



Child Protection and Safeguarding Policy

2023 - 2024

Reviewed: October 2023
Next Review: September 2024



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I Contacts

| ROLE/ORGANISATION | NAME | CONTACT DETAILS |
|---|---|---|
| Designated safeguarding lead (DSL) | Karina Garrick | 01375 672157 Extension: 204 kgarrick@corringhamprimary.com 07774404793 |
| Deputy DSLs | Liz Ellis Nicola Stoaat Kristie Gibbs | 01375 672157 Extension: 216 lellis@corringhamprimary.com 07851966289 01375 672157 Extension: 223 nstoaat@corringhamprimary.com kgibbs@corringhamprimary.com |
| Local authority designated officer (LADO) | Sharon Owen Sharon Owen (Monday, Tuesday, Friday) – 07738 821 584 • Trevor Willis (Wednesday, Thursday) – 07565 620 631 • Marie Jerman, LADO admin (Monday to Friday) – 07762 406 606 • secure email – lado@thurrock.gov.uk | |
| Chair of governors | Shona Duce | sduce@corringhamprimary.com 01375 -672157 |
| Channel helpline | | 020 7340 7264 |
| | | |

2 Introduction

This policy is a combination of child protection and safeguarding. There is a distinction between safeguarding and child protection but the two are closely linked and hence are dealt with in this one policy.

Safeguarding and promoting the welfare of the child is defined by the Department for Education as

- Protecting children from maltreatment
- Preventing impairment of children's health and development
- Ensuring children are growing up in circumstances consistent with the provision of safe and effective care.

Child protection is part of safeguarding and promoting welfare. It refers to activity that is undertaken to protect specific children who are suffering or likely to suffer significant harm. Effective child protection is essential as part of wider work to safeguard and promote the welfare of children.

Aims

The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognizing and reporting safeguarding issues

3 Legislation

The key legislation upon which this policy is formed is:

Children Act 2004

Keeping Children Safe in Education: Statutory Guidance for schools and colleges (September 2023) – This document is available on the school website in the policies section and is also linked to the policy. **Part I and Annex A must be read by all staff.**

In this section there are a number of additional areas of concern which all staff must be aware of
These include

- Children and the court system
- Children with family members in prison
- Child Criminal Exploitation: county lines
- Homelessness
- Honour Based violence
- Mental Health
- Peer on Peer Abuse
- Sexual violence and sexual harassment between children in schools

Keeping Children Safe in Education: Part I – Information for all school and college staff (September 2023)
https://assets.publishing.service.gov.uk/media/64f0a68ea78c5f000dc6f3b2/Keeping_children_safe_in_education_2023.pdf

Every member of staff is sent a copy of this document and confirms they have read and understood it.

Working Together to Safeguard Children: A guide to inter- agency working to safeguard and promote the welfare of children (2023)
https://assets.publishing.service.gov.uk/media/65cb4349a7ded0000c79e4e1/Working_together_to_safeguard_children_2023_-_statutory_guidance.pdf

Prevent Duty Guidance (December 2023)

<https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales>

CONTEST UK Strategy for Countering Terrorism June 2018

<https://www.gov.uk/government/publications/counter-terrorism-strategy-contest-2018>

Mandatory Reporting of Female Genital Mutilation – Procedural Information (October 2015)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/573782/FGM_Mandatory_Reporting_-_procedural_information_nov16_FINAL.pdf

Mandatory report Fact sheet

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https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf

Multi-Agency statutory guidance in female genital mutilation

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1016817/6.7166_HO_FBIS_BN_O_Leaflet_A4_FINAL_080321_WEB.pdf

FGM resource pack

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

Children Missing Education: Statutory guidance for local authorities (September 2016)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf

Child Sexual Exploitation: Definition and a guide for Practitioners, Local Leaders and Decision Makers Working to Protect Children from Child Sexual Exploitation' (February 2017)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf

Handling cases of Forced marriage

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/70188/forced-marriage-guidelines_English.pdf

Sexual Violence and sexual harassment between children in schools and colleges 2021

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1014224/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf

UKCIS guidance: Sharing nudes and semi-nudes advice for educational settings

https://ineqe.com/wp-content/uploads/2021/01/Sharing_nudes_and_semi_nudes_how_to_respond_to_an_incident_Summary_V2.pdf

4 RSE and Health Education Guidance

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1019542/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the “2018 Childcare Disqualification Regulations”) and [Childcare Act 2006](#), which set out who is disqualified from working with children

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Ortu Federation
Making a difference together



This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#)

This policy also complies with our funding agreement and articles of association.

5 Definitions

Safeguarding and promoting the welfare of children means:

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

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm, including on-line safety

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 4 explains the different types of abuse.

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. Appendix 1 defines neglect in more detail.

Sharing of nudes and semi-nudes (also known as sexting or youth produced sexual imagery) is where children share nude or semi-nude images, videos or live streams.

Children includes everyone under the age of 18.

The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- An integrated care boards (previously known as Clinical Commissioning group) for an area within the LA
- The chief officer of police for a police area in the LA area

Victim is a widely understood and recognized term, but we understand that not everyone who has been subjected to abuse considers themselves a victim, or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.

