



# **Dartington C of E Primary School**

## **Safeguarding and Child Protection Policy**

Reviewed	September 2020
Next Review Date	September 2021
Frequency	Annual

## Introduction

'Keeping Children Safe In Education' (DFE, 2020), which informs our Safeguarding Policy defines 'Safeguarding and promoting the welfare of children as: protecting children from maltreatment; preventing impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes' (Children includes everyone under the age of 18).

## Purpose and Aims

The purpose of our safeguarding and child protection policy is to provide a secure framework for the workforce in safeguarding and promoting the welfare of those children/young people who attend our setting. The policy aims to ensure that:

- All our children are safe and protected from harm.
- Other elements of provision and policies are in place to enable children to feel safe and adopt safe practices;
- Staff, children, Governors, visitors, volunteers and parents are aware of the expected behaviours' and the setting's legal responsibilities in relation to safeguarding and promoting the welfare of all of our children.

## Ethos

*'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. A secure, safe and happy childhood is important in its own right.'*  
Statutory Framework for the Early Years Foundation Stage (EYFS)

Safeguarding in Dartington Primary is considered everyone's responsibility and our setting aims to create the safest environment within which every child has the opportunity to achieve their full potential.

This policy has been developed in accordance with the principles established by the Children Act 1989; and in line with the following:

- "Working Together to Safeguard Children 2018"<sup>1</sup>
- "What to do if you are worried a Child is being Abused" 2015<sup>2</sup>
- "Keeping Children Safe in Education" 2020<sup>3</sup>

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<sup>1</sup> <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

<sup>2</sup>

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419604/What\\_to\\_do\\_if\\_you\\_re\\_worried\\_a\\_child\\_is\\_being\\_abused.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

<sup>3</sup> <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

- “The Prevent Duty” 2015<sup>4</sup>
- “Information Sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers” 2018<sup>5</sup>

## **Responsibilities and expectations**

Dartington Primary and its’ staff and Governors takes seriously its responsibility under section 11 of the Children Act and duties under “working together” to safeguard and promote the welfare of children; to work together with other agencies to ensure adequate arrangements exist within our setting to identify, and support those children who are suffering harm or are likely to suffer significant harm. We recognise that all staff and management have a full and active part to play in protecting our children from harm, and that the child’s welfare is our paramount concern.

Dartington Primary will ensure the following:-

- that the safeguarding and child protection policy is made available to parents and carers.
- that all staff and volunteers are properly checked to make sure they are safe to work with the children who attend our setting.
- that the setting has procedures for handling allegations of abuse made against members of staff and volunteers.
- the safe and appropriate use of cameras, mobile phones, technology and on line equipment within the setting.
- the Counter Terrorism and Security Act 2015 which places a duty on early years and childcare providers “to have due regard to the need to prevent people from being drawn into terrorism” (The Prevent Duty) is implemented, taking into account the Local Safeguarding Children’s Board ‘*Prevent*’ policies, protocols and procedures and ensuring the Fundamental British Values are implemented as stated in the EYFS.
- a Designated Safeguarding Lead (DSL) is appointed who has lead responsibility for dealing with all safeguarding issues in our setting.

## **STATUTORY FRAMEWORK**

Dartington Primary will act in accordance with the following guidance and legislation in order to safeguard and promote the welfare of children

- The Children Act 1989, The Children Act 2004
- Education Act 2002 (section 175)
- Best Practice Guide in Safeguarding for Devon Schools (Devon Children & Families Partnership)
- The Education (Pupil Information) (England) Regulations 2005
- Dealing with Allegations of Abuse Against Teachers and Other Staff (DfE 2011)

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[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/439598/prevent-duty-departmental-advice-v6.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf)

5 <https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

- Working Together to Safeguard Children (DfE, 2014 and 2015) requires all schools to follow the procedures and practice of the safeguarding children's board (LSCB) which is: Devon Safeguarding Children Board.
- 'Keeping Children Safe in Education' (DfE, 2020)
- <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- The Prevent Duty - Departmental advice for schools and childcare providers <https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales>

The **Designated Safeguarding Lead** is **Mr Trewinnard**. If they are not available then contact:

The **Deputy Designated Safeguarding Leads**: **Mrs Huish and Mrs Stubbles**

**Safeguarding Governor**: **Mrs Nixon**.

Our procedures will be annually reviewed and up-dated.

## Training

The DSL should undergo training to provide them with the knowledge and skills required to carry out the role. In addition, their knowledge and skills should be refreshed at regular intervals, as appropriate to allow them to understand and keep up with any developments relevant to their role so they:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference.

## The role of the DSL is to:

(Taken directly from Keeping Children Safe in Education, 2020)

Dartington Primary should ensure an appropriate senior member of staff, from the school or leadership team, is appointed to the role of designated safeguarding lead. The DSL should take lead responsibility for safeguarding and child protection. The designated safeguarding lead is expected to:

## Managing referrals

- Refer cases (in most instances) of suspected abuse to the local authority children's social care;
- Work with the "case manager" (as per Part 4) and designated officer(s) for child protection concerns (all cases which concern a staff member);

