

Long Marton School Safeguarding Policy

INTRODUCTION

This document incorporates the school's Child Protection procedures

The governors of Long Marton School fully recognise the responsibilities placed upon themselves and school staff by Section 175 of the Education Act 2002 and statutory guidance in respect of keeping children safe in education. In carrying out their specific functions with regard to policies and procedures, premises, staffing, curriculum and finance, they will always take account of the need to safeguard and promote the pupils' welfare, the support and protection of children at risk, and take into account any guidance issue by the Department for Education relating to those responsibilities.

The governors also recognise their responsibilities to ensure appropriate arrangements are in place to ensure the school site is secure and safe, and to safeguard children who take part in, or are affected by, the provision of extended services and other school activities that take place outside normal school hours.

They are aware of the difference between child support and child protection, and that abuse can take many forms, including:

- physical abuse;
- sexual abuse;
- emotional abuse;
- neglect

In addition, they are aware that they should ensure their child protection procedures should minimise the risk of peer on peer abuse.

Furthermore, the governors recognise their responsibility under Section 10 of the Children Act 2004 (as amended 2010) to co-operate with the Local Authority's arrangements to improve the well-being of children in the authority's area so far as relating to:

- physical and mental health and emotional well-being;
- protection from harm and neglect;
- education, training and recreation;
- the contribution made by them to society;
- social and economic well-being.

Moreover, the governors are aware of their duty under the Counter-Terrorism and Security Act 2015 to prevent people being radicalised and drawn into terrorism, and the requirement placed upon them, under the provisions of section 78 of the Education Act 2002, to promote fundamental British values as part of pupils' spiritual, moral, social and cultural (SMSC) development.

They are also aware of their responsibilities arising from the DfE report "Tackling Child Sexual Exploitation" (CSE) published in March 2015, and of DfE advice in relation to Sexual Violence and Harassment between children in schools published in December 2017

To that effect, there are three main elements to this policy:

1. **Prevention** : through a safe and positive school atmosphere, where every child is equally valued; and through the curriculum and teaching, pastoral support offered to pupils, and engagement with parents;
2. **Procedures** : by following the agreed Cumbria Local Safeguarding Children's Board (LSCB) procedures, ensuring staff are properly recruited, trained and supported to respond appropriately and sensitive to child protection issues. Because of their day to day contact with

children, school staff are well placed to observe the outward signs of abuse to identify and report cases, or suspected cases, of abuse, radicalisation and CSE;

3. **Support** : to children who may have been abused or subject to radicalisation or CSE.

This policy applies to all staff and volunteers working in the school, community education staff and governors. Learning support assistants, mid-day supervisors and administrative staff, as well as teachers, can be the first point of disclosure for a child. Concerned parents may also contact school governors.

PREVENTION

The school will ensure:-

- It follows the safer recruitment practices detailed in September 2016 edition of Keeping Children Safe in Education and locally agreed guidance for governors and all staff and volunteers undertaking regulated activities, including the maintenance of a single record in respect of vetting and enhanced DBS checks;
- It is a legal requirement for all governors to be subject of enhanced DBS checks within 21 days of being appointed; however, under the provision of the Protection of Freedoms Act 2012, vetting and barring checks may be required only for those volunteers engaged in Regulated Activity. In all other circumstances, for each individual case, the requirement for an enhanced DBS certificate will depend on the level of contact and if, in the school's judgement, the supervision by staff who have undergone DBS checks will be, at all times, sufficient to provide reasonable assurance for the protection of the pupils. Where any doubt exists, an enhanced DBS certificate will always be required, but, under those circumstances, the law prohibits a barred list check from being carried out (***Please see Appendix F for detailed guidance***);
- It has a code of conduct for staff which, among other things, includes acceptable use of technologies, staff/pupil relationships and communications including the use of social media.
- The Head Teacher and at least one member of the governing body have received safer recruitment training;
- notwithstanding the foregoing, it is the responsibility of the Head Teacher to ensure that the necessary checks are undertaken on those volunteers with regulated and controlled access to children prior to appointment;
- it fosters and maintains an ethos where every child feels secure and is encouraged to talk, and is valued, listened to, and respected;
- all children are regarded of equal value and are treated fairly, equally, and as individuals; and the school adheres to the goal of achieving the 5 aims for each child in respect of the *Every Child Matters* agenda;
- children know that there are adults in the school whom they can approach if they are worried or in difficulty;
- Supports pupils who have been abused in accordance with his/her agreed safeguarding plan or identified as vulnerable to radicalisation;
- There is a culture of listening to children, and systems in place for them to express their view and give feedback via class and school councils and pupil questionnaires.
- Procedures, policies and curriculum areas are in place to minimise the risk of peer-to-peer abuse and sexual violence and harassment between children (see Appendix D)

- children are equipped with the skills needed to keep them safe through the curriculum, for example, the PSHE curriculum, and an understanding of fundamental British values inculcated through their SMCS development;
- all staff and governors are alert to the different forms of abuse, and to the signs of abuse and radicalisation, including sexual violence and harassment, and information regarding CSE is clearly disseminated to them, and know that they have individual responsibility for referring concerns using the proper channels and within the required timescales; and know the names of the **Designated Safeguarding Lead** and their deputy, together with their roles.
- All staff are aware of the early help process and understand their role in it.
- The training provided to staff is as follows:
 - a) In addition to basic child protection training, the Designated Safeguarding Lead will undertake training in inter-agency working, provided by, or to standards agreed by, the LSCB, and refresher training at two yearly intervals. and Level 2 training provided to the staff member covering in her temporary absence, refreshed every 3 years;
 - b) The Designated Safeguarding Lead will also receive training to equip them to identify children at risk of being drawn into terrorism and to challenge extremist ideas via the Home Office training product *Workshop to Raise Awareness of Prevent (WRAP)*, and the key principles for tackling CSE;
 - c) All other staff, teaching and non-teaching, undertake Level 1 e-learning training.
 - d) They will also receive, via an online module, awareness training on the *Channel* programme focussing on providing support at an early stage to people identified as being vulnerable to being drawn into terrorism.
 - e) The various forms of peer-to-peer abuse and the school's policy to minimise the risk and deal with any incidents which may occur.

In addition, all staff members will receive training on safeguarding and related policies and procedures at induction in line with LSCB advice, and also receive regular updates as required.

- The training provided to governors is as follows:
 - a) To the nominated governor : external safeguarding training by Cumbria Education Welfare Dept;
 - b) Awareness of child safety and associated procedures at governors' meetings;
 - c) Safer recruitment training
 - d) Awareness training on the *Channel* programme via the online module.
- Temporary staff and volunteers are made aware of the school's arrangements and responsibilities. In this school they are made aware of the safeguarding policy and procedures in place within the school which is clearly displayed in the staff room – which includes the following link for the D F E document "*What to do if you're worried a child is being abused – Advice for practitioners*" which offers practical guidance:-
(https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

- develops and implements procedures for identifying and reporting cases, or suspected cases, of abuse and/or vulnerability to radicalisation, including the delivery of training to staff and volunteers by the designated senior person;
- parents and carers have an understanding of the responsibility placed on the school and staff for safeguarding by setting out its obligations in the school prospectus, and that the safeguarding policy and procedures are made available to them on request;
- Children are taught about safeguarding, including online, through teaching and learning opportunities, as part of a broad and balanced curriculum, including PSHE and SRE.
- children are equipped to stay safe online; and the school has appropriate filters and monitoring systems in place and a clear policy regarding the use of mobile technology.
- it shares with children, parents, staff and volunteers information and good practice in respect of child protection, e-safety, and preventing radicalisation
- a self-assessment is carried out of the school's ability and strategy to mitigate factors precipitating radicalisation and identify children who may be at risk of radicalisation, and what to do to support them. **Please see Appendix "G" for the self-assessment.**
- where appropriate, its policies and practices take into account safeguarding issues, and this policy should be read in conjunction with related policies.

