



The Orchard Primary School

Nurture Learn Grow

Safeguarding and Child Protection Policy

Date	Review Date		GB Committee
Sept 2022	Sept 2023	HT	Curriculum and Community

INTRODUCTION

At Orchard Primary School, the governors and staff fully recognise the contribution the school makes to safeguarding children. We are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment.

We recognise that the safety and protection of all children is of paramount importance and that all staff, including volunteers have responsibility for protecting children from harm. We take all welfare concerns seriously and will always work in the best interests of the child.

We believe that the school should have a caring and positive, safe and stimulating environment, which promotes the social, physical, emotional and moral development of each pupil and we encourage all children and young people to talk to us about anything that worries them.

Our policy applies to all staff, governors and volunteers working in the school.

DEFINITIONS

Safeguarding and promoting the welfare of children means:

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

Safeguarding encompasses matters such as pupil health and safety, bullying and a range of other issues such as arrangements for meeting the medical needs of children with medical conditions, providing First Aid, school security, drugs and substance misuse.

It is about ensuring that children are growing up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best life chances.

Child Protection

Child Protection is part of safeguarding and promoting the welfare of children. It is activity undertaken to protect specific children who are suffering or at risk of suffering significant harm.

Abuse

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm

Neglect

Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development

Children – everyone under the age of 18year.

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

1. **Prevention** through raising awareness of safeguarding and child protection issues and equipping children with the skills needed to keep them safe.
2. **Developing and implementing procedures** for identifying and reporting cases, or suspected cases, of abuse.
3. **Support to pupils** who have been abused in accordance with his/her agreed child protection plan.
4. **Establishing a safe environment** in which children can learn and develop.
5. **Preventing unsuitable people working with children by** ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.

1. PREVENTION

We recognise that because of the day-to-day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Establish and maintain an environment where school staff and volunteers feel safe, are encouraged to talk and are listened to when they have concerns about a child.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Ensure that, where necessary, children who have been abused are supported appropriately, in line with a child protection plan.
- Include opportunities in the curriculum for children to develop a positive self-image and the skills they need to make informed choices, recognise and stay safe from abuse.
- We will ensure that pupils are taught about safeguarding, including online, through various teaching and learning opportunities as part of providing a broad and balanced curriculum.

2. PROCEDURES

We will follow the procedures set out by the Local Authority and the Area Child Protection Committee and take account of guidance issued by the Department for Education and Skills.

- Ensure that there is a Safeguarding and child Protection policy along with a staff code of conduct which are reviewed annually.
- Ensure we have a designated senior person for child protection who has received appropriate training and support for this role. This training will be updated every two years.
- Senior leaders have Designated Senior Lead responsibilities for safeguarding (HT / DHTs / AHTs)
- Ensure we have a nominated governor responsible for child protection, who has attended training and who also keeps this up-to-date. The school expects **all** governors to attend appropriate safeguarding and child protection training.
- Ensure every member of staff, volunteer and governor knows the name of the designated senior person responsible for child protection and their role.
- Ensure all staff and volunteers understand their responsibilities for vigilance in being alert to the signs of abuse and responsibility for referring any concerns to the designated teacher responsible for child protection.
- Ensure all staff receive Safeguarding training, which is up-dated annually with further updates as necessary.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for safeguarding and child protection by setting out its obligations in the school prospectus, via the school website, e-safety and online safety information for parents. The school safeguarding and child protection policy is available on request.
- Notify Social Services if there is an unexplained absence of more than two days of a pupil who is on the child protection register.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely; separate from the main pupil file, and in a locked location.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.
- Ensure all members of staff and volunteers are provided with safeguarding awareness information at induction.
- All members of staff are expected to read part 1 and Annex A of 'Keeping Children Safe in Education 2022' in order to be clear about their responsibilities with regard to safeguarding. (They are also expected to sign a declaration which confirms they have read and understood KCSIE)
- As part of their training staff know how to report concerns.

- The school raises awareness with staff regarding the duty to refer or bring to the attention of the DSL children for whom there are concerns of FGM
- The school raises awareness with staff the duty to refer or bring to the attention of the DSL children or associated adults in regard to grooming for radicalisation.
- The school raises awareness with staff regarding the duty to refer or bring to the attention to the DSL children or associated adults in regard to concerns of grooming for CSE
- External providers organising activities for children understand their responsibilities to share relevant information with the Headteacher.
- The school discusses allegations of abuse against adults working in the school with designated officers at the Local Authority and acts accordingly.

Roles and responsibilities

Designated Person	Designated Governor
Christine Haslam	Clare Temple
Deputy Designated Person	LEA Designated Officer
Yolande O'Callaghan / Ellis Evans	Grace Murphy / Sarah Paltenghi

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

All staff

All staff will read and understand part 1 and Annex A of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#) (2022), and review this guidance at least annually.

All staff will be aware of:

- Our systems which support safeguarding, including this safeguarding and child protection and policy, the staff [behaviour policy/code of conduct], the role and identity of the designated safeguarding lead (DSL) and [deputy/deputies], the behaviour policy, and the safeguarding response to children who go missing from education
- The early help process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), FGM and radicalisation

If they have a concern, all school staff will report to the DSL regarding

- Poor attendance and punctuality
- Concerns about appearance and presentation
- Changed or unusual behaviour
- Concerns about health and emotional well-being
- Discussions with parents about concerns relating to their child
- Concerns about home situations or condition
- Concerns about child-on-child abuse (including bullying)
- Any other unexplained changes in a child

The Designated Safeguarding Lead (DSL)

The DSL is a member of the senior leadership team. Our DSL is the Headteacher – Christine Haslam. The DSL takes lead responsibility for child protection and wider safeguarding and is available to discuss any safeguarding concerns

When the DSL is absent, the Deputy Headteachers – Ellis Evans and Yolande O’Callaghan – will assume the lead role.

If the DSL and deputies are not available, Assistant Headteachers – Demelza Rose and Geerthi Ahilan will act as cover.

The DSL and all deputies will be given the time, funding, appropriate training, resources and support to:

- Manage referrals from school staff or any others from outside school;
- Work with external agencies and professionals on matters of safety and safeguarding;
- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority children’s social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly
- Raise awareness of safeguarding and child protection amongst the staff and parents; and ensure that child protection information is transferred to the pupil’s new school
- Be aware of pupils who have a social worker;
- Help promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues with all staff.

The DSL and deputies will share / keep each other informed of any issues, and liaise with local authority case managers and designated officers for child protection concerns as appropriate.

Governing Board

The Governing Body fully recognises its responsibilities with regard to child protection and to safeguarding and promoting the welfare of children. It will:

- Designate a governor for child protection who will oversee the school’s Child Protection Policy and practice and champion child protection issues.
- Ensure an annual report is made to the Governing Body on child protection matters to include changes affecting the Child Protection Policy and procedures, child protection training received, the number of incidents/cases (no names) and child protection in the curriculum
- Ensure that the Child Protection and Safeguarding Policy is reviewed and updated annually.
- Ensure that where services or activities are provided separately by another body, the Governing Body will seek assurances that the body concerned has policies and procedures in place in regard to safeguarding children and child protection and that there are arrangements to liaise with the school on these matters where appropriate.
- The governing board will review practices with the Headteacher and ensure that the school is carrying out its duties with regard to safeguarding and promoting the welfare of children.
- All governors will read Keeping Children Safe in Education.
- The governing board will ensure that safeguarding and child protection procedures are incorporated into induction procedures for all staff and volunteers.
- Governors will satisfy themselves with regard to the appropriate vetting procedures for volunteers who work with children in the school.
- Governors will ensure that the school has procedures for dealing with allegations of abuse against children and that they are appropriately implemented.
- The chair of governors will act as the ‘case manager’ in the event that an allegation of abuse is made against the headteacher, where appropriate.
- Governors should take part in mandatory safeguarding training (to ensure that they can assure themselves that the safeguarding policies and procedures in place are effective).