- Refer cases to the Channel programme where there is a radicalization concern as required;
- Support staff who make referrals to the Channel programme;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service;
- Refer cases where a crime may have been committed to the Police. The designated safeguarding lead and any deputies should liaise with the three safeguarding partners and work with other agencies in line with [Working Together to Safeguard Children](#). NPCC- [When to call the police](#) should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.
- <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- <https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>
- Liaise with the headteacher to inform her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations; and
- Acts as a source of support, advice and expertise to staff (especially pastoral support staff and SENCO) on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the safeguarding and child protection policy and procedures, especially new and part time staff and volunteers.
- Ensure the School safeguarding policy and child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
- Are alert to the specific needs of children in need, those with special educational needs, disabilities and young carers.
- Understand assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;
- If early help is appropriate, the designated safeguarding lead (or deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate;
- Are able to keep detailed, accurate, secure written records of concerns and referrals.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Be responsible for arranging the settings safeguarding training for all staff and volunteers who work with children and young people. The DSL must ensure that the safeguarding training takes place annually for all with regular updates during this period; which they can deliver in-house provided they are linked in to the support and quality assurance process offered by the Local Authority and the Devon Children and Families Partnership (formerly the Devon Safeguarding Children's Board).
- To attend or ensure that a senior member of staff who has the relevant training and access to appropriate supervision, attends where appropriate, all child protection case conferences, reviews, core groups, or meetings where it concerns a child in our care and to contribute to multi-agency strategy discussions to safeguard and promote the child's welfare.
- Work alongside the Headteacher, E-Safety Lead and IT Manager to ensure the acceptable, safe use and storage of all camera technology, images, and mobile phones through the implementation, monitoring and reviewing of the appropriate policies and procedures.
- Implementing the Fundamental British Values.
- To ensure allegations regarding adults in the setting are effectively responded to and referred to the appropriate agency.

All Child Protection concerns need to be acted on **immediately**. If you are concerned that a child may be at risk or is actually suffering abuse, you must tell the DSL.

**All Adults, including the DSL, have a duty to refer all known or suspected cases of abuse to the relevant agency including MASH (Multi Agency Safeguarding Hub), Children and Young People's Service (CYPS) – Social Care, or the Police.**

Where a disclosure is made to a visiting staff member from a different agency, e.g. Early Years Consultants, Health Visitors, it is the responsibility of that agency staff to formally report the referral to the Setting's DSL in the first instance and to follow their organisations procedures. Any records made should be kept securely on the Child's Protection file.

### **Teaching Safeguarding**

We take our safeguarding responsibilities very seriously and use every available opportunity to educate children about keeping themselves safe, and to educate staff to ensure that they are aware of the signs and indicators and how to report and act on a concern. We create a culture of Safeguarding and this includes:

- Dedicated E Safety week– which is delivered termly and is embedded in the computing curriculum.
- Conversations on an individual level with both children and families.
- Our E-Safety lead is Mrs Stubbles in conjunction with the IT Manager.
- Dartington Primary will have a cycle of CAP (Child Assault Prevention) training for all children and staff.
- NSPCC Partnership working with annual assemblies and workshops

- Family Groups which visit aspects of Safeguarding
- Child friendly Safeguarding Policy
- All staff receive regular safeguarding updates, these can be delivered in various meetings, DSL will meet on a termly basis with other Safeguarding Leads to ensure knowledge and practise is shared to ensure that appropriate safeguarding updates are disseminated to staff throughout the year.

## Recognising concerns, signs and indicators of abuse

Safeguarding is not just about protecting children from deliberate harm. For our setting it includes such things as child safety, bullying, racist abuse and harassment, visits, intimate care and internet safety etc. However, it must be acknowledged that technology itself will not present the greatest risk, but the behaviours of individuals using such equipment will. The witnessing of abuse can have a damaging effect on those who are party to it, as well as the child/adult subjected to the actual abuse, and in itself will have a significant impact on the health and emotional well-being of the child.

The table below outlines the four main categories of abuse as defined by the Department of Health 'Working Together to Safeguard Children' document 2010. Adults should be aware that the possible indicators are not a definitive list although children's poor behaviour may be a sign that they are suffering harm or that they have been traumatised by abuse, some children may present these behaviours for reasons other than abuse. However, it is important to know the indicators of abuse and to be alert to the **need to consult further**.

<b>Type of Abuse</b>	<b>Possible Indicators</b>
<p><b>Neglect</b> The persistent failure to meet a child's basic physical and 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:</p> <ul style="list-style-type: none"> <li>provide food, clothing and shelter;</li> <li>protect a child from physical and emotional harm or danger;</li> <li>ensure adequate supervision;</li> <li>ensure access to appropriate medical care or treatment.</li> </ul>	<p>Obvious signs of lack of care including:</p> <ul style="list-style-type: none"> <li>Problems with personal hygiene;</li> <li>Constant hunger;</li> <li>Inadequate clothing;</li> <li>Emaciation;</li> <li>Lateness or non-attendance at the setting;</li> <li>Poor relationships with peers;</li> <li>Untreated medical problems;</li> <li>Compulsive stealing and scavenging;</li> <li>Rocking, hair twisting, thumb sucking;</li> <li>Running away;</li> <li>Low self-esteem.</li> </ul>
<p><b>Physical Abuse</b> 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</p>	<p>Physical signs that do not tally with the given account of occurrence conflicting or unrealistic explanations of cause repeated injuries delay in reporting or seeking medical advice.</p>

fabricates the symptoms of, or deliberately induces illness in a child	
<p><b>Sexual Abuse</b> 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. The activities may involve physical contact, penetrative or non-penetrative acts and also includes involving children in watching pornographic material or watching sexual acts.</p>	<p>Sudden changes in behaviour Displays of affection which are sexual and age inappropriate Tendency to cling or need constant reassurance Tendency to cry easily Regression to younger behaviour – e.g. thumb sucking, acting like a baby Unexplained gifts or money Depression and withdrawal Wetting/soiling day or night Fear of undressing for PE</p>
<p><b>Emotional Abuse</b> The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.</p>	<p>Rejection Isolation child being blamed for the actions of adults child being used as carer for younger siblings affection and basic emotional care giving/warmth, persistently absent or withheld.</p>