Please see Appendix "E" for those policies and practices

PROCEDURES

The school will follow the guidance in the publication "***Working together to safeguard children- (updated February 2017)***" and the procedures set out on the Cumbria Local Safeguarding Children Board (LSCB) website "***Procedures, Guidance & Protocols,***" which take account of guidance issued by the Department for Children, Schools & Families. For the link to those procedures follow :

<http://www.cumbrialscb.com/pagesall.aspx?id=260>

See also Appendix "A" - flow chart detailing procedures to follow when the Senior Designated Person is notified of concerns about the welfare of a child or they are identified as being vulnerable to radicalisation and CSE

See also Appendix C – for contact details in respect of the Cumbria Safeguarding Hub and for referrals and advice and links to the Cumbria Local Safeguarding Children's' Board (LSCB) website and referral to Cumbria Police regarding PREVENT.

In addition, the school will:

- work closely with the LA in ensuring that concerns are recorded and reported, referring formally where appropriate so that support can be provided in a proportionate timely way to the child and the family;
- nominate a Designated Safeguarding Lead, who has undertaken the 2 day training course provided by the LEA as a minimum, and training in respect of radicalisation. In this school, that person is **Rachel Smith**, and her deputy is **Helen Dixon**;
- ensure members of staff and volunteers are able to recognise indicators of abuse and radicalisation. Indicators for vulnerability to radicalisation are similar to those for abuse and include:
 - family tensions;
 - sense of isolation;

migration;
distance from cultural heritage;
experience of racism or discrimination;
feeling of failure, etc.

- ensure staff and volunteers can distinguish between the steps that should be taken for general safeguarding concerns or disclosures and those which should be taken if the concern is about the head teacher or other members of staff. In this school they are:-
- where a member of staff or volunteer has concerns regarding abuse, or a disclosure is made by a child, they should report the matter to the Designated Senior Person. Where a disclosure is made they should:
 - a) tell the child what they are going to do – **do not** say they will tell no-one;
 - b) **do not** question them about the matter as this may jeopardise any future investigation, in particular if a prosecution is likely to ensue;
 - c) as soon as practicable, make a note of what the child said, preferably verbatim, and note the time and date, the demeanour of the child and details of any visible injury;
 - d) reassure the child and stress that they are not to blame;
 - e) where it is evident that the child is in immediate danger of further harm, inform the Designated Senior Person immediately.
- where a disclosure is made in respect of a member of staff or volunteer, the procedures make it clear that the matter should be reported immediately to the head teacher (in this school also the Designated Safeguarding Lead). In the absence of the head teacher, or where the allegation is in respect of the head teacher, it should be reported to the chair of governors (or the vice chair in their absence).

(Please see Appendix “B” for flowchart detailing procedures where an allegation is made against a member of staff.)

- recognise the role of the Designated Safeguarding Lead and arrange support and appropriate training;
- ensure every member of staff and every governor knows :-
 - the name of the Designated Safeguarding Lead and their deputy and their roles;
 - that they have an individual responsibility for referring child protection concerns using the proper channels and within the timescales set out in the LSCB procedures;
 - how to access the LSCB online procedures;
 - is aware of the risk indicators in relation to radicalisation and the key principles for tackling CSE.
- Ensure the school:
 - provide training for all staff so that they know (i) their personal responsibility; (ii) the relevant areas of the LSCB procedures and guidance; (iii) the need to be vigilant in identifying cases of abuse and radicalisation, (iv) how to support a child who tells of abuse or has been identified as being vulnerable to being drawn into terrorism;
 - develop and follow procedures for unexplained absences and suspected abuse, and in circumstances where an allegation is made against a member of staff or volunteer.

- develop effective links with relevant agencies, and co-operate with their enquiries regarding safeguarding and radicalisation matters, including attendance at case conferences;
- Share information with statutory services in accordance with Cumbria County Council's *Information Sharing Arrangement* protocols. Where relevant, the designated senior person should inform the child concerned that information they have disclosed needs to be shared with other professionals;
- keep written records of concerns about children (noting the date, event and action taken) even where there is no need to refer the matter to Children's Services immediately
- ensure all records are kept secure and in locked locations, and separate from the main pupil file, keeping written records of concern about children even where there is no need to refer the matter immediately.
- state as policy that parents have no right to information in school records which relates to child abuse.
- The Governing Body has a committee responsible for safeguarding who will oversee the school's safeguarding policy and practice, and nominate a governor with specific responsibility for safeguarding and who receives appropriate training. In this school, the nominated governor is **Peter Brown**.
 - Procedures are in place to make a referral to the Disclosure and Barring Service if a member of staff, volunteer or governor who would be engaged in regulated activity has been dismissed or removed due to safeguarding concerns, or they would have had they not resigned

SUPPORTING PUPILS AT RISK

The school recognises that children who are abused or witness violence may find it difficult to develop a sense of self worth and to view the world as benevolent and meaningful. They may feel helplessness, humiliation and a sense of self blame.

This school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn.

The school will endeavour to support the pupil through:

- the content of the curriculum to encourage self esteem and self motivation;
- the school ethos which:
 - promotes a positive, supportive and secure environment;
 - gives pupils a sense of being valued;
- the school's behaviour policy, which is aimed at supporting vulnerable pupils in school. All staff will agree on a consistent approach which focuses on the behaviour of the child, but does not damage the pupil's sense of self worth. The school will endeavour to ensure that the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred;
- liaison with other agencies who support the child;
- keeping records and notifying Children's Services as soon as there is a recurrence of a concern;

- notify Children's Services if:
 - It should have to exclude a pupil on the child protection register either for a fixed term or permanently;
 - If there is an unexplained absence of a pupil on the child protection register for more than two days duration (or one day following a weekend)
- acknowledge that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse and that barriers can exist when recognising abuse and neglect in this group of children.

These include:-

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;
- communication barriers and difficulties overcoming these barriers.

Accordingly, school staff who deal with children with profound and multiple disabilities will be particularly sensitive to signs of abuse;

- acknowledge that children who are, or perceived to be, Lesbian, Gay, Bi, or Trans gender (even if they are not) can be targeted by their peers.
 - an appropriately trained designated teacher is appointed to promote the educational achievement of children who are looked after and appropriate staff have the information they needed, including legal status, contact arrangements with birth parents or parental responsibility, the care arrangements and the levels of authority delegated to the carer.
- ensure where a pupil on the safeguarding register leaves the school, their information is transferred to the Designated Senior Person at the new school immediately, and that the child's social worker is informed.
 - appropriate procedures are in place in response for children who go missing from education which are in line with statutory guidance (online link to DfE document listing responsibilities and actions:-
www.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf

IMPLEMENTATION

This policy will be implemented by ensuring compliance with the prevention methodology, procedures and support outlined above; in particular the training regime.