The Headteacher

The headteacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers are informed of our systems which support safeguarding, including this policy, as part of their induction
- Communicating this policy to parents when their child joins the school and via the school website
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate

Confidentiality

All staff are aware that all matters relating to child protection are confidential.

- If abuse is suspected, information is given directly to the designated lead for child protection (the Headteacher) or in her absence, to one of the deputy Headteachers.
- Staff will ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubt about confidentiality, staff will seek advice from the designated person or the deputy designated person.
- All staff understand that they need know only enough to prepare them to act with sensitivity to a pupils and to refer concerns appropriately. It is inappropriate to provide all staff with detailed information about a pupil, an incident, the family and the consequent actions.
- Information about a pupil will be disclosed to other members of staff on a 'need to know' basis only. Any information shared in this way must be held confidentially to themselves.
- 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.

It is important to note that

- Timely information sharing is essential to effective safeguarding
- 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
- The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests
- If staff are in any doubt about sharing information, they should speak to the designated safeguarding lead (or deputy)

3. SUPPORT TO PUPILS (including Children at Risk)

Adults in our school take all welfare concerns seriously and encourage children to talk to us about anything that worries them. Any concerns which staff have are shared with the DSL . However, it should be remembered that sometimes children will not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or they may not recognise their experiences as harmful.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn.

The school assesses the risks and issues in the wider community when considering the well-being and safety of pupils. 'Children can be at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including but not limited to sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines and radicalisation' – KCSIE (2022), paragraph 23

The school will endeavour to support pupils through:

- The school aims and the principles of 'The Orchard Child'
- The content of the curriculum to encourage self-esteem, self-motivation and assertiveness. We will consider how children are taught about safeguarding and keeping themselves safe (including online) through various teaching and learning opportunities as part of a broad and balanced curriculum, covering relevant issues through PSHE and through Relationships Education (including sex education). We will support pupils' understanding of safeguarding issues and their personal resilience through SMSC links as part of the school curriculum and the promotion of 'The Orchard Child'. We are sensitive to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities.
- Teaching the children to recognise when they are at risk and how to get help when they need it.
- The school ethos, which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school behaviour policy, which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as Social Care, Child and Adult Mental Health Service, Education Welfare Service and Educational Psychology Service.
- Ensuring that, where a pupil on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed.
- Vigilantly monitoring children's welfare, keeping records and notifying Social Care as soon as there is a recurrence or concern.
- Monitoring, recording and discussing children who do not reach the threshold of abuse but for whom there are some concerns.

Equality Statement (SEND, Vulnerable pupils and Safeguarding)

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. 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. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities
- Have particular medical conditions which may lead to additional vulnerability
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality – e.g. children who are LGBT can be targeted by other children as can children who are perceived by other children to be LGBT (whether they are or not).
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after

These are examples of additionally vulnerable groups but this is not an exhaustive list.

Children and young people with special educational needs and disabilities can face particular or additional safeguarding challenges because:

- There may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Children with additional needs or disabilities may be more prone to peer group isolation or bullying than other pupils.
- Children with SEN and disabilities or certain medical conditions, can be disproportionately impacted by things like bullying without outwardly showing any signs and
- Difficulties may arise in overcoming communication barriers

At Orchard Primary School we provide extra pastoral support and attention where appropriate and necessary. We identify pupils who might need more support to be kept safe or to keep themselves safe by:

- Identifying the children
- Mapping our provision and support including designating key staff to support identified children (LSA /TA) where appropriate or using social skills groups to support children in learning how to keep themselves safe
- Discussing and reviewing the needs of identified children on a regular basis
- Calling on the support of outside agencies when necessary and appropriate
- Making adjustments to the curriculum where necessary – eg Yr 6 transition group, time out..

Child-on-child Abuse including sexual violence, harassment and 'sexting'

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

We believe that all children have the right to attend school and learn in a safe environment and as such have a 'zero-tolerance' approach to abuse. Children should be free from harm by adults in the school and other children. We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's behaviour policy.

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation.

It is likely to be considered a safeguarding allegation against a pupil where some of the following features are found: the allegation

- Is made against an older pupil and refers to their behaviour towards a younger or more vulnerable pupil
- Is of a serious nature including violence, pupils being forced to use drugs or alcohol or possibly including other criminal offences.
- Includes sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault or sexually inappropriate pictures or videos (including sexting)
- Raises risk factors for other pupils in the school
- Indicates that other pupils may have been affected by this student
- Indicates that young people outside the school may be affected by this student

We will support the victims of child-on-child abuse by:

- listening to the victim and taking their concern seriously
- demonstrating good and timely communication with all involved
- applying the school behaviour policy consistently and fairly
- noting and recording meetings and decisions

We will minimise the risk of child-on-child abuse by:

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to staff confidentially
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

Sexual Violence and Sexual Harassment

The school follows the guidance set out in 'Sexual violence and sexual harassment between children in schools and colleges'

Sexual violence and sexual harassment can occur between two children of any sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

At The Orchard Primary School, we believe that sexual violence and sexual harassment is never acceptable and all such incidents will be taken seriously.

Reports of sexual violence, including rape, assault by penetration and indecent assault will always be reported to the police. It is also important to consider and understand the potential impact of such reports on siblings who may also need support following incidents of sexual harassment or violence.

The school will take seriously any incidents of sexual harassment, including sexual comments, 'jokes' or taunting, physical behaviour, displaying pictures, photos or drawings of a sexual nature; and online sexual harassment.

The school recognises that some pupils are at greater risk of sexual violence and sexual harassment, including girls, pupils who are LGBT and those with SEN and disabilities, and may need greater support.

Reports of sexual violence and sexual harassment will be dealt with by the Designated Safeguarding Lead, in partnership with the headteacher. Some incidents must be reported to the police or social services; others may be dealt with in school.

Our curriculum will help young people develop healthy, respectful relationships with each other, and with staff. The curriculum includes opportunities to discuss gender roles, stereotyping, prejudice and equality.

Sexting

Sexting (or youth-produced sexual imagery) is the sharing of sexual imagery (photos or videos) by children and is a significant issue for older children and involves sharing indecent images of themselves with others. It may be the intention for the image to be shared only with one person, but invariably these pictures or videos are shared across the internet. Such images can be a part of the early stages of grooming, especially when the potential victim has only 'met' the abuser online.

Although sexting is becoming a widespread phenomenon, it is illegal to send or be in possession of indecent images or videos of people under 18.

Why is sexting such a problem?

- It is illegal to send or possess indecent images of under 18s
- Revenge or intimidation after a relationship comes to an end
- Lose control of where the images or videos go
- Lead to depression and suicide of victims
- An aspect of grooming for child sexual exploitation.

Handling incidents

If you are made aware of an incident involving sexting, you must report it to the DSL immediately

- If there is any concern that a young person is at risk of harm, the police or social care should be contacted
- Avoid viewing youth produced sexual imagery. Instead, respond to what you have been told the image contains
- Never copy, print or share the image (it is illegal)
- View with another member of staff present if it must be viewed.
- Record the fact that the images were videoed along with the reasons and who was present – sign and date.

Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to 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 pupils 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)

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult
- 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)
- 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
- The imagery involves sexual acts and any pupil in the imagery is under 13
- The DSL has reason to believe a 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 the DSL / Headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care.

Further review by the DSL

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review.

They will hold interviews with the pupils involved (if appropriate) to establish the facts and assess the risks. If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Informing parents

The DSL will inform parents at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

Referring to the police

If it is necessary to refer an incident to the police, this will be done through, local neighbourhood police or dialling 101.

Although sexting is usually perpetrated by older (teenage) students, it is important to be aware that older primary school children could be involved, even indirectly, through association with older siblings, relatives

or friends. At The Orchard Primary School, pupils are not permitted to bring mobile phones to school but this does not necessarily mean they may not be involved in or be a victim of sexting.

Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18yrs if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28days or more. A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half siblings and step-parents. It does not include great-aunts or uncles, great-grandparents or cousins. Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence. Whilst most private fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases, privately fostered children are affected by abuse and neglect, or involved in trafficking, child sexual exploitation or modern day slavery.

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

Staff should inform the HT / designated safeguarding lead when they become aware of private fostering arrangements. The HT/DSL will speak to the family of the child to ensure they are aware of the duty to notify the LA. The school itself has a duty to inform the local authority of any known private fostering arrangements.

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

If you discover that FGM has taken place or a pupil is at risk of FGM

Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs". FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Any teacher who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a **pupil under 18** must immediately report this to the police, personally. This is a specific statutory duty, and teachers will face disciplinary sanctions for failing to meet it. Unless they have good reason not to, they should also discuss the case with the DSL and involve children's social care as appropriate.

- Make a report orally by calling 101, the single non-emergency number.
- Where there is a risk to life of likelihood of serious immediate harm, the case should be reported to the police using 999 if appropriate.
- Reports under the duty should be made as soon as possible after the case is discovered, and best practice is for reports to be made by the close of the next working day.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

Any member of staff who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out must speak to the DSL and follow our local safeguarding procedures.

If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)

Where possible speak to the DSL to agree a course of action – see Appendix A

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to one of the DHTS or AHTS and/or take advice from children's social care. Advice can also be sought from the NSPCC helpline on 0808 800 5000.

Make a referral to local authority children's social care directly, if appropriate. Share any action taken with the DSL as soon as possible.

Early Help

If early help is appropriate, the DSL will liaise with other agencies setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professional in an early help assessment, in some cases acting as the lead practitioner.

The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

All Early help referrals will be made using a local authority CFAN

Referral

If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support you to do so.

If you make the referral directly you must tell the DSL as soon as possible.

The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or the person who made the referral must follow up with the LA if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

If you have concerns about extremism

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include [Channel](#), the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, the LA designated team for Prevent referrals (Joan Conlon)– 0208 583 2197 or the local authority children's social care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger

- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

Recognising abuse and taking action

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue.

If a child is suffering or likely to suffer from harm, or in immediate danger:

- Make a referral to children's social care and/or the police immediately if you believe a child is suffering or likely to suffer from harm or in immediate danger. **Anyone can make a referral.**
- Tell the DSL as soon as possible if you make a referral directly. In most cases you should discuss your concern with the DSL prior to making a referral

If a child makes a disclosure to you:

- Listen and believe them. Allow them time to talk freely and do not ask leading questions.
- Stay calm and do not show that you are shocked or upset.
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner.
- Explain what will happen next and that you will have to pass the information on. Do not promise to keep it a secret.
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it. Complete a school disclosure form (Appendix D)
- Sign and date the write up and pass it on to the DSL. Alternatively, if appropriate, make a referral to children's social care and/or the police directly, and tell the DSL as soon as possible that you have done so.

4. ESTABLISHING A SAFE ENVIRONMENT

We recognise that, because of our day to day contact with the children, school staff are well placed to observe outward signs of abuse. The school will:

- Establish and maintain an environment where children feel safe, know that their views are valued, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Encourage parents and children to see school as a safe place, where concerns can be raised.
- Actively encourage the views of children to be listened to.
- Include opportunities in the curriculum for children to develop the skills they need to recognise unsafe situation and associated risks.
-

5. PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN

Safer recruitment

The school will operate safe recruitment practices including:

- Ensuring that there is at least one person on every recruitment panel who has completed Safer Recruitment training, and that all recruitment documentation contains prominent statements of our commitment to safeguarding and promoting the welfare of children.
- Ensuring appropriate DBS checks, Barring and reference checks are undertaken according to current regulations.
- Consulting with the designated LEA Officer for Child Protection in the event of an allegation being made against a member of staff and adhere to the relevant procedures set out in the Hounslow's Child Protection procedures.

- Ensuring that all staff and volunteers are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents.
- maintaining a single central record of all recruitment and vetting checks on all staff, volunteers. Third party providers of staff, including contractors, are required to evidence recruitment and vetting checks that they have undertaken on their respective staff.

Allegations against staff

We recognise the possibility that adults working in the school may harm children.

- All staff must take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.
- Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. The school's whistleblowing policy enables staff to raise concerns or allegations, initially in confidence and for a sensitive enquiry to take place.
- All concerns about the conduct of a member of staff (including supply staff, volunteers or contractors), poor practice or possible child abuse by colleagues should be reported to the Headteacher.
- The Headteacher has to decide whether the concern is an allegation or low-level concern. The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold for referral to the Local Authority Designated Officer (LADO)
- Where the Headteacher is the subject of an allegation or concern, the deputy designated person must report this to the designated governor and the LEA Child Protection Officer.

It is an allegation if the person has

- behaved in a way that has harmed a child, or may have harmed a child and/or;
- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates s/he may pose a risk of harm to children and/or;
- behaved or may have behaved in a way that indicates they may not be suitable to work with children (also includes behaviour outside the school).

Before contacting the LADO, we will conduct basic enquiries to establish the facts to help determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation.

The LADO's role is not to investigate the allegation, but to ensure that an appropriate investigation is carried out, whether that is by the police, children's social care, the school or a combination of these.

Low-level concerns

Concerns may be graded Low-level if the concern does not meet the criteria for an allegation, and the member of staff has acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work. Example behaviours may include but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or
- using inappropriate sexualised, intimidating or offensive language.

If a concern has been raised via a third party, the headteacher will collect as much evidence as possible by speaking;

- directly to the person who raised the concern, unless it has been raised anonymously;
- to the individual involved and any witnesses.

Reports about supply staff and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.

Low-level concerns will be recorded in writing and will be kept confidential and held securely in compliance with the Data Protection Act 2018. This information will be kept until the individual leaves employment at the school. Records will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

If a concerning pattern of behaviour is identified and now meets the criteria for an allegation, this will be referred to the LADO.

Safe Staff

- All staff should be aware of safer working practice guidelines and the school's code of conduct.
- Guidance about conduct and safe working practices will be given at induction including the school acceptable usage policy in regard to technology.
- The school refers to the Disclosure and Barring Service (DBS) if a person in a regulated activity has been dismissed or removed due to safeguarding concerns, or would have been dismissed or removed had they not resigned.
- The school discusses allegations of abuse against adults working in the school with designated officers at the Local Authority and acts accordingly.
- Any member of staff or volunteer found not suitable to work with children will be notified to the DBS for consideration of barring following resignation, dismissal, or, in the case of a volunteer, when we cease to use their service as a result of a substantiated allegation.
- In accordance with the Disqualification Under the Childcare Act 2006 guidance (2015), the school undertakes an annual information gathering exercise with staff in regard to themselves and, as appropriate, in regard to others with whom they reside (disqualification by association)

Staff should be encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below expected professional standards.