Alleged perpetrator(s) and **perpetrator(s)** are widely used and recognized terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behavior can be harmful to the perpetrator too. We will decide what's appropriate and which terms to use on a case-by-case basis.

Further details of these are found in Appendix 4

When dealing with Child Protection issues we will follow the procedures set out by the Local Safeguarding Children Partnership (LSCP) and take account of the guidance issued in Working Together to Safeguard Children

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(2023). In addition, we will follow SET (Southend Essex Thurrock Child Protection) Multi Agency Child Protection Procedures Manual 2023.

6 The Three main elements of Child Protection include

Prevention

Ortu Corringham Primary School and Nursery aims to:

- Provide an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulty.
- Raise awareness of all staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- Ensure all adults within the school who have access to children have been rigorously checked as to their suitability using safe recruitment procedures

Protection

Through close monitoring of children known or thought to be at risk of harm.

Through the establishment of structure procedure within the school which will be followed by all members of the school staff in cases of suspected child abuse.

Through the development of effective working relationships with all other agencies involved in safeguarding children.

Support

Ensuring key concepts of child protection are integrated within the curriculum via RSE, citizenship, assemblies, and class activities. These will include anti-bullying work, road, rail and cycling safety, stranger danger and e-safety. We will also ensure that pupils' parents and carers are educated about risk associated with internet use and new technology.

Pupils surveys will be conducted annually to gather pupils' views on safety and the Pupil Council will regularly discuss safety in school.

Parents will also be surveyed to gather information about safety.

Ensuring all children are listened to and their concerns taken seriously and acted upon.

Working with others, to support pupils who may have been abused, to access the curriculum and take part in school life.

7 Training

All staff receive annual child protection and safeguarding training including how to recognise signs of abuse (physical, emotional and sexual) and neglect, how to handle disclosure and the procedure to follow in the event of the above. (Appendix I and 10)

All new staff and cover staff will be advised as to who the designated persons are and where to access the policies associated with child protection and safeguarding

All staff receive annual training on the possible indicators or wider safeguarding issues including – Child Sexual and Criminal Exploitation, child on child (peer on peer) abuse, sexual violence and sexual harassment, Extremism

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and Radicalisation, Female Genital Mutilation, Children Missing Education and Special Educational Needs and Disabilities and take a zero-tolerance towards transphobia.

They are aware of the 'Duty to Report' in relation to FGM and Prevent (Extremism and Anti- Radicalisation)

As a school we recognise that we have a duty of care to all pupils and staff. This includes safeguarding them from the risk of being drawn into terrorism, which does not directly mean being drawn into violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which can be exploited

We will follow guidelines as set out in the following:

- HM Government Prevent duty guidance December 2023
- Keeping Children Safe in Education 2023
- Working Together to Safeguard Children 2023

8 Equality statement

Some children have an increased risk of abuse, both online and offline and additional barriers can exist for some children with respect to recognizing or disclosing it. We are committed to anti-discriminatory practice and recognize 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 or health conditions (see section 10)

Are young Carers

May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality

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 radicalization

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 (see section 12)

Are missing from education or absent for prolonged periods and / or repeat occasions

Whose parent/carer has expressed an intention to remove them from school to be home educated

We have a zero tolerance to transphobia.

9 Roles and Responsibilities

1. Governors (The named Governor for Child Protection and Safeguarding is Shona Duce)

The governing board will:

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Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development

Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the headteacher to account for its implementation

Be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and our school's local multi-agency safeguarding arrangements

Appoint a senior board level (or equivalent) lead to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL

Ensure all staff undergo safeguarding and child protection training, including online safety, and that such training is regularly updated and is in line with advice from the safeguarding partners

Ensure that the school has appropriate filtering and monitoring systems in place, and review their effectiveness. This includes:

- Making sure that the leadership team and staff are aware of the provisions in place, and that they understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training
- Reviewing the [DfE's filtering and monitoring standards](#), and discussing with IT staff and service providers what needs to be done to support the school in meeting these standards

Make sure:

- The DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support
- Online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies
- The DSL has lead authority for safeguarding, including online safety and understanding the filtering and monitoring systems and processes in place
- The school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers and contractors). Appendix 3 of this policy covers this procedure
- That this policy reflects that children with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised

Where another body is providing services or activities (regardless of whether or not the children who attend these services/activities are children on the school roll):

- Seek assurance that the other body has appropriate safeguarding and child protection policies/procedures in place, and inspect them if needed
- Make sure there are arrangements for the body to liaise with the school about safeguarding arrangements, where appropriate
- Make sure that safeguarding requirements are a condition of using the school premises, and that any agreement to use the premises would be terminated if the other body fails to comply

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 (see appendix 3).

All governors will read Keeping Children Safe in Education in its entirety.

Section 15 of this policy has information on how governors are supported to fulfil their role.