MONITORING

The nominated governor is responsible for monitoring adherence to this policy and updating the governing body as appropriate.

They will also conduct an annual evaluation, in conjunction with the Designated Senior Lead, and report their findings to the governing body whilst having regard to confidentiality.

EVALUATION

Evaluation factors will include:

- Number of disclosures/ referrals made - and disposal if known;
- Multi-agency liaison;
- Staff, volunteer and governor training;
- Parental engagement;
- Accident register;
- Individual pupil progress.

APPENDICES

- Appendix A:** Flow chart for referrals where concerns about welfare or safety of child
- Appendix B:** Procedures to follow where allegation made against member of staff.
- Appendix C:** Links for Contact details for referral or advice, the “*Working together to Safeguard Children – March 2013*” publication and relevant LSCB pages
- Appendix D:** Peer-on-peer abuse, including Sexual violence and harassment
- Appendix E:** School policies and practices impacting upon safeguarding & child protection
- Appendix F;** Guidelines re DBS certificates and Online Status Checks Procedures
- Appendix G:** Prevent duty self-assessment and action plan

Updated January 2018

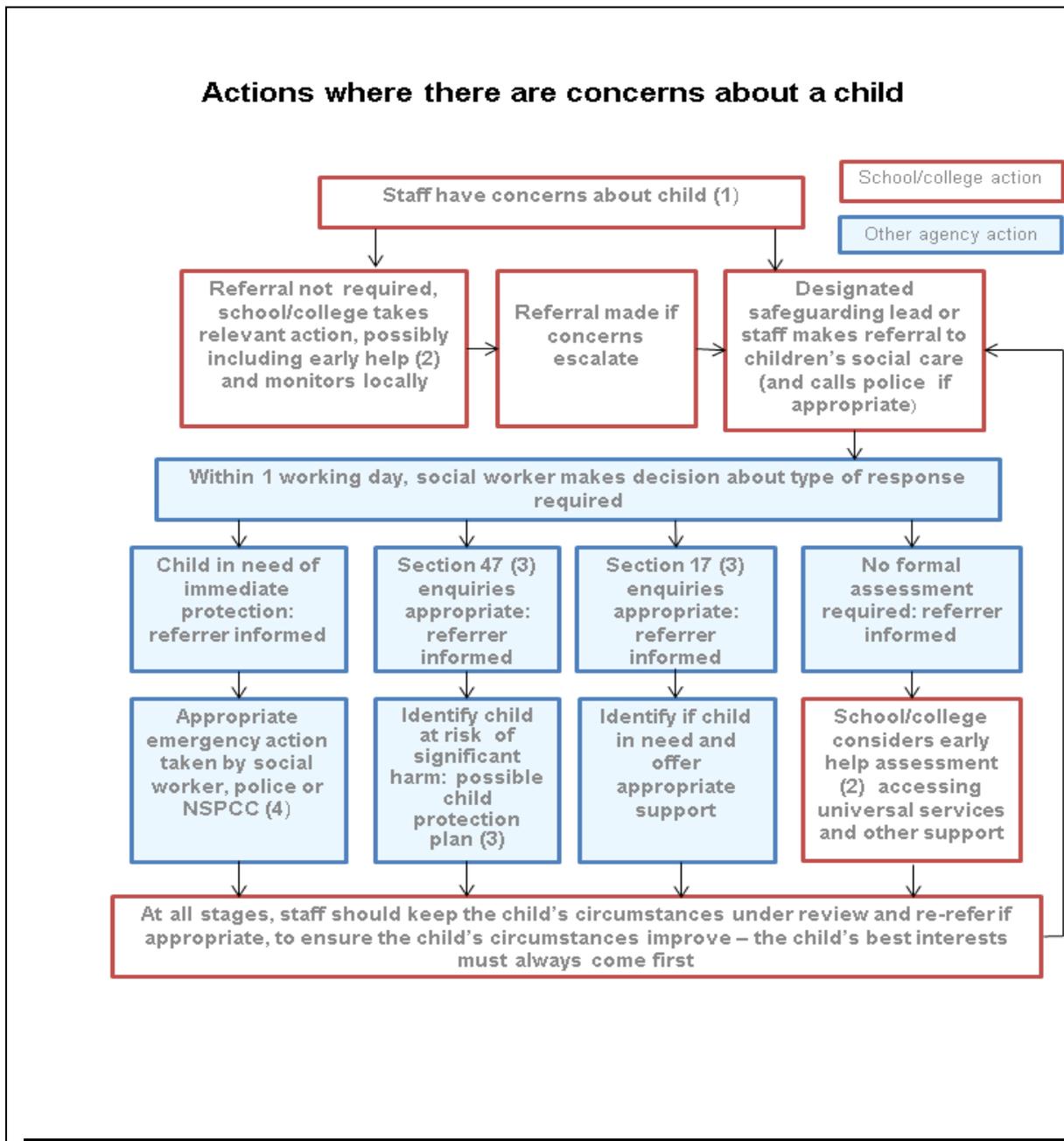
To be reviewed, September 2018

Flow chart for referrals where concerns re welfare or safety of child. Applies also to Child Sexual Exploitation and sexual violence between children

Note Part 4 DfE advise December 2017 re sexual violence & harassment between children (see Appendix C for link)