Training

- All staff will receive mandatory induction through inset, appropriate documentation and the Virtual College. This induction includes
 - The Safeguarding and Child Protection Policy
 - The Behaviour policy
 - The staff code of Conduct
 - The safeguarding response to children who go missing from education; and
 - The role of the designated safeguarding lead and the deputies.
- DSL and deputies attend training every two years and in addition to this their knowledge and skills are refreshed at least annually (for example through e-bulletins, meeting other DSLs or taking time to read and digest safeguarding developments).
- All other staff will receive regular safeguarding and child protection updates as required, but at least annually to provide them with the relevant skills and knowledge to safeguard children effectively. This training always includes:
 - What safeguarding is and why it is important.
 - How to act in a child's best interests.
 - What the 4 main types of abuse are and how to spot them.
 - Information about specific safeguarding issues to be aware of.
- All governors receive training about safeguarding to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

Whistle-blowing

- Where there are concerns about the way that safeguarding is carried out in the school, staff should refer to the whistle-blowing policy.
- A whistle-blowing disclosure must be about something that affects the general public such as:
 - A criminal offence has been committed, is being committed or is likely to be committed.
 - A legal obligation is breached
 - The health or safety of any individual has been endangered
 - The environment has been damaged
 - Information about any of the above has been concealed.

The NSPCC runs a whistle-blowing helpline on behalf of the Home Office – 08088005000

- Whistle-blowing in connection with the Headteacher should be made to the Chair of the Governing Body.

Record keeping

- All child Protection records are kept securely in the Headteacher's Office.
- Individual files are kept for all children who have been referred and have Child Protection Plans (family files are kept where there is more than one child in the same family with a Child Protection Plan)
- Correspondence, reports etc. from social services and other agencies are kept in each individual child's CP file.
- Access to child protection records/files can only be made through the Headteacher or in her absence, one of the Deputy Headteachers.
- If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separate from the main pupil file. In addition, if the concerns are significant or complex, and/or social care is involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child

Working with parents / carers

Parents / carers play the central role in protecting their children from harm. The school is required to consider the safety of the pupil and should a concern arise professional advice will be sought prior to contacting parents. The school will continue to work with parents to support the needs of their child (ren).

The school aims to help parents understand that the school has a responsibility for the welfare of all children and has a duty to refer cases to social services in the interests of the child.

Where appropriate, we will discuss any concerns about a child with the child's parents. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents about any such concerns following consultation with the DSL.

If we believe that notifying the parents would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

Appendix A - Flow Chart For Raising Safeguarding Concerns About A Child

Appendix B – Child Protection Guidelines and Procedures

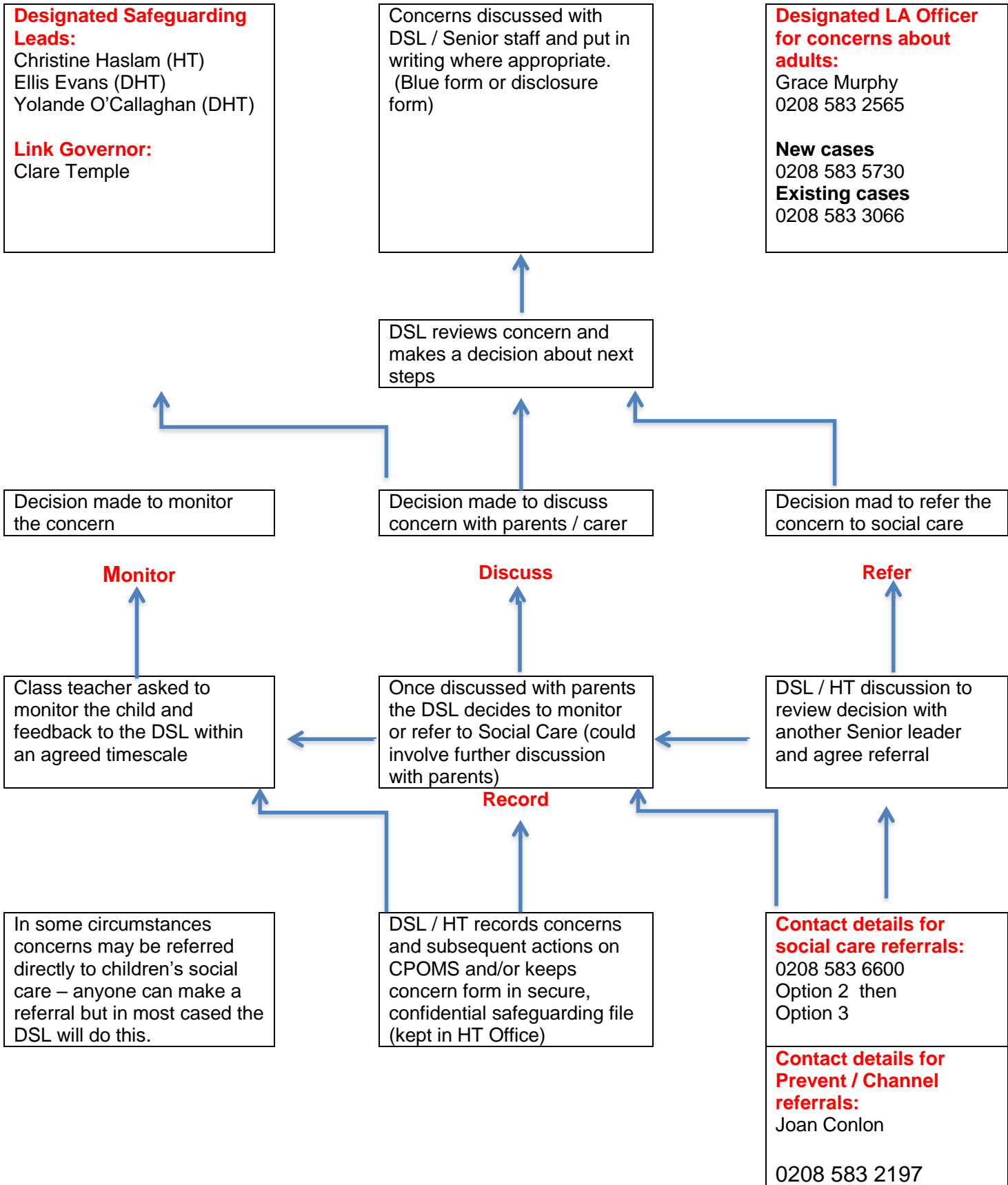
Appendix C – Potential indicators of harm

Appendix D – School Disclosure form

APPENDIX A



Hounslow Social Care Duty Manager(West): 0208 583 3257
 Hounslow Social Care Duty Manager (East): 0208 583 4573
 Anti-terrorist Line: 0800 789321
NSPCC whistleblowing Helpline: 0800 028 0285



Types Of Abuse – Definitions, Signs And Symbols

(Keeping Children Safe in Education (2022) Paragraphs 26-30)

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children. There are 4 main categories of child abuse:

Physical abuse – any form of injury where there is definite knowledge, or reasonable suspicion the injury was inflicted, or knowingly not prevented, by any person having custody of the child. It 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 of 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 adequate 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.