***The following Safeguarding issues are all considered to be child Protection issues and should be referred immediately to the DSL and / or the most relevant agency. The issues featured below are linked to guidance and local procedures which can be found on the South West Child Protection Procedures at <http://www.proceduresonline.com/swcpp/>***

### **Child Sexual exploitation (CSE) and Child Criminal Exploitation (CCE)**

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



- Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

All staff are made aware of the indicators of sexual exploitation through training and updates delivered and all concerns are reported immediately to the DSL under the regular reporting method. The DSL/Deputy can then complete the CSE risk indicator matrix if and when required and as advised by the LSCB.

DSL and Deputy DSL can find this at:-

<https://www.devonchildrenandfamiliespartnership.org.uk/workers-volunteers/child-sexual-exploitation/>

**Trafficked Children** Child trafficking involves moving children across or within national or international borders for the purposes of exploitation. Exploitation includes children being used for sex work, domestic work, restaurant/ sweatshop, drug dealing, shoplifting and benefit fraud. Where Dartington Primary is made aware of a child is suspected of or actually being trafficked/exploited we will report our concerns to the appropriate agency.

### **Child Criminal Exploitation: County Lines**

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs.

### **Peer on Peer Abuse / Harmful Sexual Behaviour including Sexual Violence and Sexual Harrassment**

In most instances, the conduct of pupils towards each other will be covered by our Behaviour policy. However, some allegations may be of such a serious nature that they may raise safeguarding concerns. Our school recognises that children are capable of abusing their peers. It will not be passed off as 'banter' or 'part of growing up'. The forms of peer on peer abuse are outlined below.

- Domestic abuse – an incident or pattern of actual or threatened acts of physical, sexual, financial and/or emotional abuse, perpetrated by an adolescent against a current or former dating partner regardless of gender or sexuality.
- Child Sexual Exploitation – children under the age of 18 may be sexually abused in the context of exploitative relationships, contexts and situations by peers who are also under 18.
- Harmful Sexual Behaviour – Children and young people presenting with sexual behaviours that are outside of developmentally 'normative' parameters and harmful to themselves and others.
- Upskirting - 'upskirting' is now a criminal offence and is defined as "taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm" (DfE, 2020)
- Serious Crime / Youth Violence – Any offence of most serious violence or weapon enabled crime, where the victim is aged 1-19' i.e. murder, manslaughter, rape,

wounding with intent and causing grievous bodily harm. 'Youth violence' is defined in the same way, but also includes assault with injury offences. All staff should be aware of indicators, which may signal that children are at risk from or are involved in serious violent crime. These may include increased absence from change, change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self harm or a significant change in well-being, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with individuals associated with criminal networks or gangs (DFE 2020)

### **Youth Produced Sexual Imagery (sexting)**

The practice of children sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. However, this online technology has also given children the opportunity to produce and distribute sexual imagery in the form of photos and videos. Such imagery involving anyone under the age of 18 is illegal.

Youth produced sexual imagery refers to both images and videos where;

- 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.

All incidents of this nature should be treated as a safeguarding concern and in line with the UKCCIS guidance 'Sexting in schools and colleges: responding to incidents and safeguarding young people'.

Cases where sexual imagery of people under 18 has been shared by adults and where sexual imagery of a person of any age has been shared by an adult to a child is child sexual abuse and should be responded to accordingly.

If a member of staff becomes aware of an incident involving youth produced sexual imagery they should follow the child protection procedures and refer to the DSL as soon as possible. The member of staff should confiscate the device involved and set it to flight mode or, if this is not possible, turn it off. **Staff should not view, copy or print the youth produced sexual imagery.**

The DSL should hold an initial review meeting with appropriate school staff and subsequent interviews with the children involved (if appropriate). Parents should be informed at an early stage and involved in the process unless there is reason to believe that involving parents would put the child at risk of harm. At any point in the process if there is concern a young person has been harmed or is at risk of harm a referral should be made to MASH or the Police as appropriate.

Immediate referral at the initial review stage should be made to MASH/Police if;

- The incident involves an adult;

- There is good 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);
- What you know about the imagery suggests the content depicts sexual acts which are unusual for the child's development stage or are violent;
- The imagery involves sexual acts;
- The imagery involves anyone aged 12 or under;
- There is reason to believe a child is at immediate risk of harm owing to the sharing of the imagery, for example the child is presenting as suicidal or self-harming.

If none of the above apply then the DSL will use their professional judgement to assess the risk to pupils involved and may decide, with input from the Headteacher, to respond to the incident without escalation to MASH or the police.

In applying judgement the DSL will consider if;

- there is a significant age difference between the sender/receiver;
- there is any coercion or encouragement beyond the sender/receiver;
- the imagery was shared and received with the knowledge of the child in the imagery;
- the child is more vulnerable than usual i.e. at risk;
- there is a significant impact on the children involved;
- the image is of a severe or extreme nature;
- the child involved understands consent;
- the situation is isolated or if the image been more widely distributed;
- there other circumstances relating to either the sender or recipient that may add cause for concern i.e. difficult home circumstances;
- the children have been involved in incidents relating to youth produced imagery before.