For radicalisation (PREVENT) refer to Cumbria Police via:-

prevent@cumbria.police.uk



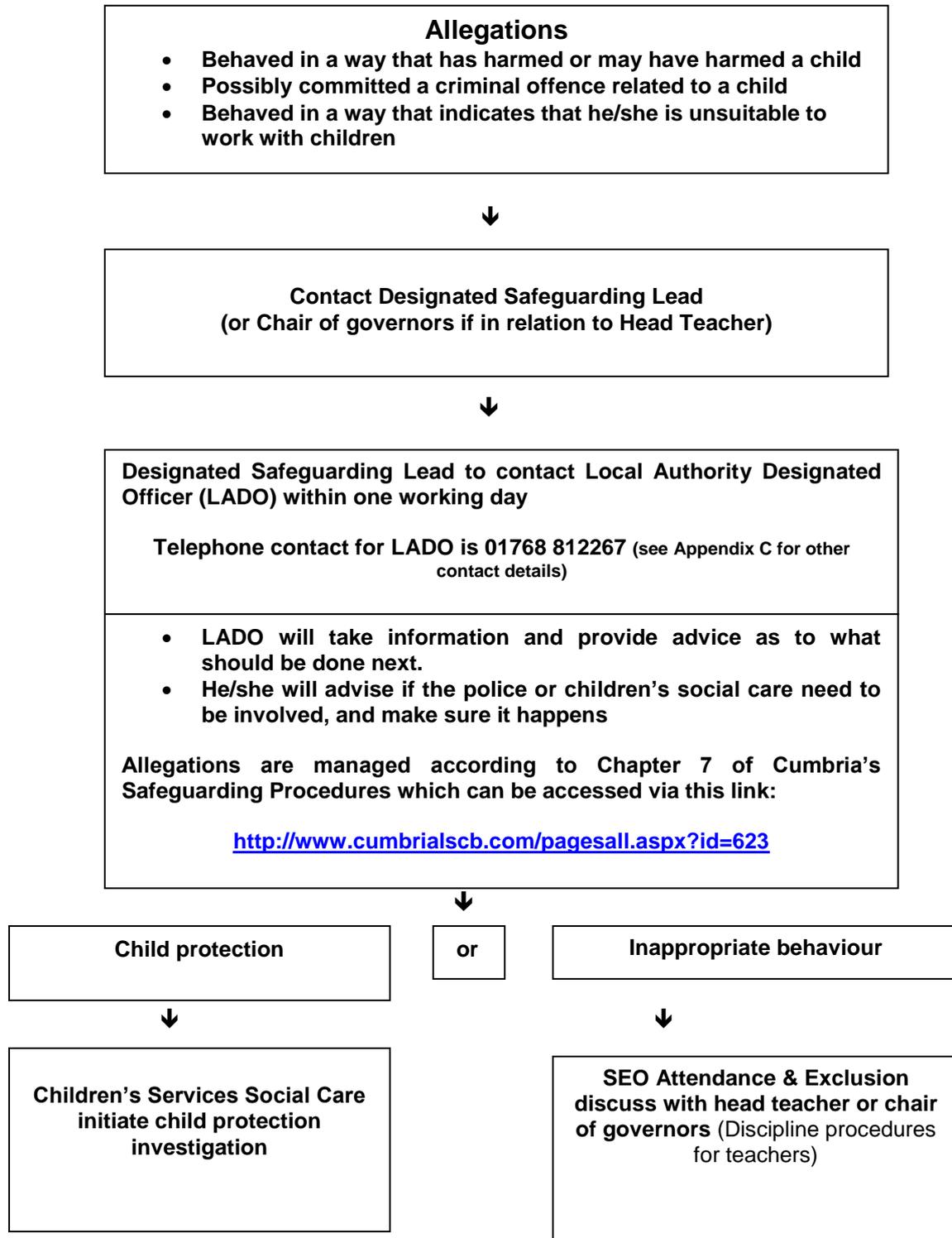
Flow chart taken from September 2016 edition of statutory guidance

Please also read further notes re procedures overleaf:-

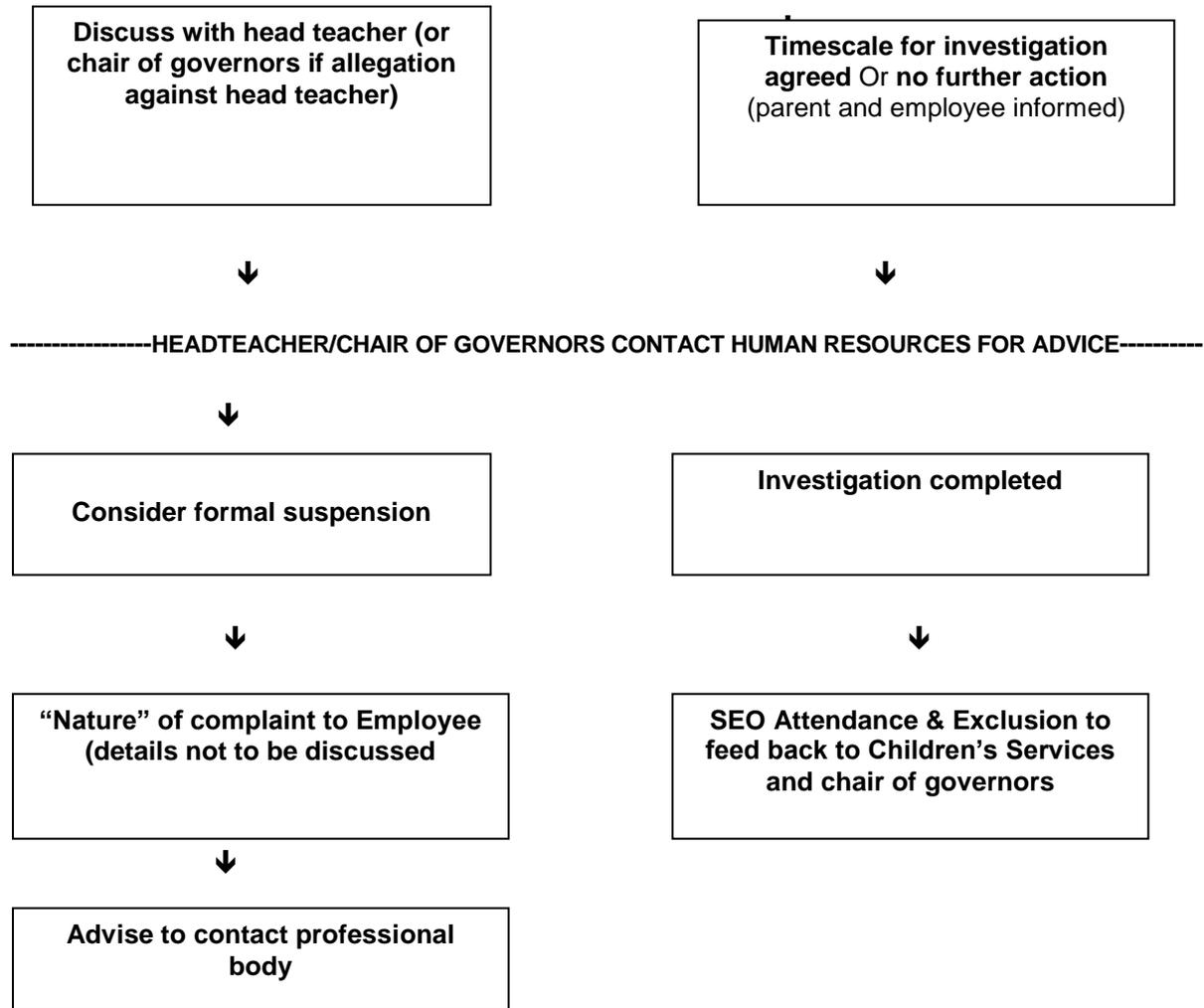
- If anyone other than the Designated Safeguarding Lead (DSL) makes the referral, they should inform the DSL as soon as possible.
- The Local authority should make a decision within one working day of referral being made about what course of action they are taking and should let the referrer know the outcome.
- Staff should follow up on a referral should that information not be forthcoming
- If, after a referral, the child's situation does not appear to be improving, the DSL, or the person who made the referral, should press for reconsideration to ensure their concerns have been addressed – and, most importantly – that the child's situation improves.
- Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working together to safeguard children provides detailed guidance on the early help process.
- If, after a referral, the child's situation does not appear to be improving, the DSL, or the person who made the referral, should press for reconsideration to ensure their concerns have been addressed – and, most importantly – that the child's situation improves.
- If early help is appropriate, the DSL should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate.
- If early help is or other support is appropriate, the case should be kept under constant review and consideration given to a referral to children's social care if the child's situation does not appear to be improving.
- If a **teacher** in the course of their work discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18, **the teacher** must report this to the police. **Note: the individual teacher, not the DSL** (See annex A KCSiE for further details).