We also give consideration to:

Potential Abuse – children in situations where they have not been abused, but where social and medical assessments indicate a high degree of risk that they might be abused in the future, including situations where another child in the household has been harmed, or the household contains a known abuser.

A NEED FOR AWARENESS

There is a danger in thinking that non-accidental physical injuries are large and obviously visible. Minor injuries can be as important as more serious ones. If the former are not recognised, a more serious injury may follow.

Visible injuries are often noticed by either teachers or support staff. Many non-accidental injuries are not easily visible, often clothing covers them. When children are changing for PE, going swimming etc opportunities may arise to discretely notice anything unusual. Sometimes children who have an injury are

reluctant to change for PE, want to change alone, or repeatedly 'forget' their kit. If a child is suffering bullying at school, s/he may be reluctant to leave the classroom, go to the toilet or be in the playground.

Suspicious injuries need to be noticed and noted sympathetically. If you notice an injury, which you were not aware of, then it may be appropriate to gently enquire about it. It may then be appropriate for the child to go to the medical room for attention. All injuries dealt with in the medical room are logged in the accident book. If you are unsure about whether to take action about a child, or are concerned about an injury, refer your concerns to the designated person and / or a senior member of staff.

Children should not be made to show their injuries or have their clothing removed for them without permission, this is contrary to the 'Children's Act'.

Injuries are not always obvious, sometimes children exhibit unexplained changes in behaviour, especially clinginess, repeated head or tummy aches. Children who suffer abuse themselves often show violence to other children. It can be tempting to assume they probably 'got what they deserved' or got into a fight. Children however rarely bully others without some reason – real or imagined. Behaviour of this type should be referred so that possible causes can be noted as soon as possible. These notes should be objective, stating only facts, statements made by yourself or others, times and dates of specific incidents. Speculation should always be avoided.

It is very important to note that 'harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example in relation to the impact on children of all forms of domestic abuse.' KCSIE 2022 – Paragraph 26

Mental Health

All staff are 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. They are not expected or trained to diagnose mental health conditions or issues, but may notice behaviours that may be of concern. Where staff have a mental health concern about a child that may also be a safeguarding concern, they should raise the issue by informing the designated safeguarding lead or a deputy.

Staff also recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils. This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health. We take these needs into account when making plans to support pupils who have a social worker.

Child Sexual Exploitation (CSE)– definitions, signs and symptoms

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 (eg food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection)and/or
- b) For the financial advantage of 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

There are three main types of child sexual exploitation:

- **Inappropriate relationships:**

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

- **Boyfriend/Girlfriend:**

Abuser grooms victim by striking up a normal relationship with them, giving them gifts and meeting in cafés or shopping centres. A seemingly consensual sexual relationship develops but later turns abusive.

Victims may be required to attend parties and sleep with multiple men/women and threatened with violence if they try to seek help.

- **Organised exploitation and trafficking:**

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

Sexual exploitation affects both males and females. (around a third of victims are male) It can take many forms and a range of coercive techniques from grooming and the development of a consensual relationship through to extreme violence. Abusers target areas where children and young people meet with a reduced level of supervision.

Some of the following signs may be indicators of sexual exploitation. Children who:

- Appear with unexplained gifts or new possessions- money, clothes, mobile phones etc without plausible explanation
- Associate with other young people involved in exploitation – gang association and /or isolation from peers / social networks
- Have older boyfriends or girlfriends;
- Suffer from sexually transmitted infections or become pregnant
- Suffer from changes in emotional well-being, mood swings, self -harm;
- Misuse drugs and alcohol;
- Evidence of / suspicions of physical or sexual assault;
- Go missing for periods of time or regularly com home late;
- Who regularly miss school or do not take part in education – exclusions or unexplained absences
- Display inappropriate sexualised behaviour.
- Increasing secretiveness around behaviours;
- Concerning use of the internet or other social media

Exploitation is marked out by an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber bullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of abuse.

Potential vulnerabilities include:

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories)
- Sexual identity

Although these vulnerabilities increase the risk of child sexual exploitation, it must be remember that not all children with these indicators will be exploited and child sexual exploitation can occur without any of these issues.

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

Female Genital Mutilation – definitions, signs and symptoms

FGM is the collective name given to a range of procedures involving the partial or total removal of external female genitalia for non-medical reasons. It is illegal in England, Wales and Northern Ireland including travelling abroad for this purpose.

Staff have a mandatory duty to report disclosures of FGM about a female under 18.

Risk Factors / indicators include

- Low level of integration into UK society
- Mother or a sister who has undergone FGM
- Girls who are withdrawn from particular lessons such as PSHE or relationships education
- Visiting female elder from the country of origin
- Being taken on a long holiday to the country of origin
- Talk about a 'special' procedure to become a woman
- Girls may express concern about going on a long holiday

Indicators that FGM may have already taken place may include:

- They may talk about pain or discomfort between their legs.
- Difficulty walking, sitting or standing and may look uncomfortable
- Spending longer than normal in the bathroom or toilet due to difficulties urinating
- Spending long periods of time away from a classroom during the day with bladder or menstrual problems - frequent urinary, menstrual or stomach problems
- Prolonged or related absences from school, especially with noticeable behaviour changes (eg. withdrawal or depression) on the girl's return
- Reluctance to undergo normal medical examinations
- Confiding in a professional without being explicit about the problem due to embarrassment or fear

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

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

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 illegal.

Children may be married at a very young age, and well below the age of consent in England. Staff should be alert to suspicions or concerns raised by a pupil about being taken abroad and not being allowed to return to the UK.

Honour-Based Abuse

So-called 'honour-based' abuse (HBA) 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 HBA are abuse (regardless of the motivation) and should be handled and escalated as such.

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

Radicalisation and Extremism – The Prevent Duty

The government defines extremism 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. Some children are at risk of being radicalised: adopting beliefs and engaging in activities which are harmful, criminal or dangerous.

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

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalised, they should discuss this with the Designated Safeguarding Lead. The DSL and all staff have received training about the Prevent Duty.

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and the school promotes fundamental British Values as part of SMCS (spiritual, moral, social and cultural education) and prepares them for life in modern Britain. The Promotion of 'the Orchard Child' supports quality teaching and learning whilst making a positive contribution to the development of British Values

Early indicators of radicalisation or extremism may include:

- Showing sympathy for extremist causes
- Glorifying violence, especially to other faiths or cultures
- Making remarks or comments about being at extremist events or rallies outside school
- Evidence of possessing illegal or extremist literature
- Advocating messages similar to illegal organisations or other extremist groups
- Out of character changes in dress, behaviour and peer relationships (there are however, very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent)
- Secretive behaviour
- Online searches or sharing extremist messages or social profiles
- Intolerance of difference, including faith, culture, gender, race or sexuality
- Graffiti, art work or writing that displays extremist themes
- Attempts to impose extremist views or practices on others
- Verbalising anti-western or anti British views
- Advocating violence towards others

Staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. They should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead or deputy making a Prevent referral.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values support quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Children Missing Education

Knowing where children are during school hours is an important aspect of safeguard and as a consequence attendance, absence and exclusions are closely monitored. A child going missing school can be a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. Absence is monitored and appropriate action including notifying the local authority, particularly where children go missing on repeated occasions. Staff are aware of, and alert to the signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

In Response to the guidance in Keeping Children Safe in Education (2022) we have:

- staff who understand what to do when children do not attend regularly
- appropriate procedures and responses for pupils who go missing from education
- staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage
- Procedures to inform the local authority when we plan to take pupils off-roll when
 - They leave school to be home educated
 - move away from the school's location
 - remain medically unfit beyond compulsory school age
 - are in custody for four months or more (and will not return to school afterwards)
 - are permanently excluded

We will ensure that:

- children who are expected to attend the school, but fail to take up the place are referred to the local authority.
- When a pupil leaves the school we record the name of the pupil's new school and expected or known start date.