If any of these circumstances are present the situation will be escalated according to our child protection procedures, including reporting to the police or MASH. Otherwise, the situation will be managed within the school.

The DSL will record all incidents of youth produced sexual imagery, including both the actions taken, actions not taken, reasons for doing so and the resolution in line with safeguarding recording procedures.

## **E-Safety**

Children and young people can be exploited and suffer bullying through their use of modern technology such as the internet, mobile phones and social networking sites. In order to minimize the risks to our children and young people Dartington Primary will ensure that we have in place appropriate measures such as security filtering, and an acceptable use policy linked to our E-Safety policy. We will ensure that staff are aware of how not to compromise their position of trust in or outside of the setting and are aware of the dangers associated with social networking sites.

Our E-safety policy will clearly state that mobile phone, camera or electronic communications with a child or family in our setting is not acceptable other than for

approved setting business. Where it is suspected that a child is at risk from internet abuse or cyber bullying we will report our concerns to the appropriate agency.

## **Domestic abuse**

Domestic abuse is: Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

### **Operation Encompass**

Operation Encompass operates in the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs. Police forces not signed up to operation encompass will have their own arrangements in place.

### **National Domestic Abuse Helpline**

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247.

Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/domestic-abuse/>

<http://www.refuge.org.uk/get-help-now/support-for-women/what-about-my-children/>

<https://safelives.org.uk/knowledge-hub/spotlights/spotlight-3-young-people-and-domestic-abuse>

## **Ritualistic Abuse**

Some faiths believe that spirits and demons can possess people (including children). What should never be considered is the use of any physical or psychological violence to

get rid of the possessing spirit. This is abusive and will result in the criminal conviction of those using this form of abuse even if the intention is to help the child.

### **Female Genital Mutilation**

FGM is the collective name given to a range of procedures involving the partial or total removal of external female genitalia for nonmedical reasons. It has no health benefits and harms girls and women in many ways. The practice, which is most commonly carried out without anesthetic, can cause intense pain and distress and long-term health consequences, including difficulties in childbirth. FGM is carried out on girls of any age, from young babies to older teenagers and adult women, so school staff are trained to be aware of risk indicators. Many such procedures are carried out abroad and staff should be particularly alert to suspicions or concerns expressed by female pupil about going on a long holiday during the summer vacation period. In England, Wales and Northern Ireland, the practice is illegal under the Female Genital Mutilation Act 2003. Any person found guilty of an offence under the Female Genital Mutilation Act 2003 is liable to a maximum penalty of 14 years imprisonment or a fine, or both. See LSCB guidance for further information.

### **Forced Marriage**

A forced marriage is a marriage in which a female (and sometimes a male) does not consent to the marriage but is coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse. A forced marriage is not the same as an arranged marriage. In an arranged marriage, which is common in several cultures, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses. Children may be married at a very young age and well below the age of consent in England. Trust staff receive training and should be particularly alert to suspicions or concerns raised by a pupil of being taken abroad and not be allowed to return to England. Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014. See LSCB guidance for further information.

FM is illegal in England and Wales. This includes:

- taking someone overseas to force them to marry (whether or not the forced marriage takes place)
- marrying someone who lacks the mental capacity to consent to the marriage (whether they're pressured to or not)

### **Under-age Marriage**

In England, a young person cannot legally marry until they are 16 years old (without the consent of their parents or carers) nor have sexual relationships.

## **Honour Based Violence**

Honour based violence' is a crime or incident, which has or may have been committed to protect or defend the honour of the family and/or community'. It is important to be alert to signs of distress and indications such as self-harm, absence from setting, infections resulting from female genital mutilation, isolation from peers, being monitored by family, not participating in setting activities, unreasonable restrictions at home. Where it is suspected that a child/young person is at risk form Honour based violence. Dartington Primary will report those concerns to the appropriate agency in order to prevent this form of abuse taking place.

All staff and volunteers should be concerned about a child if they present with possible indicators of abuse. These indicators will also be covered within the in house safeguarding training and safeguarding updates to further heighten staff awareness.

Staff should also be aware that all safeguarding policies for Devon LSCB's are available to view at:

<https://www.devonchildrenandfamiliespartnership.org.uk/?s=safeguarding+policies&x=0&y=0>

## **Mental Health**

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Governing bodies and proprietors should ensure they have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

## Children who may be particularly vulnerable

Some children may have an increased risk of abuse. It is important to understand that this increase in risk is due more to societal attitudes and assumptions or child protection procedures that fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur. To ensure that all of our pupils receive equal protection, we will give special consideration to children who are disabled or have special educational needs:

All children have the right to be safe yet research shows that disabled children are three times more likely to be abused. A number of factors have been identified as to reasons why these children are more at risk (see bullet points) and as setting we are aware of these and endeavour to protect all our children.

- Assumptions that nobody would abuse or neglect disabled children ...*fact they are 3 times more likely to be abused.*
- Disabled children are well protected because of all the helpers they have... *fact this puts them at greater risk.*
- Disabled children are not attractive to abusers...*fact Abusers are usually driven by desire to dominate and some disabled children can be seen as particularly helpless.*
- You can't expect disabled children to be as well dressed and turned out as other children.....*when loved disabled children as well turned out as other children.*
- Disabled children won't be believed... and will not be able to give evidence in court...  
*Many abusers think this – but with the right help and support all disabled children can tell or show what happened to them.*
- If the child cannot speak s/he cannot communicate...*A wide range of communication systems and equipment is available and skilled people to help children communicate.*
- Abuse doesn't have the same effect on disabled children...*Fact a betrayal of trust and hurt is as acutely felt as by any other child*

Reproduced by: Scottish Government Ministerial Government Working Group (2014)  
Child Protection and Disability Toolkit

Other children at increased are:

- young carers
- affected by parental or their own substance misuse, domestic violence or parental mental-health needs asylum seekers
- living away from home vulnerable to being bullied, or engaging in bullying living in temporary accommodation
- has returned home from living in care
- live transient lifestyles
- living in chaotic and unsupportive home situations

- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality (including homophobia and transphobia)
- at risk of sexual exploitation do not have English as a first language at risk of female genital mutilation (FGM)
- at risk of forced marriage

This list provides examples of additionally vulnerable groups and is not exhaustive.