Appendix “B”

Procedures re allegation against staff/volunteer/foster carer.



Continued overleaf



Role of the LADO

The LADO will provide advice and guidance on the allegation, liaise with the police and other agencies and monitor the progress of the case to ensure that it is dealt with as quickly as possible.

This process will need to balance the requirements of protecting children and ensuring prosecution of any alleged offences whilst respecting the position of an adult whose future employment in terms of working with children may be at risk.

In any school there may be concerns about staff conduct which may be regarded as inappropriate (e.g. inappropriate forms of control such as shouting at children); however all such incidents should be reported to the school's Head* who will log the discussion and refer to the LADO for advice

The initial sharing of information and evaluation may lead to a decision that no further action is to be taken; in which case this decision and justification should be recorded by both the Head* and the LADO, and agreement reached on what information should be put in writing to the individual concerned and by whom. They should then consider what action should follow both in respect of the individual and those who made the allegation.

*** Or Chair of Governors if in relation to the Head**

Appendix “C”

CONTACT DETAILS FOR REFERRALS OR ADVICE

- **Cumbria Safeguarding Hub** - to refer children to Cumbria Children’s social care for concerns regarding abuse, sexual abuse by peers, and CSE

- Tel: 0333 240 1727
- Email : safeguardinghub.fax@cumbria.gov.uk
- Fax : 01228 221572

- **Cumbria Police** – for concerns re radicalisation

prevent@cumbria.police.uk

- **The LADO** - for allegations against staff/volunteers/foster carers:

Contact Multi-Agency Business Support Team who will take your details and ensure a LADO returns your call. LADO working hours are Mon - Thurs 9am-5pm & Fri 9am-4.30pm

- Tel : 01768 812267
- Email : lado@cumbria.gov.uk
- Fax : 01768 812090
- LADO Cumbria Safeguarding Hub, Skirsgill Depot, Penrith, CA102BQ

Complete an allegations notification form (download from LSCB website)

- **Link for procedures re allegations against staff/volunteers/foster carers**

<http://www.cumbrialscb.com/pagesall.aspx?id=623>

- **Link to publication “Working together to safeguard children”:**

<https://www.education.gov.uk/publications/eOrderingDownload/Working%20Together%20April.pdf>

- **Link to “What to do if you are worried a child is being abused”**

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

- **“Procedures, Guidance & Protocols” on Cumbria Local Safeguarding Children board website**

<http://www.cumbrialscb.com/pagesall.aspx?id=260>

Continued overleaf

- **Multi-agency threshold guidance:**

<http://www.cumbria.gov.uk/childrensservices/ctb/threshold.asp>

- **Referral to Cumbria Children's Social Care:**

<http://www.cumbrialscb.com/pagesall.aspx?id=450>

- **Serious Case Reviews:**

<http://www.cumbrialscb.com/pagesall.aspx?id=542>

- **Link to DfE advice re sexual violence and harassment by children in schools**

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

Appendix “D”**Peer on Peer Abuse, including sexual violence & harassment**

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

Types of abuse

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

Physical abuse may include, hitting, kicking, nipping, shaking, biting, hair pulling, or otherwise causing physical harm to another person. It is important to understand why a young person has engaged in such behaviour, including accidentally before considering the action to be taken.

- **Sexually harmful behaviour**

Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault/abuse.

It is not always contrived or with the intent to harm others, and may be just as distressing to the young person who instigates it as well as the young person directed towards.

- **Sexual violence and harassment**

Sexual violence (A child under 16 cannot consent)

- Rape (penetration of vagina, anus or mouth with his penis).
- Assault by penetration of vagina or anus with part of their body or other item intentionally.
- Sexual assault. Intentionally touches another person and the touching is sexual.

Sexual harassment includes:

- Sexual comments such as telling sexual stories, lewd comments, sexual remarks about clothes and appearances, and calling someone sexualised names
- Sexual jokes or taunting
- Physical behaviour such as brushing against someone, interfering with clothes (should consider when any of this crosses line into sexual violence – important to talk to and consider experience of the victim), displaying pictures, photos or drawings of sexual nature
- Online sexual harassment. See ‘sexting’ below. Also, inappropriate sexual comments on social media, exploitation, coercion and threats. Online sexual harassment may be standalone or part of a wider pattern of sexual harassment and/or sexual violence.

- **Bullying (physical, name calling, homophobic etc.)**

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

It is aggressive behaviour and which includes:

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

- **Cyber bullying**

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

Such instances may fall into criminal behaviour:-

- Malicious Communications Act 1988 under section 1 - electronic communications which are indecent or grossly offensive, convey a threat or false information or demonstrate an intention to cause distress or anxiety to the victim.
- Communications Act 2003, Section 127 - electronic communications which are grossly offensive or indecent, obscene or menacing, or false, used again for the purpose of causing annoyance, inconvenience or needless anxiety to another.
- Sexual Offences Act 2003 - the use of taking or distributing indecent images of young people under the age of 18.

Outside of the immediate support young people may require in these instances, the school will have no choice but to involve the police to investigate these situations.

- **Sexting**

Sexting is when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude picture can happen in any relationship and to anyone, whatever their age, gender or sexual preference. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, young people are not even aware that they could be breaking the law as stated as these are offences under the Sexual Offences Act 2003.

- **Initiation/Hazing**

A form of initiation ceremony which is used to induct newcomers into an organisation, group, etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies and which may involve humiliation, embarrassment, abuse, and harassment.

- **Prejudiced Behaviour**

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

- **Teenage relationship abuse**

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

Strategy to minimise risk of abuse

- Whole school staff training to recognise the forms of abuse and the environment surrounding such behaviour and the action to be taken;
- creating a safe and open environment where children feel able to share information about matters which concern them, and where they have a voice, such as via the class and school councils;
- a curriculum which tackles the subject of abuse and prejudiced behaviour, and provides a forum to talk through issues rather than seek opportunities to harm others;
- policies which buttress the strategy, such as Behaviour & anti-bullying, Internet access, PSHCE, and Sex and relationships.

Actions where concerns re abuse

- **Ascertain what has occurred:**
- Ascertain the facts before the child(ren) have forgotten using open questions -
- speak with the child(ren) sensitively, thinking about the impact of the language used to, avoiding being judgemental or dismissive, or using words which create a blame culture
- Consider:- .