2. The Principal at Ortu Corringham Primary School and Nursery will:

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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, including on-line safety
- Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect

Communicating this policy to parents/carers 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

Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 3)

Making decisions regarding all low-level concerns, though they may wish to collaborate with the DSL on this

Ensuring the relevant staffing ratios are met, where applicable

Making sure each child in the Early Years Foundation Stage is assigned a key person

Overseeing the safe use of technology, mobile phones and cameras in the setting

3. Designated members of Staff

The nominated staff are:

Karina Garrick – Headteacher – Designated Safeguarding Lead kgarrick@corringhamprimary.com 01375 672157 Extn 204

Liz Ellis – Deputy Headteacher - Designated Deputy Safeguarding Lead lellis@corringhamprimary.com 01375 672157 Extn 216

Nic Stoa - Designated Deputy Safeguarding Lead nstoa@corringhamprimary.com 01375 672157 Ext 223

Kristie Gibbs - Designated Deputy Safeguarding Lead kgibbs@corringhamprimary.com 01375 672157 Ext 223

Governors will ensure appropriate child protection training for designated safeguarding leads and a nominated governor, together with Prevent training. Governors and DSL's recognise the importance of sharing information between practitioners and local agencies. Staff will use blue forms to share information and the DSL's will use the appropriate secure system for reporting concerns to multi agency partners as required or via face to face/on line meetings when organised.

The senior designated safeguarding lead will be charged with co-ordinating child protection matters in the school and the Trust designated safeguarding lead will have an overview and lead on trust safeguarding matters.

The designated safeguarding leads will follow the Southend, Essex, Thurrock (SET) procedures 2023 for safeguarding and protecting children.

<https://www.thurrocklscp.org.uk/lscp/policies-and-procedures/set-procedures>

Designated Safeguarding Lead

The designated safeguarding lead will undertake the annual safeguarding audit.

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All designated members of staff will provide the point of contact for staff who have concerns that a child may be at risk from or suffering abuse.

They will make the necessary referrals to social services (MASH 01375652802 email: thurrockmash.thurrock.gov.uk and or police (101).

They will ensure all staff contribute appropriately to the child protection process. They will maintain accurate and clear confidential records via My Concern.

They will liaise with other agencies and professionals when necessary.

They will co-ordinate attendance of appropriate staff at case conference family support meetings, multiagency meeting and ensure appropriate contributions to the Common Assessment Framework Process. They will ensure all staff are familiar with the Child Protection and Safeguarding Policy and know the procedures and know how to recognise and refer any concerns.

They will attend all necessary training and ensure all staff receive appropriate training on Child Protection, Prevent, Child on Child (Peer on Peer Abuse), Child Sexual and Criminal Exploitation (including county lines), sexual harassment and sexual violence, Gang Related Violence, E Safety and Female Genital Mutilation every year.

They will provide the Principal with reports for the Governing Body giving details of changes to the policy and procedures, training undertaken by the staff and the number of children with a Child Protection Plan.

4. The Whole School Community:

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.

The school plays a crucial role in preventative education. This is in the context of a whole-school approach to preparing pupils for life in modern Britain, and a culture of zero tolerance of sexism, misogyny/misandry, homophobia, biphobia, transphobia and sexual violence/harassment. This will be underpinned by our:
Behavior policy

Pastoral support system

Planned programmed of relationships, sex and health education (RSHE), which is inclusive and delivered regularly, tackling issues such as:

- Healthy and respectful relationships
- Boundaries and consent
- Stereotyping, prejudice and equality
- Body confidence and self-esteem
- How to recognize an abusive relationship (including coercive and controlling behavior)
- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called honor-based violence such as forced marriage and female genital mutilation (FGM) and how to access support
- What constitutes sexual harassment and sexual violence and why they're always unacceptable

All staff will be vigilant to indicators of abuse and refer to the designated members of staff (see appendix 2).

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5. Responsibilities of teaching and non-teaching staff:

All staff will:

- Read and understand part I and annex B of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually
- Sign an on-line declaration at the beginning of each academic year to say that they have reviewed the guidance
- Reinforce the importance of online safety when communicating with parents. This includes making parents aware of what we ask children to do online (e.g. sites they need to visit or who they'll be interacting with online)
- Provide a safe space for pupils who are LGBT to speak out and share their concerns
- To be alert to signs of abuse or neglect and report IMMEDIATELY to one of the designated persons
- To be aware of the on-line referral process. They should note what was said or seen following the guidance given. They should also note any actions taken and inform DSL verbally that they have made an on-line referral .
- To be aware that everything associated with child protection and safeguarding is
- confidential
- To comply with the school's procedures on behaviour management, restraint and the staff codes of conduct

10 Confidentiality

Please refer to the Trust GDPR Policy - https://ortufederation.s3.amazonaws.com/uploads/key_information/Ortu-GDPR-Policy-2021-2024.pdf?t=1694523017

In addition to this,

- 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 UK 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 a victim asks the school not to tell anyone about the sexual violence or sexual harassment:
 - There's no definitive answer, because even if a victim doesn't consent to sharing information, staff may still lawfully share it if there's another legal basis under the UK GDPR that applies
 - The DSL will have to balance the victim's wishes against their duty to protect the victim and other children

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- The DSL should consider that:
 - Parents or carers should normally be informed (unless this would put the victim at greater risk)
 - The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care
 - Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. While the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the police remains
- Regarding anonymity, all staff will:
 - Be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system
 - Do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, for example, carefully considering which staff should know about the report, and any support for children involved
 - Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities
 - The government's [information sharing advice for safeguarding practitioners](#) includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information
- If staff are in any doubt about sharing information, they should speak to the DSL (or deputy)

Confidentiality is also addressed in this policy with respect to record-keeping in section 14, and allegations of abuse against staff in appendix 3

11 Reporting systems for our pupils

Where there is a safeguarding concern, we will take the child's wishes and feelings into account when determining what action to take and what services to provide.

We recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this, we will:

Put systems in place for pupils to confidently report abuse

Ensure our reporting systems are well promoted, easily understood and easily accessible for pupils

Make it clear to pupils that their concerns will be taken seriously, and that they can safely express their views and give feedback

Pupils can report any concerns to their teacher or a member of Pastoral Staff – this is shared on our Anti-Bullying poster and video. The adult will then pass the information to a member of the safeguarding team to be actioned.

Early Years and Nursery

We will ensure that all staff understand Section 3 of EYFS Framework 2023. All OCPS Nursery and Reception staff are trained and supported as part of the school in reference to this document.

https://assets.publishing.service.gov.uk/media/65aa5e42ed27ca001327b2c7/EYFS_statutory_framework_for_group_and_school_based_providers.pdf

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Report and Update a Concern

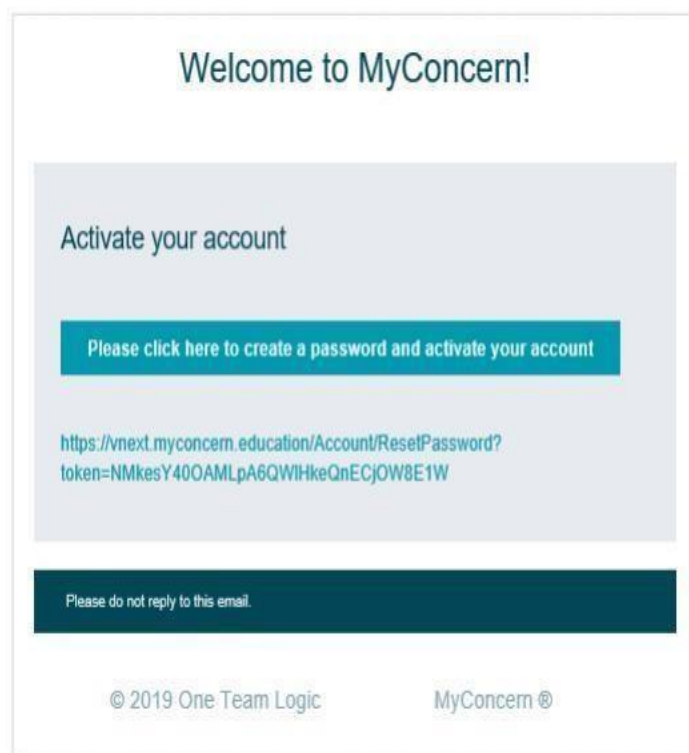
1. Logging on for the First Time

All first-time users of MyConcern will receive an email invitation with a hyperlink to the system. The username will be the work email address used by that individual member of staff. Any person with Account Admin rights can create user accounts on the system in bulk or individually.

The following email notification is sent to the user when they are logging into the system for the first time.

By following the hyperlink, they will be able to activate their account:

Help page with link to reporting a concern



<https://www.myconcern.education/Help/Download?documentMetadataUId=5bf7e6481aed4b22-acdf-3ef8d451650c>

12 Key areas of concern

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Child Sexual Exploitation (CSE)

Child Sexual Exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. Details can be found in Appendix 5

Child Criminal Exploitation (CCE)

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pick pocketing. They can be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Female Genital Mutilation (FGM)

Female Genital Mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. This practice is illegal in the UK.

All staff are aware that 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.

Teachers must personally report to the police (via the school's Designated Safeguarding lead) cases where they discover that an act of FGM appears to have been carried out. The signs and symptoms of FGM are detailed in Appendix 6

'Honour Based' Violence

These are so called incidents that have been committed to protect or defend the honour of the family and or the community including FGM, forced marriage and breast ironing. It can often involve a wider network of family or community pressure and include multiple perpetrators.

Breast Ironing

Breast ironing, much like FGM has been identified by the United Nations as one of the five under reported crimes relating to female-female / gender-based violence.

It is where young pubescent girls' breasts are ironed, massaged and/or pounded down through the use of hard or heated objects in order for the breasts to disappear or delay the development of the breasts entirely. The custom uses hard stones, a hammer or spatulas that have been heated over scorching coals to compress the breast tissue, or an elastic belt to press the breasts so as to prevent them growing in girls as young as 9 years of age

The practice is usually performed by mothers and female relatives and the following is believed to be the results of carrying out this act:

- Young girls will be protected from harassment, rape and abduction
- It will prevent early pregnancy that would tarnish the family name
- It will allow the girls to pursue education rather than be forced into an early marriage
- It will delay pregnancy by 'removing' signs of puberty
- Girls may not appear sexually attractive to men

Most at risk are young pubescent girls between 9 – 15 years of age

Extremism and Anti -Radicalisation – The Prevent Duty

Protecting children from the risk of radicalisation is part of the school's wide safeguarding duties Staff should be alert to changes in pupil's behaviour which could indicate that they may be in need of help or protection.