## **Prevent – Tackling Extremism and Radicalisation**

The Counter Terrorism & Security Act 2015

The Act places a Prevent duty on settings to have “due regard to the need to prevent people from being drawn into terrorism”.

Settings subject to the Prevent Duty will be expected to demonstrate activity in the following areas

**Aims and Principles**

Under the Counter-Terrorism and Security Act 2015 Dartington Primary have a legal and moral duty *“to have due regard to the need to prevent people from being drawn into terrorism”*.

It is important for us to be constantly vigilant and remain fully informed about the issues which affect the local area, city and society in which we teach.

**The objectives are that:**

- All staff and volunteers will have an understanding of what radicalization and extremism are and why we need to be vigilant within our setting, and will follow the policy guidance swiftly when issues arise.
- All staff will be aware of the signs of radicalization and extremism, this will be achieved through Safeguarding, E Safety and WRAP training.
- All children will understand the dangers of radicalization and exposure to extremist views; building resilience against these and knowing what to do if they experience them in a range of contexts including online.
- Parents are offered support with e-safety for their children.

**Definitions and Indicators:**

Radicalization is defined as the act or process of making a person more radical or favouring extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind. Extremism is defined as the holding of extreme political or religious views and, in this case, any attitudes which contradict fundamental British values.

There are a number of behaviours which may indicate a child is at risk of being radicalized or exposed to extreme views. All staff will be made aware of these through the relevant safeguarding training.



## **British Values:**

In our School we are committed to actively promoting fundamental British Values. These include:

- Rule of Law
- Individual Liberty
- Democracy
- Mutual Respect
- Tolerance

Within the school these values are promoted throughout all areas of the curriculum and opportunities that the children are provided with. In our school it is not acceptable to fail to challenge behaviours (whether of staff, children or parents) that are not in line with the fundamental British values.

## **Children who need a social worker (Child in Need and Child Protection Plans)**

- Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.
- Local authorities should share the fact a child has a social worker, and the designated safeguarding lead should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and schools and colleges to safeguard and promote the welfare of children.
- Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).
- <https://www.gov.uk/government/publications/review-of-children-in-need/review-of-children-in-need>

## **Making and managing referrals:**

- All incidents must be reported straight to the Designated Safeguarding Lead (DSL), In their absence this concern must go straight to the Deputy DSL.
- The DSL will discuss the most appropriate course of action on a case-by-case basis and will decide when a referral to external agencies is needed.
- All incidents will be fully investigated and records will be kept in line with procedures for any other safeguarding incident.

- DSL will follow the CHANNEL process outlined by Devon Children and Families Partnership.
- Where appropriate parents/carers will be contacted and the incident discussed in detail, aiming to identify motivating factors, any changes in circumstances at home, parental views of the incident and to assess whether the incident is serious enough to warrant a further referral. A note of this meeting is kept alongside the initial referral in the Safeguarding folder.
- The DSL follow-up any referrals for a period of four weeks after the incident to assess whether there is a change in behaviour and/or attitude. A further meeting with parents would be held if there is not a significant positive change in behaviour.
- If deemed necessary, serious incidents will be discussed and referred to the confidential Anti-Terrorist Hotline on 0800 789 321 or email: [prevent@devonandcornwall.pnn.police.uk](mailto:prevent@devonandcornwall.pnn.police.uk)

## Dealing With Any Disclosure

If a child makes a disclosure the member of staff or volunteer should:

- Listen without appearing shocked.
- Accept what they are being told.
- Allow for the child to talk without interruption, only asking questions when necessary.

If questions are necessary then follow the rule of 'TED':

**T**ell me  
**E**xplain to me  
**D**escribe to me

- Reassure them that they have done the right thing in telling you
- Do not criticise the alleged perpetrator
- Not promise confidentiality – A referral may be required to the local Safeguarding Hub
- Explain what has to be done next and who will have to be told
- Complete a C-POMS record promptly of the allegation, disclosure or incident
- Pass on the information to the DSL promptly

Disclosures and safeguarding issues can be stressful, the member of staff or volunteer should be aware that they may need to talk through the events, the DSL or deputy DSL will be available for this support.

## Whistleblowing / Managing Allegations

We are aware of the possibility of allegations being made against members of staff (including supply staff) or volunteers that are working or may come into contact with children and young people whilst in our setting. Allegations will usually be that some kind of abuse has taken place. This could include inappropriate behaviour displayed by members of staff or other persons working with the children such as inappropriate sexual comments, excessive one to one attention beyond the requirements of their role and

responsibilities, inappropriate sharing or images. They can be made by children and young people or other concerned adults. Allegations are made for a variety of reasons:

- Abuse has actually taken place.
- Something has happened to the child that reminds them of a past event – the child is unable to recognize that the situation and people are different; Children can misinterpret your language or your actions.
- Some children recognise that allegations can be powerful and if they are angry with you about something they can make an allegation as a way of hitting out.
- An allegation can be a way of seeking attention.