- Is their age or age difference relevant (e.g. children under the age of 5, in particular 1-4 year olds who are learning toileting skills may show a particular interest in exploration at around this stage.
 - did the incident(s) occur in a place visible to others? If so was it observed? If not, is more supervision required there?
 - do all involved give the same explanation and what is the effect on them. Why does the version of one child differ from another? Is the incident seen to be bullying for example, in which case regular and repetitive?
 - What is each child's understanding of what has occurred. Do they know/understand what they are doing? E.g. do they have knowledge of body parts, of privacy and inappropriate touching? Is the young person's explanation in relation to something they may have heard or been learning about that has prompted the behaviour? Is the behaviour deliberate and contrived? Does the young person have understanding of the impact of their behaviour on the other person?
 - In dealing with such incidents the answers are not always clear cut. If unsure as to whether or not there is any risk involved, please seek advice from Children's Services Social Care.
 - Repetition. Has the behaviour been repeated to an individual on more than one occasion? In the same way it must be considered has the behaviour persisted to an individual after the issue has already been discussed or dealt with and appropriately resolved?
 - Intent (begin to Risk Assess). Has this been a deliberate or contrived situation for a young person to be able to harm another?
 - In relation to sexual violence and harassment, please also refer to DfE advice entitled *Sexual violence and sexual harassment between children in schools and colleges* published December 2017 (**see link in Appendix C**).
- **Subsequent actions**
 - If it is believed any young person to be at risk of significant harm a safeguarding referral should be made (where a crime has been committed the police should be involved also). The procedure and ancillary actions are detailed in **Appendix A** of this policy.
 - If social care and the police intend to pursue this further they may ask to interview the young people in school or they may ask for parents to come to school to be spoken to also. It is important to be prepared for every situation and the potential time it may take.
 - The manner and timing of informing parents may be dependant upon whether it is necessary to involve social care and/or police
 - Once the outcome of the incident(s) has been established it is necessary to ensure future incidents of abuse do not occur again and consider the support and intervention required for those involved.
 - Appropriate subsequent support should be considered for the child who has been harmed.
 - It is important to ascertain why the child responsible for the abuse behaved in such a way and appropriate support also given. It may be that the young person is experiencing their own difficulties and may even have been harmed themselves in a similar way

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

Appendix “E”

**School policies and practices impacting upon safeguarding/child protection,
and radicalisation**

Adminstration of medicine policy

Attendance policy

Behaviour management, policy

Bullying policy

Equality Act

DBS Checks (single record)

Health care plans

Health & Safety policy

Internet safety policy

Missing child policy & flowcharts

Physical intervention policy

Race and Community Cohesion policy

Recruitment policy

Sex & Relationships policy

Training Plan

Transporting children policy

Whistleblowing policy

Curriculum –

PHEEC (drug & substance abuse, relationships, personal safety)

RE (diversity)

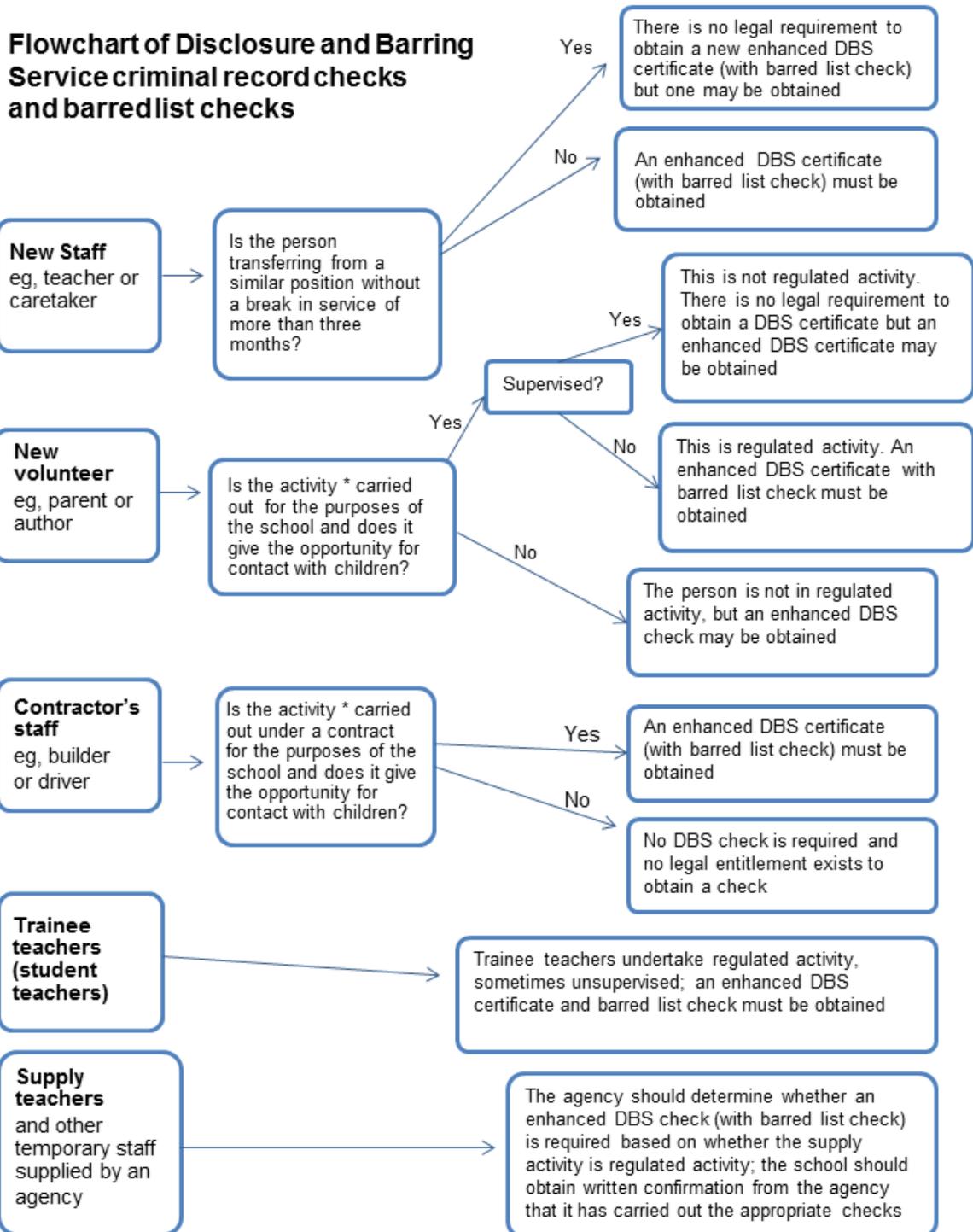
Science (biological aspects of human growth & reproduction)

PHSE

Other

Equality Act objectives

DBS certificates and Online Status Checks



* Activities listed under the guidance's definition of regulated activity and which are carried out 'frequently'

(From Sept 2016 statutory guidance)

School governors

It is mandatory for school governors to be subject to an **enhanced DBS check**. Where they have regular unsupervised access to children (i.e. engaged in Regulated Activity) a barred list check should also be carried out.

Online update service

By subscribing to the online update service, a subscriber's DBS certificate becomes portable between settings and there is no necessity to renew the certificate providing they are not convicted or cautioned for a criminal offence (excluding minor traffic offences)

Individuals holding CRB certificates and DBS certificates issued before 17th June 2013 are not eligible to subscribe to the online DBS Update Service.

- For the purpose of this appendix, "employee" also includes volunteer.

Production of DBS Certificate (renewal or new employee):

School will not receive a copy of the certificate – or be able to view or download the PDF certificate, but will be able to see online:

Full application details

Completed certificate number

Issue date of completed certificates

Certificate result

For clear applications, e-Bulk will display these now as ***Certificate contains no information***. If the certificate has content, e-Bulk will display the status of the application ***Please wait to view applicant certificate***.