Staff will use their judgement to identify children who may be at risk of radicalisation and act appropriately, this may include a referral to the Channel Panel (a service used where a vulnerable child is at risk of being involved in terrorist activities).

Designated Safeguarding Leads will undertake prevent awareness training to be able to offer advice and support on how to protect children against radicalisation.

We will use the curriculum to ensure that pupils understand how people with extreme views share these with others, especially through the internet

Ortu Corringham Primary School and Nursery is committed to ensuring that pupils are offered a broad and balanced curriculum that aims to prepare them for modern life in Britain. Teaching the schools core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

The school ensures that pupils are safe from terrorist and extremist materials when access the internet by having suitable filtering in place.

Details of early indicators of radicalisation or extremism can be found in Appendix 7

Forced Marriages

A 'forced' marriage is distinct from a consensual 'arranged' marriage because it is without valid consent of both parties and where duress is a factor. A child who is forced into marriage is at risk of significant harm through physical, sexual and emotional abuse. Information about forced marriages may come from the child themselves, the child's peer group, a relative or member of the child's local community or from another professional. Forced marriages may also become apparent when other family issues are addressed, e.g. domestic violence, self-harm, child abuse or neglect, family/young person conflict, a child absent from school or a missing child/runaway. Forced marriage may involve the child being taken out of the country for the ceremony, is likely to involve non-consensual/underage sex and refusal to go through with a forced marriage has sometimes been linked to 'honour killing'. Honour based violence is an ancient cultural tradition that encourages violence towards family members who are considered to have dishonoured their family. It is rooted in domestic violence and is often a conspiracy of family members and associates meaning victims are at risk from their parents and families.

Any concerns regarding suspicions of forced marriage or honour base violence should be referred to Children's Service Initial Response Team – MASH (01375652802 or out of hours 01375372468. If acute risk ring 999 or 101). Staff should not approach family or friends or attempt to mediate as this will alert them to agency involvement.

Children Missing Education

A child going missing from school is a potential indicator of abuse and neglect and may also raise concerns about child sexual exploitation

All staff are aware of the need to keep accurate records of pupils' attendance and to monitor pupils that go missing from school, particularly on repeat occasions and report them to the Attendance Officer and the DSL with attendance as their responsibility.

Children with family members in prison

Approximately 200,000 children have a parent sent to prison. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information to help support offenders and their children.

Child Criminal Exploitation: County lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children to carry drugs and money from an urban to suburban and rural areas.

A key indicator of potential involvement is missing episodes.

County lines exploitation can affect any child or vulnerable adult. It can involve force and is often typified by some form of power imbalance.

Domestic Abuse: Operation Encompass

Domestic Abuse is included due to the impact and harm that Domestic abuse has on the children, young people and their families.

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- financial
- emotional

Operation Encompass was created so that prior to the school day, a nominated Key Adult will be informed by police that a child or young person has been involved in or exposed to a domestic incident.

This knowledge, given to schools, allows the provision of immediate early intervention through 'silent' or 'overt' support, depending upon the assessment of the school. Corringham Primary School, has signed up to this and Mrs. Garrick is the Nominated Key Adult.

Teenage relationship abuse – abuse in intimate personal relationships between peers.

Young people can experience domestic abuse in their own intimate relationships. This form of peer on peer abuse is sometimes referred to as teenage relationship abuse. If one or both parties are under 16, then it may not be recognized under the same law as domestic abuse. In this case safeguarding procedures must be followed.

Mental Health

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. If a child has experienced trauma or adverse childhood experiences, staff need to be aware of how this can affect their mental health, behaviour and education. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, reporting on my concern and speaking to the Designated Safeguarding Lead or Deputy if they feel the concern is urgent.

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Money Mules

Criminals are targeting young people through Snapchat and Instagram promising that they can make hundreds of pounds by becoming a money mule. This is illegal and often funds serious crime including drugs, child trafficking or terrorism.

Using a money mule is a form of money laundering and is a way criminal make their profits difficult to trace. The money mule will agree to share their bank details so cash can be deposited and will then receive instructions to send it to another bank account.

Homelessness

Being homeless or at risk of homelessness presents a real risk to a child's welfare. Indicators include household debt, rent arrears, domestic abuse and anti-social behaviour.

The homeless Reduction Factsheets summarised the new duties which has shifted focus to early intervention and to encourage those at risk to seek support as soon as possible before they face homelessness.

Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of the Local Authority) for the care of a child under 16 year (under 18 if disabled) by someone other than a parent or close relative in their own home, with the intention that it should last for 28 days or more.