Child Criminal Exploitation

Child Criminal Exploitation (CCE) is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity...

- In exchange for something the victim needs or wants and / or
- For the financial or other advantage of the perpetrator or facilitator and / or
- Through violence or the threat of violence

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

Some of the following can be indicators of CCE:

- Children who appear with unexplained gifts of new possessions;
- Children who associate with other young people involved in exploitation;
- 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;
- Children who regularly miss school or education or do not take part in education.

County Lines – Criminal Exploitation

County lines is the organised criminal distribution of drugs from the big cities into smaller towns and rural areas using children and vulnerable people. The term "county lines" has two likely origins. In America, the county sheriffs have to stop at the county line as they have no jurisdiction past that point. County lines can also simply mean the one telephone line in use to order illegal drugs, and shared often using social media, business cards, or even printed on the sides of giveaway cigarette lighters.

Although cannabis is occasionally linked to the county lines organisations, it is harder drugs that provide the focus: heroin, cocaine, and amphetamines. The county lines gangs use standard business techniques to develop their trade. In a new area, they need to offer discounts, a consistent quality product, and make sure it's reliably delivered. The main county line gangs operate from London and Liverpool, but other groups work out of Reading, Birmingham, and Manchester. Faces from the cities are not known by police in the quieter areas and can operate more easily. At least for a time.

The influence of county lines is nationwide. Metropolitan Police have found gang members from Islington in 14 different police areas. People from Liverpool have been arrested in Cumbria and Devon. Street gangs managed by elders and ultimately the shadowy organised crime gangs are the hub of county line activity.

The further away from the street, the less likely are arrests or attention from the police. It is the so-called soldiers that are forced to go country, to distribute and deliver the drugs. The soldiers identify and groom younger boys, often 9 or 10 years old; and there are always others who want to be part of the gang and its allure of ready cash, clothes, cars, and respect. Entry is by violent initiation.

Girlfriends are pulled into the gang, and are often subject to a high level of sexual violence. Others close to the gang members, their families, friends, and neighbours – reluctant affiliates – are drawn into the gang's sphere of influence too.

The boys, typically 15 and 16, but sometimes younger, travel by coach, train, and taxi. With only a burner', or disposable phone, often stolen, and a stash of drugs. For the gang's security each runner only knows one other phone number along the delivery chain.

At first, they might be offered £500 to go missing for a couple of days, but later, it could be two weeks, a month, or even longer. This is a dangerous time, attacks from rival gangs, an everyday struggle to survive, and the potential for arrest. Any lost drugs must be paid for, one way or another. Of course, the drug runner needs a place to stay. And to do this, the gang will take over the home of a vulnerable person, often after following them home. This is known as "cuckooing". Once in the property, drugs and weapons can be stored there along with a possible venue for dealing drugs and the sexual exploitation of girls and young women.

The vulnerable people whose homes have been taken over in this way are kept compliant by intimidation, violence, and threats that now they are involved, they could be jailed too. The impact on local communities cannot be underestimated. Debt bondage further threatens the vulnerable person and keeps them from reporting the intruders. The vulnerable person is told that drugs or guns are missing, and that they have to pay for them. Of course, they can't, so they have to pay off the debt in various intimidatory ways.

Children most at risk are those with chaotic backgrounds, maybe some previous offending, poor school attenders, and often children who are looked after. Signs that should prompt people to consider a young person's involvement in county lines include: being found in distant areas; unexplained new clothes, money, or phones; being associated with older people; and a significant change in behaviour or mental state.

We need to be aware that although our pupils may not be directly involved in this criminal activity they may be living in homes where family siblings or other family members are and as such are vulnerable.

Domestic Abuse

The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between 2 people over the age of 16, who are 'personally connected' to each other

- a) Physical or sexual abuse;
- b) Violent or threatening behaviour;
- c) Controlling or coercive behaviour;
- d) Economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and
- e) Psychological, emotional or other abuse.

People are 'personally connected' when they are, or have been married to each other or civil partners; or have agreed to marry or become civil partners. If they two people have been in an intimate relationship with each other, have shared parental responsibility for the same child or they are relatives.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside the home. The definition of Domestic Abuse applies to children if they see or hear, or experience the effects of, the abuse; and they are related to the abusive person.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. 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.

Voyeurism

The Voyeurism (Offences) Act 2019 criminalises the act of 'up-skirting'. Up-skirting is defined as a colloquial term referring to the action of placing equipment such as a camera or mobile phone beneath a person's clothing to take a voyeuristic photograph without their permission. It is not only confined to victims wearing skirts or dresses and equally applies when men or women are wearing kilts, cassocks, shorts or trousers. It is often performed in crowded public places, for example on public transport or at music festivals, which can make it difficult to notice offenders.

Mental Health

We are 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. School staff are not expected or trained to diagnose mental health conditions or issues but may notice behaviours that give cause for concern.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the DSL / HT or a deputy / DHT.

Online Safety

At Orchard Primary School, when children use the school's network to access the internet they are protected from inappropriate content by our filtering and monitoring systems which are reviewed and monitored by staff.

When accessing online learning whilst out of school, we use our online learning platform – DB Primary - for all tasks set which staff are able to monitor whilst in school or out of school.

We are aware that children may have access to the internet at home and work closely with parents/families if this leads to abuse or inappropriate use. E.g. where children are in conflict with their peers and use the internet to initiate arguments, 'name-call' etc.

PROCEDURES TO BE FOLLOWED

Any member of staff identifying or receiving details of a concern should immediately:

- Report the matter to the Designated Person
- Make a written record of any disclosure made (on attached disclosure form)
- Make a written record of decisions made and actions taken.

The designated person will

- On receipt of information the Designated person must make a decision as to whether there are grounds for suspecting abuse or neglect, or there is potential risk of abuse, and to therefore make a referral to the Social Services or the Police Child Protection Team.
- Where there are grounds for a referral to be made, the concern or suspicion must be reported to social Services as a priority, making a phone call initially, but providing all relevant information in writing within 48 hours of a telephone referral on a CFAN (Child and Family Assessment Notification)
- A copy of the CFAN should be sent to social care via secure email and a copy retained at school.
- Where there is uncertainty about the need to make a referral, the Designated Person should seek the advice of the duty Officer or duty Manager at the local social Services Access and Assessment Team office or that of the Lead Officer for Child Protection In Education.
- Obtain written details, signed and dated from the person who initially identified/ received the concern
- Countersign and date the written details
- Record any information about times, dates and location of incident(s) and details of any potential witnesses
- Keep a record of all information collected and any subsequent decisions and action taken, including details of any persons involved in those decisions /actions
- When a child protection referral is made the preferred practice is for the referred to discuss the concerns with the parents/carers and where possible or appropriate, seek their agreement to the referral being made.
- There may be circumstances when the Designated Person's judgement may suggest that to advise parents/cares of a referral or to seek their agreement would not be appropriate. If this is the case this decision should be recorded and the reasons given.