If an allegation is made against an adult in a position of trust whether they be members of staff or volunteers this should be brought to the immediate attention of the Headteacher who will advise the Chair of Governors. In the case of the allegation being made against the Headteacher this will be brought to the immediate attention of the Chair of Governors. The Headteacher or Chair of Governors will need to discuss with the Local Authority Designated Officer (LADO) the nature of the allegations made against the adult, in order for the appropriate action to be taken. This may constitute an initial evaluation meeting or strategy discussion depending on the allegation being made.

Headteacher or Chair of Governors will need to:

- Refer to the Local Authority Designated Officer (LADO) immediately and follow up in writing within 48 hours. Consider safeguarding arrangements of the child or young person to ensure they are away from the alleged abuser.
- Contact the parents or carers of the child/young person if advised to do so by the LADO.
- Consider the rights of the staff member for a fair and equal process of investigation.
- Advise Ofsted of allegation within 14 days of the allegation
- Ensure that the appropriate disciplinary procedures are followed including whether suspending a member of staff from work until the outcome of any investigation if this is deemed necessary.
- Act on any decision made in any strategy meeting.
- Advise the Disclosure and Barring Service where a member of staff has been removed, dismissed or would have been removed had they a result of the allegations being founded.

## **Record Keeping**

When a child makes a disclosure the staff member or volunteer should:

- Make notes as soon as possible – keep these in case they are later needed by a court/police) observing GDPR guidelines.
- Ensure that the date, time, location and any non-verbal behaviours used are recorded clearly.
- If there are injuries noted then the Body map should be used on C-POMS to indicate the position of these injuries.

- Staff members must record statements and observations rather than assumptions and interpretations of the situation.
- All records should be made for the attention of the DSL. The DSL will ensure that all records are managed and held in accordance with the Education (pupil information) (England) Regulations, 2005 and GDPR guidelines.
- If the DSL is not available then the deputy DSL/Headteacher should be found immediately and this form given to them, concerns must be acted on immediately to allow us to keep children safe.

### **Child's Wishes**

Where there is a safeguarding concern all staff should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place for children to express their views and give feedback. All systems and processes should operate with the **best** interests of the child at heart (KCSIE 2020).

### **Confidentiality**

- We recognise that all matters relating to child protection are confidential.
- The DSL will disclose personal information about a child or young person to other members of staff on a need to know basis only.
- However, all staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another.
- We will always undertake to share our concerns with parents and guardians and their consent is sought in accordance with Early help and MASH procedures unless doing so would increase the risk of harm to the child. If in doubt regarding sharing information with parents and guardians, we will consult with the MASH consultation team.
- We will take no names consultations with our MASH team to discuss concerns we may have, but we understand that if they then ask for a name we will disclose those details and it will become an enquiry.

### **Looked After Children (LAC)**

The most common reason for children to be looked after is as a result of abuse and / or neglect. Appropriate staff will be made aware of the different Care Orders and what they mean. Headteacher holds the responsibility for our LAC.

The designated safeguarding lead should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these

children, who are a particularly vulnerable group.

## **Private Fostering**

Private fostering occurs when a child under the age of 16 (under 18, if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer. Such arrangements may come to the attention of school staff through the normal course of their interaction, and promotion of learning activities, with children. Staff should notify the DSL or Deputy DSL who should then notify the local authority to allow the local authority to check the arrangement is suitable and safe for the child.

## **Children Missing from Education**

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of the school's unauthorised absence and children missing from education procedures.

## **Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL (or Deputy) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

## **Alternative Provision**

When the school places a pupil with an alternative provision provider, our school continues to be responsible for the safeguarding of that pupil, and should be satisfied that the provider meets the needs of the pupil. Written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff, should be obtained.

## **Training**

**All staff have a responsibility to be aware and attentive to the safeguarding of children. It is everybody's duty to report any concerns or disclosures immediately to the Designated Safeguarding Lead or Deputy DSL in the absence of DSL.**

All members of staff and volunteers will have access to safeguarding training on an annual basis. We will also, as part of our induction, issue information in relation to our Safeguarding policy and any policy related to safeguarding and promoting our children/young people's welfare to all newly appointed staff and volunteers.

- All staff members undergo Safeguarding training which is updated on an annual cycle, in line with advice from the LSCB.
- All staff members will be made aware of the systems in place to support safeguarding, and the safeguarding policy and staff code of conduct will be discussed at their induction.
- All staff members should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.
- All staff will also be given part one of Keeping Children Safe in Education (DfE, 2020) to read and understand as an expectation of their safeguarding duties.
- All staff should be aware of the process for making referrals to Children's Social Care and for Statutory Assessment under the Children's Act 1989, especially Section 17 (Child in Need) and Section 47 (a child suffering or likely to suffer significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.
- When concerned about the welfare of a child, staff members should always act in the interests of the child, immediately contact the DSL (or Deputy) and follow the correct procedure, this is a legal requirement.
- All staff will also receive WRAP training (Workshop raising awareness of Prevent) to educate them in their responsibilities to safeguard children who are at risk of being radicalized.
- All staff and Governors will attend regular safeguarding briefings to update knowledge and understanding.

Our safeguarding arrangements are reported on a termly basis to our Governors and our Safeguarding policy is reviewed annually, in order to keep it updated in line with local and national guidance/legislation.