- Even if the certificate is clear, the original certificate should be produced to ensure it is of the right type (e..g. Enhance, Enhanced & Barred check), and if it has content, to see it to see what is contained.

Carrying out Status Check for new Employee:

- It will be necessary for School to:
 - Check the DBS Certificate is the same type and level as you need
 - Check the individual's identity
 - Check the name on the DBS Certificate matches this identity
 - Obtain the individual's consent to carry out a Status check
 - Take a note of the DBS Certificate reference number and the individual's name and date of birth

Timescale for production of new and renewed DBS Certificate:

School will no longer receive a copy of the certificate, but the system will notify school by email advising of a completed check, and can check online at any time to see if an application has moved into the "***Application Complete***" folder.

School may request production of a certificate by the employee as soon as we know it has been completed and issued.(If the applicant has included an email address in their application, they will receive an instruction by email to produce their certificate – and a reminder once the application is being processed.)

- Employees are required to produce their certificates within 5 working days of issue.

Subscription to online Update Service

They do so by creating their own online account and paying as individuals. The school cannot subscribe on their behalf.

- **Employers cannot be compelled to subscribe to the subscription service, but we will encourage them to do so**

Reimbursement of Update Service Subscription Fees

- **Subscription fees will be refunded, including for “active” volunteers.**

Consent for Status Checks:

School is able to undertake status checks on employees their DBS certificate if the subscribe to the online update service.

Consent must be obtained from the employee(s) to undertake Status checks; either obtained each time a check is made, or by Ongoing Consent.

School cannot do a Status Check if an individual does not consent, and cannot continue to do Status Checks on an employee who withdraws their Ongoing Consent.

- **Ongoing Consent will be sought from all paid staff and volunteers. Where that is declined, or consent is withdrawn, school should seek consent each time an online check is due or deemed necessary.**
- **Where consent is declined or withdrawn, the only available course of action would be to require them to apply for a current DBS certificate.**

Frequency of Status Checks:

- **School will carry out status checks every three years on the anniversary of issue.**
- **School will also carry out a status check on any other occasion where information comes to the notice of the Head (or Chair when involving the Head) under which it would be reasonable to make a status check in respect of the individual concerned**

Code of practice for Status Checks:

In order to carry out Status checks, school has adopted the DBS Code or Practice.

- **The Code of Practice can be found at Annexe A of these procedures.**

Undertaking a status check

- **To undertake a status update check, go to www.gov.uk/dbs and select Perform a Status Check link. The information required includes: applicant’s name, DOB and certificate number**

When checking their online account, an individual will be able to see who has carried out a Status Check, and when they did

Change in Status:

The status will change for:

all DBS certificates if:

any new convictions, cautions, reprimands or warnings are recorded;
or any amendment or change to a current conviction, caution, warning or reprimand

Enhanced DBS Certificates:

any new, relevant police information is recorded

Enhanced Certificates with a Barred List check(s):

if the individual becomes barred for that list(s) checked on the Enhanced Certificate

Interpretation of Status Checks:

- **When a status check is carried out, one of the following results will be displayed immediately:**

<p><i>“This certificate did not reveal any information and remains current as no further information has been identified since its issue”</i></p>	<p><i>“This certificate remains current as no further information has been identified since its issue”</i></p>	<p><i>“This certificate is no longer current. Please apply for a new DBS check to get the most up-to-date information”</i></p>	<p><i>“The details entered do not match those held on our system. Please check and try again”</i></p>
<p>This means</p> <p>The original certificate was issued blank – it did not reveal any information about the person</p> <p>No new information has been found since its issue and it can therefore be accepted as being still current and valid</p>	<p>This means</p> <p>The original certificate revealed information about the person</p> <p>No new information has been found since its issue and it can therefore be accepted as being still current and valid depending upon the information on the certificate</p>	<p>This means</p> <p>New information has come to light since the original certificate was issued.</p> <p>You will need to apply for a new DBS check to see this new information</p>	<p>This means</p> <p>The individual has not subscribed to the Update Service; or</p> <p>The certificate has been removed from the Update Service by the individual; or</p> <p>You have not entered the correct information</p>

Where the new information has come to light, or removal of the certificate from the update service gives cause for concern:

- **There should be a discussion with the individual about the reasons for the change and they be requested to undertake a new DBS check.**
- **Any action taken before finding out the new information is a matter for school;**
- **Any action taken in respect of information disclosed during the discussion and/or DBS check to be in accordance with school policies and having regard to safeguarding issues.**

The codes of practice relating to DBS/barring checks may be found on the following pages

Annexe A

CODE OF PRACTICE

INTRODUCTION

This Code is established under section 122 of Part V Police Act 1997 and determines the obligations which govern initial and ongoing registration of Registered Bodies with the Criminal Records Bureau (CRB). The Code applies to all Registered Bodies and Umbrella Bodies, hereon referred to as Registered Bodies, and their clients. The Code also applies to applications for, and handling of, both Standard and Enhanced Disclosures.

They address the way in which the DBS will ensure that:

- Organisations are assessed as suitable to receive sensitive Disclosure information
- Organisations do not breach the spirit and requirements of the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 by submitting ineligible Disclosure Applications
- Registered Bodies correctly verify the identity of Disclosure applicants to ensure the integrity of all Disclosures issued by the DBS
- Sensitive and personal data contained within the Disclosure is correctly managed and used by Registered Bodies
- The efficiency of the Disclosure Service is maintained by the timely payment of fees and the accuracy of Disclosure Application data
- Registered Bodies treat their applicants fairly when considering sensitive Disclosure information
- Registered Bodies who fail to comply with the obligations within this Code may be suspended or de-registered in order to maintain the overall integrity of the Disclosure Service

The DBS takes seriously its statutory duties relevant to the rehabilitation of offenders, data protection and human rights legislation. It will therefore seek to ensure strict compliance with the Code through the full range of DBS assurance management processes.

This Code applies to all Disclosure information that is information contained within the Disclosure including information provided under the Independent Safeguarding Authority (ISA) scheme when introduced as well as information provided under separate cover.

