and information

Keeping Children Safe in Education (September 2016)

Working together to Safeguard Children (March 2015)

The Munro Review of Child Protection: Final Report: *A child-centred system* Professor Eileen Munro (2011)

Education Act 2002

Children's Act 1989

Sexual Offences Act 2003 (Abuse of position of trust)

Sex and Relationship Education Guidance (2000)

DfE Dealing with allegations of abuse against teachers and other staff (2011)

Information Sharing (2015)

Safeguarding Disabled Children: Practice guidance

Use of Reasonable Force

Preventing and tackling bullying

Prevent: Preventing Violent Extremism Strategy

Safeguarding Children and young people from sexual exploitation

What to do if you suspect a child is being sexually exploited

Safeguarding Children in whom illness is fabricated or induced

Safeguarding Children who may have been trafficked

Safeguarding Children from female genital mutilation

Mandatory reporting of female genital mutilation: procedural information

Statutory guidance on children who run away or go missing from home or care

Forced Marriage

Safeguarding Children from abuse linked to faith or belief

All available from www.gov.uk , www.education.gov.uk or www.legislation.gov.uk

Other useful websites

Child Protection in Education www.cape.org.uk

NSPCC www.nspcc.org.uk

CEOP www.ceop.police.uk

The Children's Legal centre www.protectingchildren.org.uk

The Children's Commissioner for England www.childrenscommissioner.gov.uk

Childline www.childline.org.uk/Pages/Home.aspx

Think you know www.thinkuknow.co.uk

Childhood bereavement www.childhoodbereavementnetwork.org.uk

Private Fostering www.privatefostering.org.uk

Child Carers www.actionforchildren.org.uk/our-services/young-people/supporting-youngcarers

FGM www.fgmelearning.co.uk/