We will include our Safeguarding Policy in our settings prospectus/website and will post copies of our policy throughout the setting. We are also able to arrange for our policy to be made available to parents whose first language is not English, on request

### **Safer Recruitment and Selection**

The School takes its responsibilities to safeguard children very seriously and has adopted recruitment procedures that help deter, reject or identify people who might abuse children, preventing people who pose a risk of harm to children from working with them. Please refer to safe recruitment and selection policy and procedure for further information

### **Information Sharing / Multi-Agency Working**

New safeguarding partners and child death review partner arrangements will comprise of the local authority, a clinical commissioning group and the chief officer for police equally sharing responsibilities for working together to safeguard and promote the welfare of local

children within each area. Safeguarding partners are expected to ensure schools are “fully engaged, involved and included in the new safeguarding arrangements” (DfE, 2020) and it is expected that they will name schools and colleges as relevant agencies and if named schools will have a statutory duty to cooperate with the published arrangements. The DSL should act as a point of contact with the three safeguarding partners.

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that the information being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the DSL, Deputy DSL, Headteacher or CEO (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a ‘need-to-know’ basis. However, Keeping Children Safe in Education (2020) emphasises that any member of staff can contact children’s social care if they are concerned about a child. Child protection information will be stored and handled in line with the Data Protection Act 2018 and HM Government Information Sharing and Advice for practitioners providing safeguarding services to children, young people, parents and carers, July 2018 Information sharing is guided by the following principles.

The information is:

- necessary and proportionate
- relevant
- adequate
- accurate
- timely
- secure

**The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.**

## **APPENDIX 1: USEFUL RESOURCES**

### **Useful Contacts:**

Devon Children Families Partnership <https://www.dcfp.org.uk/>  
South West Child Protection Procedures <http://www.proceduresonline.com/swcpp/>  
Devon Early Years and Childcare Service [www.devon.gov.uk/eys](http://www.devon.gov.uk/eys)  
Child Exploitation and Online Protection Agency [www.ceop.org.uk](http://www.ceop.org.uk)  
NSPCC <https://www.nspcc.org.uk/preventing-abuse/safeguarding/>

**Multi-agency Safeguarding Hub (MASH) 0345 155 1071**  
email: [mashsecure@devon.gov.uk](mailto:mashsecure@devon.gov.uk)

**MASH Consultation Line 0345 155 1071 (ask for Consultation Line)**

**Early Help co-ordination centre** 0345 155 1071 (ask for Early Help)  
<https://www.dcfp.org.uk/early-help/>

**Out of hours for CYPS (Social Care):**

5pm -9am and at weekends and public holidays, please contact:  
Emergency Duty Service 0845 6000 388 (low-rate call)

**Police Central Referral Unit:** 0845 605 116

**EYCS Consultation Service:**

If you have concerns about a child but are unsure whether to make a MASH enquiry. The numbers are:

Nikki Phillips – Locality Manager for Exeter and East Devon	01392 383000
Melissa Filby – Locality Manager for Northern and Mid Devon	01392 383000
Susan Bolt - Locality Manager for South West Devon	01392 383000

**DCFP**

DCFP Office: 01392 383000

**Child Protection Chairs and Local Authority Designated Officers** for managing allegations against staff:

Allegations against staff LADO Referral Coordinator 01392 384964  
<https://www.dcfp.org.uk/training-and-resources/managing-allegations/>

**Devon’s Domestic Abuse Helpline** 0345 155 1074

**Multi-Agency Safeguarding Hub – MASH**

- Manages contacts and enquiries received from any source (usually CYPS and Police 121A reports)
- Develops a document recording the concern information and all other available information in the Hubs within agreed timescales and an Early Years and Families manager makes an informed decision using all of the available information.
- Develops concern information into an Early Years and Families referral if services are required under section 17 or section 47 of The Children Act 1989
- Liaises with the Early Response Service for children and young people who need services but do not meet The Children Act 1989 threshold
- Provides consultation to agency enquiries about thresholds, appropriate action to be undertaken and services.

The Hub contributes to improved outcomes for safeguarding children because it has the ability to swiftly collate and share information held by the various agencies and to provide a multi-agency risk assessment of each case for ‘actual or likely harm’.

**Further and extensive safeguarding information can also be found on the following websites:-**



South West Child Protection Procedures (SWCPP) An incredibly useful site which all safeguarding policies for Devon LSCB is available to view at:-  
<http://www.proceduresonline.com/swcpp/devon/contents.html>

NSPCC – gives a plethora of information for everyone, useful reports and statistics  
[www.nspcc.org.uk](http://www.nspcc.org.uk)

Child Sexual Exploitation (2012)

<https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited>

Sexual Violence and Sexual Harassment - includes, what sexual violence and sexual harassment look like, important context to be aware of, related legal responsibilities for schools and colleges and advice on a whole school or college approach to preventing child on child sexual violence and sexual harassment.  
<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

Domestic violence and abuse – Government site providing useful information and links (2013) <https://www.gov.uk/domestic-violence-and-abuse>

Drugs – Advice for schools (2012)

<https://www.gov.uk/government/publications/drugs-advice-for-schools>

Safeguarding children in whom illness is fabricated or induced (2008)

<https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced>

Child Abuse linked to Faith or Belief: National Action Plan (2012)

<https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>

Preventing and Tackling Bullying (2014)

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

Female Genital Mutilation: Guidelines to Protect Children and Women (2014)

<https://www.gov.uk/government/publications/female-genital-mutilation-guidelines>

Forced Marriage (2014) <https://www.gov.uk/forced-marriage>

Addressing Youth Violence and Gangs (No date)