THE OBLIGATIONS

1 REGISTRATION

Registered Bodies must:

1. Provide sufficient information to the DBS to allow registration to proceed. This includes information on the organisation's status, the suitability of proposed countersignatories and the purposes for which registration is requested
2. Demonstrate that they are likely to countersign and submit applications for relevant positions and employment
3. Demonstrate that they are likely to submit the minimum annual number of Disclosure applications determined by the DBS
4. Provide up-to-date information to the DBS as required in respect of the registration information and countersignatories
5. Provide information on their organisation and nominated Lead and countersignatories as and when required by the DBS to determine suitability for initial and ongoing registration with the DBS
6. Give access to DBS officials to official premises, data and documentation as and when reasonably required by the DBS to determine suitability for ongoing registration
7. Submit Registration and Disclosure applications in the prescribed format
8. Ensure that Disclosure applications are completed accurately and that all mandatory data fields are completed in full
9. Ensure that any electronic application system complies with DBS specifications as stipulated

2. IDENTITY VERIFICATION

Registered Bodies must:

1. Accurately and comprehensively verify the identity of the applicant prior to the submission of a Disclosure application
2. Ensure that any person undertaking identity verification checks on their behalf is suitable and trained accordingly

3. MANAGEMENT AND USE OF DISCLOSURE INFORMATION

Registered Bodies must:

1. Have a written policy on the secure handling of Disclosure information which, in the case of Umbrella Bodies, should be made available to their clients
2. Store Disclosure information securely
3. Retain Disclosure information, its content or any representation of the same in any format for no longer than is necessary and for a maximum of six months following the recruitment decision unless a dispute is raised or, in exceptional circumstances,

where CRB agreement is secured

4. Ensure that no reproductions of the Disclosure or its content are made, including photocopies or scanned images, unless with the prior agreement of the CRB or as a result of a stipulated requirement relating to the e-channel service
5. Only share Disclosure information with relevant persons in the course of their specific duties relevant to recruitment and vetting processes
6. Dispose of Disclosure information in a secure manner
7. Ensure that Additional Information, including information as to its existence, is not revealed to the Disclosure applicant and is disposed of in the appropriate manner and at the appropriate time
8. Ensure that they comply with CRB guidance on the portability of Disclosures and their contents

4. SUITABILITY POLICY

Registered Bodies must:

1. Have a written policy on the suitability of ex-offenders that is available upon request to potential applicants and which, in the case of Umbrella Bodies, should be made available to their clients
2. Ensure that all applicants for relevant positions or employment are notified in advance of the requirement for a Disclosure
3. Notify all potential applicants of the potential effect of a criminal record history on the recruitment and selection process and any recruitment decision
4. Discuss the content of the Disclosure with the applicant before withdrawing any offer of employment
5. Provide a copy of the DBS Code of Practice to the applicant upon request

5. PAYMENT AND FEES

Registered Bodies must:

1. Pay the prescribed registration fee before registration may proceed
2. Pay countersignatory fees within the prescribed period
3. Pay all subsequent Disclosure fees within the prescribed period
4. Pay all fees related to Disclosure applications submitted after any decision by the CRB to suspend registration or deregister the organisation
5. Publish all fees associated with Disclosure applications in relevant documentation
6. Notify the DBS in writing of any change to the fees associated with Disclosure applications

6 ELIGIBILITY

Registered Bodies must:

1. Use all reasonable endeavours to ensure that they only submit Disclosure applications in accordance with the Disclosure eligibility criteria for relevant positions or employment
2. Correctly apply the DBS definition of a volunteer to assert eligibility for free-of-charge Disclosures

7. ASSURANCE AND COMPLIANCE

Registered Bodies and their clients must co-operate in full with the DBS Registration Management Team enquiries, audits and investigations in seeking to:

1. Determine eligibility for initial registration with the Disclosure Service in accordance with the prescribed processes and criteria
2. Ensure ongoing compliance of Registered Bodies with the obligations under this Code by undertaking assurance audits on a regular basis in accordance with the prescribed processes and criteria
3. Implement the suspension or de-registration of a Registered Body where non-compliance is established in accordance with the prescribed de-registration processes and criteria

8. OFFENCES

Registered Bodies must note that it is an offence to:

1. Disclose information contained within a Disclosure to any person who is not a member, officer or employee of the Registered

Body or, in the case of Umbrella Bodies, their client unless a relevant legal exception applies

2. Disclose information to any member, officer or employee where it is not related to that employee's duties

3. Knowingly make a false statement for the purpose of obtaining, or enabling another person to obtain, a Disclosure

Persons guilty of such offences are liable to deregistration, imprisonment or a fine unless a relevant exception applies as outlined in DBS Guidance.

GUIDANCE

Each of the obligations of this Code is supplemented by detailed Guidance available on the DBS website at www.dbs.gov.uk.

This Guidance will be updated on a continual basis to ensure that it reflects the reality of DBS operations and the needs of Registered Bodies.

Significant changes to the Guidance will be notified to Registered Bodies as required.

FUTURE DEVELOPMENTS

The DBS anticipates significant developments in its service delivery within the coming three year period. These will include:

The establishment by the Department of Children, Schools and Families of the Independent Safeguarding Authority which will allow for the continual monitoring of persons suitability to work within the children and vulnerable adults sectors

The development of e-delivery channels for access to the DBS Disclosure Service, including e-applications and the extension of online tracking

Both of these developments will impact on the role of Registered Bodies in regards to the format, content and secure handling of the information they receive as part, or associated with, the Disclosure Service.

Appendix "G"**PREVENT duty self-assessment and action plan**

Risk area	Risk H/M/L	Control measures	Action taken/to be taken
<p>Governance & Leadership</p> <p>GB unaware of duty under Counter Terrorism & Security Act 2015</p> <p>No engagement with PREVENT strategy</p> <p>No lines of accountability and awareness of roles and responsibility re PREVENT</p> <p>No analysis of effectiveness of school's policy re PREVENT</p>	<p>L</p> <p>L</p>	<p>All governors to be made aware</p> <p>Embed in Safeguarding policy</p> <p>Designated Safeguarding Lead to be responsible re PREVENT Included in role of named Safeguarding governor</p> <p>Include in annual evaluation of Safeguarding policy</p>	<p>GB made aware (23.09.2015)</p> <p>Policy amended (23.09.2015)</p> <p>Staff & volunteers to be made aware. Included in Prospectus</p> <p>Added to evaluation factors</p>
<p>Recognising risks and vulnerabilities</p> <p>Lack of knowledge by staff and governors of risks, signs of radicalisation and referral procedures</p>	<p>M</p>	<p>Staff, governing body and volunteers to be appropriately trained accordingly to their roles</p>	<p>Senior Designated Lead to receive WRAP training</p> <p>All staff & governors to receive awareness training re Channel programme via LSCB link</p> <p>Ambient inculcation</p> <p>References in related policies and procedures</p> <p>Included in induction process</p>
<p>Ethos & Curriculum</p> <p>Discrimination</p> <p>Isolation/feeling of failure</p>	<p>L</p> <p>L</p>	<p>Inclusive atmosphere – where every child matters</p> <p>Support and full participation</p>	<p>Equality objective setting</p> <p>Promotion of community cohesion and fundamental British values</p> <p>Where appropriate, school newsletter published in first language if not English</p> <p>Teaching to ability level</p> <p>Buddy scheme</p> <p>Class & school councils - giving children a voice</p>

<p>Personal development</p>	<p>L</p>	<p>SMSC embedded across the curriculum</p> <p>Critical thinking skills</p> <p>World view</p>	<p>Participation in sporting and extra-curriculum activities regardless of ability</p> <p>Is embedded</p> <p>Included 2014/15 SIP</p> <p>PHSE & RE</p> <p>Assemblies</p> <p>Links with Kenyan school</p>
<p>Internet safety</p> <p>Encountering material online at school likely to radicalise</p> <p>Encountering material online at home likely to radicalise</p>	<p>L</p> <p>L</p>	<p>Filtering – restricted access</p> <p>e-safety awareness children</p> <p>e-safety offered to parents</p>	<p>In place</p> <p>Internet safety policy</p> <p>e-safety training provided for staff & governors</p> <p>children aware</p>