If a child chooses to disclose an incident this may lead to feelings of anger, disgust, revulsion, sorrow or fear in the listener. The child may also be feeling many of these emotions but also accompanied by confusion, responsibility, guilty, insecurity, fear, inability or reluctance to trust adults. There are things that we as adults can do.

Try to:

- Stay calm – the child needs to see adults who are composed and in control
- Listen carefully and sympathetically - without probing
- Not question or put words into the child's mouth / avoid asking leading questions
- Use only open questions (e.g. 'What happened')
- Note the main points calmly and carefully
- Repeat the main points to make sure that they have been properly understood
- Tell and show the child that;
 - It was right to tell
 - We are glad they told us
 - **We believe them**
 - It was not their fault
 - We are sorry that it happened
 - Things like this happen to others too
 - That we will do what we can to help to protect and support them
- Praise and help the child to feel strong
- Reassure the child that we will be getting others to help
- Check what the child is feeling and allow them to make decisions about what will happen e.g. who they would like to accompany them etc

- As soon as possible discuss what has happened with the designated teacher or Head / Deputy
- Look after the child while arrangements are being made
- Make the rest of the day as normal as possible for everyone concerned (i.e. the child, the other children and yourself)
- Write up a full account as soon as possible and in any case before the end of the day. Where possible use the child's own words including times, dates, place of incident(s), persons present and what was said. (Use the school disclosure form) Be aware that the notes we make may be disclosed in any subsequent prosecution. Staff may also be called to give evidence in court proceedings and may be asked to refer to their notes.
- Be aware that the way in which we talk to a child can have an effect on the evidence which is put forward if there are subsequent criminal proceedings.

Do not:

- Interrupt the child / person reporting
- Make assumptions or interruptions
- Make suggestions or offer alternative explanations
- Use leading questions
- Attempt to investigate any suspicion of abuse (only sufficient information should be sought to clarify whether a concern should be referred to Social Services and /or the Police, or dealt with internally).

DO NOT PROMISE TO KEEP IT A SECRET

This may exacerbate a child's distrust of adults if, at a later stage, this information must be shared.

INDICATORS OF HARM

Many symptoms are acknowledged as being potentially signs of neglect / physical / sexual / emotional abuse.

PHYSICAL ABUSE

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

- Unexplained injuries / bruises
- Untreated injuries
- Arms and legs covered in hot weather
- Self – destructive tendencies
- Improbable excuses
- Bald patches
- Fear of medical help / returning home
- Aggression

Bruising

It is often possible to differentiate between accidental and inflicted bruises. The following should be considered in the light of any available evidence or explanation provided.

- Bruising in or around the mouth
- Two simultaneous bruised eyes, without bruising to the forehead (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally – e.g. the back, mouth, cheek, ear, stomach, chest, under arm, neck, genital and rectal areas
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used – e.g. belt marks, hand prints or a hair brush
- Linear bruising at any site, particularly, bottom, back or face
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks to the upper arms, forearms or leg
- Petechial haemorrhages (pinpoint blood spots under the skin.) commonly associated with slapping, smothering/suffocation, strangling and squeezing

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint. It is unlikely that a child will have had a fracture without the carers being aware of the child's distress. If the child is not using a limb, has pain on movement and /or swelling of the limb, there may be a fracture.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement

Rib fractures are generally caused by major trauma such as in a road traffic accident, a severe shaking injury or a direct injury such as a kick.

Skull fractures are uncommon in ordinary falls, i.e. from three feet or less. The injury is usually witnessed, the child will cry and if there is a fracture, there is likely to be swelling on the skull developing over 2 to 3 hours. All fractures of the skull should be taken seriously.

Mouth Injuries

Tears to the frenulum (tissue attaching upper lip to gum) can indicate force feeding of a baby or a child with a disability. There is often finger bruising to the cheeks and around the mouth. Rarely there may be grazing on the palate.

Poisoning

Ingestion of tablets of domestic poisoning in children under 5 is usually due to the carelessness of a parent or carer, but it may be self-harm - even in young children.

Fabricated or induced Illness

Professionals may be concerned at the possibility of a child suffering significant harm as a result of having illness fabricated or induced by their carer. Possible concerns are:

- Discrepancies between reported and observed medical conditions, such as the incidence of fits
- Attendance at various hospitals, in different geographical areas
- Development of feeding / eating disorders, as a result of unpleasant feeding interactions
- The child developing abnormal attitudes to their own health
- Non organic failure to thrive – a child does not put on weight and grow and there is no underlying medical cause
- Speech, language or motor developmental delays
- Dislike of close physical contact
- Attachment disorders
- Low self esteem
- Poor quality or no relationships with peers because social interactions are restricted
- Poor attendance at school and under-achievement

Bite Marks

Bite marks can leave clear impressions of the teeth when seen shortly after the injury has been inflicted. The shape then becomes a more defused ring bruise or oval or crescent shaped. Those over 3cm in diameter are more likely to have been caused by an adult or older child.

A medical/dental opinion, preferably within the first 24hours, should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds. Scalds are the most common intentional burn injury recorded.

Any burn with a clear outline may be suspicious – e.g. circular burns from cigarettes, linear burns from hot metal rods or electrical fire elements, burns of uniform depth over a large area, scalds that have a line indicating immersion or poured liquid

Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation. Scalds to the buttocks of a child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

The following points are also worth considering / remembering

- A responsible adult checks the temperature of the bath before the child gets in.
- A child is unlikely to sit down voluntarily in a hot bath and cannot accidentally scald its' bottom without also scalding his or her feet.
- A child getting into too hot water of his or her own accord will struggle to get out and there will be splash marks.

Scars

A large number of scars or scars of different sizes or ages, or in different parts of the body, or unusually shaped, may suggest abuse.

Emotional / Behavioural Presentation

- Refusal to discuss injuries
- Admission of punishment which appears excessive
- Fear of parents being contacted and fear of returning home
- Withdrawal from physical contact

- Arms and legs kept covered in hot weather
- Fear of medical help
- Aggression towards others
- Frequently absent from school
- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury

Indicators in the parent

- May have injuries themselves that suggest domestic violence
- Not seeking medical help/unexplained delay in seeking treatment
- Reluctant to give information or mention previous injuries
- Absent without good reason when their child is presented for treatment
- Disinterested or undisturbed by accident or injury
- Aggressive towards child or others
- Unauthorised attempts to administer medication
- Tries to draw the child into their own illness
- Past history of childhood abuse, self-harm, false allegations of physical or sexual assault
- Parent/carer may be over involved in participating in medical tests, taking temperatures and measuring bodily fluids
- Observed to be intensely involved with their children, never taking a much needed break nor allowing anyone else to undertake their child's care
- May appear unusually concerned about the results of investigations which may indicate physical illness in the child
- Wider parenting difficulties may (or may not) be associated with this form of abuse
- Parent/Carer has convictions for violent crime

Indicators in the family / environment

- Marginalised or isolated by the community
- History of mental health, alcohol or drug misuse or domestic violence
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- Past history of childhood abuse, self-harm, false allegations of physical or sexual assault or a culture of physical chastisement

EMOTIONAL ABUSE

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

Indicators in the child

- Physical / emotional / developmental delays
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or no attachment
- Aggressive behaviour towards others
- Child scapegoated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Social isolation – does not join in and has few friends, difficulty relating to others / withdrawn or seen as a 'loner'
- Over reaction to mistakes
- Fear of new situations
- Inappropriate emotional response to painful situations
- 'Neurotic' behaviour (e.g. rocking, hair twisting, thumb sucking...)
- Self-harm
- Fear of parents being contacted
- Behavioural problems e.g. aggression, attention seeking, hyperactivity, poor attention
- Extremes of passivity or aggression
- Drug / solvent abuse
- compulsive stealing
- air of detachment – 'don't care' attitude