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

Gender Based Violence against women and girls (2014)

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

The Mental Health Strategy for England (2011)

<https://www.gov.uk/government/publications/the-mental-health-strategy-for-england>

Private Fostering (2005)

<https://www.gov.uk/government/publications/children-act-1989-private-fostering>

Radicalisation (2012) <https://www.gov.uk/government/publications/channel-guidance>

Sexting <http://ceop.police.uk/>

Domestic Abuse

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/domestic-abuse/signs-symptoms-effects/>

This is Abuse Relationship Abuse (2013)

<https://www.gov.uk/government/collections/this-is-abuse-campaign>

Trafficking (2011)

<https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>

Data Protection Act 2018

<https://www.gov.uk/government/collections/data-protection-act-2018>

Information Sharing

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/721581/Information\\_sharing\\_advice\\_practitioners\\_safeguarding\\_services.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf)

## **APPENDIX 2 – PEER ON PEER ABUSE / HARMFUL SEXUAL BEHAVIOUR PROTOCOL**

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. The DSL or Deputy DSL should lead on the investigation using their professional judgement, supported by other agencies, such as children's social care and the police as required (KCSIE 2018).

All staff should observe the following guidelines when receiving a disclosure of Peer on Peer abuse.

1. The initial response to a report from a child is important. It is essential that **all** victims are reassured that they are being taken seriously and that they will be supported and kept safe.
2. Do not promise confidentiality at this initial stage as it is very likely a concern will have to be shared further with the DSL or Deputy DSL to discuss next steps.
3. Listen carefully to the child, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc.
4. Write up the report immediately after the disclosure. However, if there is a second member of staff present then it may be appropriate to make notes during the report.
5. Record the facts as the child presents them. The notes should not reflect the personal opinion of the note taker. If the report includes an online element staff should ensure they do not view or forward illegal images of a child wherever possible.
6. Inform the DSL (or deputy), as soon as practically possible.

### **Risk Assessment**

When there has been a report of sexual violence, the DSL (or a deputy) should make an immediate risk and needs assessment. The risk and needs assessment should consider:

- the victim, especially their protection and support;
- the alleged perpetrator; and
- all the other children (and, if appropriate staff) at the school, especially any actions that are appropriate to protect them;

Risk assessments should be recorded and kept under review. At all times, the school should be actively considering the risks posed to all their pupils and students and putting adequate measures in place to protect them and keep them safe.

The DSL (or a deputy) should ensure they are engaging with children's social care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence

specialists will be required.

### **Action following a report of sexual violence and/or sexual harassment**

The DSL (or deputy) is likely to have the most complete safeguarding picture and be the most appropriate person to advise on the school or college's initial response. Important considerations will include:

- The wishes of the victim in terms of how they want to proceed.
- the nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour;
- the ages of the children involved;
- the developmental stages of the children involved;
- any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?;
- if the alleged incident is a one-off or a sustained pattern of abuse;
- are there ongoing risks to the victim, other children staff; and
- other related issues and wider context.

The starting point regarding any report should always be that sexual violence and sexual harassment is not acceptable and will not be tolerated. Especially important is not to pass off any sexual violence or sexual harassment as 'banter', 'part of growing up' or 'having a laugh'.

### **Children sharing a classroom: Initial considerations when the report is made**

Any report of sexual violence is likely to be traumatic for the victim. Whilst the DSL (or a Deputy) establishes the facts of the case and starts the process of liaising with children's social care and the police, the alleged perpetrator should be removed from any classes they share with the victim.

The school will then put in place a safety plan to keep the victim and alleged perpetrator a reasonable distance apart whilst on school premises and on transport to and from the school or college, where appropriate.

### **Options to manage the report**

When to inform the alleged perpetrator will be a decision that should be carefully considered. Where a report is going to be made to children's social care and/or the police, then, as a general rule, the school should speak to the relevant agency and discuss next steps and how the alleged perpetrator will be informed of the allegations.

Options include:

#### **1. Manage internally**

Suitable for some one-off cases of sexual harassment, for example. Risk to the victim is minimal and it would be appropriate to handle the incident internally, perhaps through

utilising their behaviour and bullying policies and by providing pastoral support.

## **2. Early help**

Children do not require statutory interventions, but may benefit from early help. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address non-violent harmful sexual behaviour and may prevent escalation of sexual violence.

## **3. Referral to Children's Services**

Where a child has been harmed, is at risk of harm, or is in immediate danger, an immediate referral should be made to local children's social care. At the referral to children's social care stage the DSL (or a Deputy) will generally inform parents or carers, unless there are compelling reasons not to (if informing a parent or carer is going to put the child at additional risk). Any such decision should be made with the support of children's social care.

**All concerns, discussions, decisions and reasons for decisions should be recorded immediately, clearly and accurately.**

## Policy History

Date	Summary of change
November 2019	<i>Updated names for DSL and Deputy DSL</i>
September 2020	Update to Deputy DSL and Safeguarding Governor (page 4) Incorporation of mental health in introduction (page 2) Updates throughout policy to KCSIE 2020 Inclusion of Statutory framework paragraph (page 3) Inclusion of updated guidance on when DSL should call police and working with the three safeguarding partners (page 5) Inclusion of information on Child Criminal Exploitation (page 8) New paragraph "Children who need a social worker" New paragraph "Operation Encompass" and "National Domestic Abuse Helpline" (page 12) New paragraph "Mental Health" (page 14) Inclusion of supply staff in managing allegations against staff (page 18)