Whilst most privately fostered children are appropriately supported and looked after they are a potentially vulnerable group who should be monitored by the local authority particularly if they have come from another country. In some cases, they may be affected by abuse, neglect or be involved in trafficking or child sexual exploitation.

Relevant staff are aware that the school has a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to private fostering arrangements. Concerns will be reported to the DSL with responsibility for Looked After Children who will investigate and notify the local authority if required.

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

Pupils with Special Educational Needs and disabilities (SEND)

At Ortu Corringham Primary School and Nursery we are aware that pupils with special educational needs and disabilities are statistically three times more likely to suffer abuse and may need more support to be kept safe or to keep themselves safe. Staff need to be aware that additional barriers may exist when recognising abuse and neglect to this group of children.

The following will be considered in relation to any safeguarding referral made in relation to pupils with SEND:

- indicators of possible abuse such as behaviour, mood and injury will not be assumed to relate to the child's disability or additional need – investigation / exploration of the concerns raised will always take place;
- these children will be more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in managing or reporting these challenges.

The pupil's voice will always be heard and adaptations to allow this will be put in place if required.

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LSA's and other adults who work with SEND pupils will be encouraged to share any changes they notice. Extra pastoral support will be available for children who may have been subjected to bullying

Further information can be found in the SEND Code of Practice

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Safeguarding disabled children: practice guidance

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/190544/00374-2009DOM-EN.pdf

Child on Child (Peer on Peer) abuse

Children can abuse other children. This is sometimes referred to as peer on peer abuse and can take many forms and can happen both inside and outside of school as well as on line. Staff should recognise indicators and signs of child on child abuse and know how to identify and report incidents according to policy via my concern and sims. Staff must acknowledge that just because it is not reported, does not mean it is not happening. Staff must take a zero-tolerance approach to abuse and it should never be passed off as “banter”, “just having a laugh”, “part of growing up” or “boys being boys” as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

Categories of child on child abuse

- **Bullying (including cyber bullying, prejudice-based and discriminatory bullying)**
- **Abuse in intimate personal relationships between peers;**
- **Physical abuse-**Hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- **Sexual violence-** Rape, Assault by Penetration, Sexual Assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- **Sexual harassment-** Unwanted contact of a sexual nature such as: comments, jokes, physical or online behaviour
- **Up skirting-** taking a picture under a person's clothing without their permission
- **Sharing Nudes or Semi Nudes-**sending, receiving or forwarding sexually explicit message on mobile phones or other devices
- **Initiation or 'hazing' violence or rituals-** a ritual in which a new member of a group is humiliated or abused, or the bullying of a pupil in school.

Sexual Violence and Sexual Harassment between children

This can occur between two children of any age or a group of children. Children who are victims will in all likelihood suffer adversely in relation to educational attainment.

Sexual violence and harassment exist on a continuum and may overlap. They can occur online and face to face (both physically and verbally) and are never acceptable. We maintain an attitude of 'it could happen here' and address all inappropriate behaviour to intervene and help prevent problematic, abusive and/or violent behaviour in the future

Any behaviours that are potentially criminal in nature such as grabbing bottoms, breasts or genitalia, flicking bras or lifting skirts, should be challenged immediately.

By sexual harassment we mean unwanted conduct of a sexual nature. This can occur on or off line. It is likely to violate a child's dignity and/or make them feel intimidated, degraded or humiliated.

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Sexual harassment can include sexual comments, sexual jokes, physical behaviour or on-line sexual harassment such as non-consensual sharing of sexual images and videos, unwanted sexual comments and messages, sexual coercion and threats.

Any report of sexual violence or harassment will be taken seriously. Staff should be aware that girls are more likely to be victims of sexual harassment and violence and more likely it will be perpetrated by boys.

At all times, the victim will be taken seriously and that they will be supported and kept safe. The impression should never be given that they are creating a problem by reporting sexual violence or sexual harassment, nor be made to feel ashamed for making a report.

Sharing of Nudes and Semi-Nudes

This can be consensual or non-consensual sharing of nude or semi-nude images and/or videos (also known as sexting or youth produced sexual imagery). The school follows the UKCIS guidance when dealing with this aspect of child on child abuse to support our approach to dealing with this issue as part of put child on child abuse response (annex 13). Consensual image sharing, especially between older children of the same age, may require a different response. It may not be abusive, but the children need to know that it is illegal, whilst non-consensus is illegal and **abusive**.

UKCIS guidance

https://ineqe.com/wp-content/uploads/2021/01/Sharing_nudes_and_semi_nudes_how_to_respond_to_an_incident_Summary_V2.pdf

Serious Youth Violence

Where incidents of serious youth violence or knife crime lead to potential criminality, it is important to remember that the causes, such as poor mental and emotional health are just as damaging. The Youth Offending service and Inspire Youth work hard to prevent reoffending, support individuals and reduce vulnerability.

By working in partnership, it allows us to work together to coordinate early help and prevention and reduce the need for permanent exclusions, enabling out children and young people to achieve.