Indicators in the parent

- Domestic abuse, adult mental health problems and parental substance misuse may be features in families where children are exposed to abuse.
- Abnormal attachment to child e.g. overly anxious or disinterest in the child
- Scapegoats one child in the family
- Imposes inappropriate expectations on the child e.g. prevents the child's developmental exploration or learning, or normal social interaction through overprotection.
- Wider parenting difficulties may (or may not) be associated with this form of abuse

Indicators in the family/environment

- Lack of support from family or social network
- Marginalised or isolated by the community
- History of mental health, alcohol or drug misuse or domestic violence
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- Past history of childhood abuse, self-harm, or false allegations of physical or sexual assault or a culture of physical chastisement

NEGLECT

Neglect is the persistent failure to meet a child's basic physical and/or psychological need, likely to result in the serious impairment of the child's health or development.

Indicators in the child - Physical presentation

- Failure to thrive or, in older children, short stature
- Underweight
- Constant / frequent hunger
- Constant tiredness
- Poor state of clothing
- Inadequately clothed, clothing in a poor state of repair
- Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold
- Swollen limbs with sores that are slow to heal, usually associated with cold injury
- Abnormal voracious appetite
- Dry sparse hair
- Recurrent / untreated infections or skin conditions e.g. severe nappy rash, eczema or persistent head lice / scabies / diarrhoea
- Unmanaged / untreated medical conditions including poor health
- Frequent accidents or injuries

Indicators in the child – Developmental

- General delay, especially speech and language delay
- Inadequate social skills and poor socialisation

Indicators in the child – Emotional / behavioural presentation

- Attachment disorders
- Absence of normal social responsiveness
- Indiscriminate behaviour in relationships with adults
- Emotionally 'needy'
- Compulsive stealing
- Frequently absent or late at school
- Poor self-esteem
- Destructive tendencies
- Thrives away from home environment
- Aggressive and impulsive behaviour
- Disturbed peer relationships
- Self-harming behaviour

Indicators in the Parent

- Dirty, unkempt presentation
- Inadequately clothed
- Inadequate social skills and poor socialisation
- Abnormal attachment to the child – e.g. anxious
- Low self-esteem and lack of confidence
- Failure to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene
- Failure to meet the child's basic health and medical needs e.g. poor dental health; failure to attend or keep appointments with health visitor, GP or hospital; lack of GP registration; failure to seek or comply with appropriate medical treatment; failure to address parental substance misuse during pregnancy
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods
- Wider parenting difficulties, may (or may not) be associated with this form of abuse

Indicators in the family/environment

- History of neglect in the family
- Family marginalised or isolated by the community
- Family has a history of mental health, alcohol or drug misuse or domestic violence
- History of unexplained death, illness or multiple surgery in parents and /or siblings of the family
- Family has a past history of childhood abuse, self-harm, false allegations of physical or sexual assault or a culture of physical chastisement
- Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals
- Poor state of home environment e.g. unhygienic facilities, lack of appropriate sleeping arrangements, inadequate ventilation (including passive smoking) and lack of adequate heating
- Lack of opportunities for child to play and learn

SEXUAL ABUSE

Indicators in the child - Physical presentation

- Urinary infections, bleeding or soreness in the genital or anal areas
- Recurrent pain on passing urine or faeces
- Blood on underclothes
- Sexually transmitted infections
- Vaginal soreness or bleeding
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing
- Pregnancy - the identity of the father may not be disclosed and/or there may be secrecy or vagueness about the identity of the father.

Indicators in the child – Emotional/ behavioural presentation

- Make a disclosure
- Demonstrated sexual knowledge or behaviour inappropriate to age/stage of development, or is unusually explicit
- Inexplicable changes in behaviour such as becoming aggressive or withdrawn
- Self-harm – eating disorders, self-mutilation and suicide attempts
- Poor self-image, self-harm, self-hatred
- Reluctant to undress for PE
- Running away from home
- Poor attention / concentration
- Sudden changes in school work habits, become truant
- Withdrawal, isolation or excessive worrying
- Inappropriate sexualised conduct
- Sexually exploited

- Wetting or other regressive behaviours e.g. thumb sucking
- Draws sexually explicit pictures
- Depression

Indicators in the Parents

- Comments made by the parent/carer about the child
- Lack of sexual boundaries
- Wider parenting difficulties or vulnerabilities
- Grooming behaviour
- Parent is a sex offender

Indicators in the family / environment

- Marginalised or isolated in the community
- History of mental health, alcohol or drug misuse or domestic violence
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- Past history of childhood abuse, self-harm, false allegations of physical or sexual assault or a culture of physical chastisement
- Family member is s sex offender

THE ORCHARD PRIMARY SCHOOL
Disclosure Form

This form should be used when a pupil discloses to any member of staff or volunteer that they or another pupil is suffering or is at risk of abuse.

<p>Dos and Don'ts</p> <p>Do:</p> <ul style="list-style-type: none"> • allow the pace of the conversation to be dictated by the pupil • ask neutral questions which encourage the pupil to talk such as "can you tell me what happened?" • accept what the pupil says and do not ask for further detail • acknowledge how hard it was for them to tell you • reassure the pupil that they have done the right thing • explain whom you will have to tell (the DCPO) and why
<p>Don't:</p> <ul style="list-style-type: none"> • burden the pupil with guilt by asking questions such as "why didn't you tell me before?" • interrogate or pressure the pupil to provide information • ask any questions that start with the words, how, what, when, where and why • undress the child or examine clothed parts of the child's body • criticise the perpetrator <p>promise confidentiality or make promises that you cannot keep such as "it will be alright now"</p>

1. You

Your name..... Date.....

2. The Pupil

Name of Pupil..... DOB.....

Parent/carer.....

3. The Alleged Perpetrator

If the pupil has named or described the alleged perpetrator, note the details here:

.....
.....

4. The Disclosure - Record of conversation (use continuation sheet if necessary):

- | |
|---|
| <ul style="list-style-type: none"> • Record what was said by the pupil and by you • Use the exact words and phrases used by the pupil • Clearly distinguish between fact, observation, allegation and opinion <p>Note the non-verbal behaviour and the key words in the language used by the pupil</p> |
|---|

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Did the pupil name witnesses? If so, note them here:

.....
.....

Was anyone else present during the disclosure? If so, note them here:

.....

5. Consent to Share

Was the pupil able to provide informed consent (please circle)? Yes No

If so, how did you seek consent?

Specifically, what did you explain, what questions did you ask and what were the responses?

.....
.....
.....

Did the pupil provide consent to share (please circle)? Yes No

If yes, what did the pupil say?

Note the exact words used by the pupil

.....
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.....

If no, did you explain that you would have to share this information with the DSL and who else might receive this information and why (please circle)? Yes No

If yes, what did the pupil say?

Note the exact words used by the pupil

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.....

6. Additional Information

Any other comments

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.....

This form and any notes taken must be passed to the DSL/HT, or in his/her absence to one of the DHTs as soon as possible and in any event no later than the end of the timetabled day. If the allegation or complaint is made against the DSL/HT, this information should be passed directly to the chair of Governors.

Signed..... Time and date