Managing Allegations against other pupils

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

The Allegation:

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

Examples might include:

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Physical Abuse

- Violence, particularly pre-planned
- Forcing others to use drugs or alcohol

Emotional Abuse:

- Blackmail or extortion
 - Threats and intimidation

Sexual Abuse

- Indecent exposure. Indecent touching or serious sexual assaults
- Forcing others to watch pornography or take part in sexting

Sexual Exploitation

- Encouraging other children to attend inappropriate parties
- Photographing or videoing other children performing indecent acts
- In areas where gangs are prevalent, older pupils may attempt to recruit younger pupils using any or all of the above methods. Young people suffering from sexual exploitation themselves may be forced to recruit other young people under threat of violence.

Minimising the risk of safeguarding concerns towards pupils from other pupils

What to do

If an allegation is made by one pupil against another, the member of staff should consider if the complaint raises safeguarding concerns. If there is a safeguarding concern the Designated Safeguarding Lead must be informed

- A factual record must be made of the allegation
- The DSL will contact the MASH team to discuss the case. The DSL will follow through with outcomes from that discussion and make a CAF referral where appropriate
- If the referral indicates a potential crime has taken place, the police must be contacted at the earliest opportunity and parents informed
- Where neither social services nor the police accept the complaint, a school investigation will take place using the school disciplinary procedures.

Creating a supportive environment in school and minimizing the risk of child-on-child abuse

We recognize the importance of taking proactive action to minimize the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

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To achieve this, we will:

Challenge any form of derogatory or sexualized language or inappropriate behavior between peers, including requesting or sending sexual images

Be vigilant to issues that particularly affect different genders – for example, sexualized or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys

Ensure our curriculum helps to educate pupils about appropriate behavior and consent

Ensure pupils are able to easily and confidently report abuse using our reporting systems through our child friendly anti-bullying policy, video and posters.

Ensure staff reassure victims that they are being taken seriously

Be alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems that could be addressed by updating policies, processes and the curriculum, or could reflect wider issues in the local area that should be shared with safeguarding partners

Support children who have witnessed sexual violence, especially rape or assault by penetration. We will do all we can to make sure the victim, alleged perpetrator(s) and any witnesses are not bullied or harassed

Consider intra familial harms and any necessary support for siblings following a report of sexual violence and/or harassment

Ensure staff are trained to understand:

- How to recognize the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports
- That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of “it could happen here”
- That if they have any concerns about a child’s welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
 - Children can show signs or act in ways they hope adults will notice and react to
 - A friend may make a report
 - A member of staff may overhear a conversation
 - A child’s behavior might indicate that something is wrong
- That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
- 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
- The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it
- That they should speak to the DSL if they have any concerns
- That social media is likely to play a role in the fall-out from any incident or alleged incident, including for potential contact between the victim, alleged perpetrator(s) and friends from either side

The DSL will take the lead role in any disciplining of the alleged perpetrator(s). We will provide support at the same time as taking any disciplinary action.

Disciplinary action can be taken while other investigations are going on, e.g. by the police. The fact that another body is investigating or has investigated an incident doesn't (in itself) prevent our school from coming to its own conclusion about what happened and imposing a penalty accordingly. We will consider these matters on a case-by-case basis, considering whether:

Acting would prejudice an investigation and/or subsequent prosecution – we will liaise with the police and/or LA children's social care to determine this

There are circumstances that make it unreasonable or irrational for us to reach our own view about what happened while an independent investigation is ongoing

All children who have been victims of any form of abuse will be supported by our team of staff:

- Pastoral team
- SERRIC
- EWHMS

Allegations involving a member of staff

There are two levels of potential allegation or concern.

1. Allegations that may meet the harms threshold
2. Allegations/concerns that do not meet the harms threshold (low level concerns)

Allegations that might reach the harm threshold include staff:

- behaving in such 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 he or she 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 (this could include behaviour that may have happened outside of school that might make an individual unsuitable to work with children, this is known as transferable risk)

It is essential that the high standards of concern and professional responsibility adopted with regard to child abuse by parents are similarly displayed when member of staff are accused of abuse.

Only authorised agencies may investigate child abuse allegations (Social Care Services or the Police). Whilst it is permissible to ask the child / children simple, non-leading questions to ascertain the facts of the allegation, formal interviews and the taking of statements is not.

The procedure to be followed in the event of an allegation being made against a member of staff can be found in section 7 of the SET procedures.

There are two aspects to consider when an allegation is made:

- Looking after the welfare of the child – DSL responsible for ensuring the child is not at risk and referring cases of abuse to children's social care.



- Investigating and supporting the person subject to the allegation – the case manager should discuss with the LADO, the nature, content, and context of the allegation, and agree a course of action. It is important that basic enquiries are made to establish facts and help determine whether there is a foundation to the allegation without jeopardising any future police investigation.

Low Level Concerns

Allegations which do not meet harm threshold. It is important to have an open and transparent culture where concerns are dealt with promptly and appropriately. All concerns that do not meet the threshold must be shared responsibly, with the right person, recorded and dealt with appropriately.

This will help identify concerning, problematic or inappropriate behaviour early, therefore minimising risk of abuse and make it clear about professional boundaries and how to act within them.

Examples of this may be. Inconsistency with the code of conduct, including inappropriate conduct outside of work that does not meet threshold.

Being overfriendly, having favourites, taking photos of children on their mobile, engaging on one to one activities behind closed doors/or in a secluded area. It could also include inappropriate sexualised, intimidating or offensive language.

Where an allegation against a member of staff has been made, the Principal or Designated Safeguarding Lead (DSL) will immediately contact the Local Authority Designated officer (LADO) on 01375652921 (see page 2 for full contact details) to seek advice and guidance. The LADO will advise on how to proceed and whether the matter requires police involvement. This will also include advice on speaking to the pupil and parents. Where the allegation is against the CEO or Principal, the interim Chair of the Trust (Mrs Georgina Clarke) should be informed by e mail agavinde.talktalk.net.

Mrs Jane Webb jwebb@ortu.org should also be contacted at school so that she can contact him on his personal line to ensure he accesses the e mail immediately. The Chair of the Trust will consult LADO without notifying the Principal.

Where the school receives an allegation against an individual or organisation using the school premises for running an activity for children ,the safeguarding procedures will be followed in the same way and LADO informed.

Safe use of Information Technology

The internet has become a significant tool in the distribution of abusive images of children. Some adults use it to establish contact with children with a view to grooming them for inappropriate relationships. At Ortu Corringham Primary School and Nursery we aim to ensure positive use of IT which models safe and effective practice and have a comprehensive e -safety policy which outlines ways to safeguard children.

All use of computers in the Trust are monitored and filtered by the Trust IT department and the principle is alerted to any concerns immediately.

Staff must not use any IT equipment provided by the school for personal use. They must not have any links with pupils via Facebook or other social media platforms and should not provide e-mail addresses other than the Ortu Corringham Primary School and Nursery Office. Personal mobile phone numbers should not be given to pupils. Also see online safety guidance in Annex 12 for the link to KCSIE 2023 where there are a range of information and support available for all stakeholders.

Sexual Activity

A child under 13 is not legally capable of consenting to sexual activity.

Any offence under the Sexual Offences Act 2003 involving a child under 13 is very serious and will be taken as an indicator of risk of harm to the child. All information which comes to the attention of staff must be discussed with the designated person.

Under the Sexual Offenders Act 2003, any penetrative sex with a child under 13 will be referred to Social Care via the MASH team.

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Recruitment and selection of staff and volunteers

Preventing unsuitable people from working with children and young people is essential to keeping children safe. Rigorous selection and recruitment of staff and volunteers is therefore a key responsibility of the Principal and Governing Body.

An enhanced DBS check with barred list information will be undertaken for all staff members engaged in regular activity. A person will be considered to be in 'regular activity' if, as a result of their work, they:

- Are responsible on a daily basis for the care or supervision of children
- Regularly work in school at times when children are on the premises
- Regularly come into contact with children under 18 years of age

A DBS certificate will be obtained from candidates before or as soon as practicable after their appointment

Recruitment advertisements will include a child protection statement.

Identity checks (birth certificate evidence is good practice) and qualification checks will be carried out in accordance with the DCFS guidance, Safeguarding Children and Safer Recruitment in Education 2007.

All records will be on the Single Central Record and monitored every month.

The Principal, key member of the Senior Leadership team and key personnel including certain Governors are trained in Safer Recruitment to ensure that safe recruitment procedures are followed.

All candidates that are shortlisted will be informed that the school may carry out online checks as part of the due diligence process.

The school Recruitment Policy outlines in detail the current procedures and principles.

Site Security

We aim to provide a secure school site but recognise that the site is only as secure as the people that use it.

Therefore, certain rules have to be adhered to.

The school ensures that:

- All gates allowing access from the street to the areas of the school where pupils are will be locked 5 minutes after school starts and re-open 10 minutes before home time.
- Visitors wishing to access the school site must report to lower school reception, where they will be signed in. Should they need to enter the school they will be provided with a visitor's lanyard if they do not have a DBS check and a different lanyard if they do have a DBS check
- All visitors are shown a copy of the school's Safeguarding leaflet
- All Ortu Corringham Primary School and Nursery staff wear identity badges at all times during school hours
- CCTV is in operation at various points around the school site



Extended Schools and Lettings

Where services or activities are provided by another body using the school premises the Governing Body will seek assurance that the body concerned has appropriate policies and procedures in place in regards to safeguarding children and child protection.

Links to other Policies

This policy should be read in conjunction with the following other policies:

Behaviour

Whistleblowing

Anti-Bullying

E Safety

Relationships and Sex Education

EYFS

PSHE

Health and Safety

Drugs Education

Recruitment

Crisis Response

Monitoring Visits

Sexual Harassment

Complaints



APPENDIX I

HOW TO DEAL WITH CHILD PROTECTION ISSUES

- 1) Ensure that our approach is in keeping with our wider curricular aims. We will seek to foster security, confidence and independence in students and through the personal social and health education programme we specifically encourage students to:
 - become more self-aware and to develop a positive self-image
 - develop a greater understand of relationships
 - become confident in recognising, accepting and expressing their feelings.
- 2) Establish an environment where pupils feel secure, are encouraged to talk and are listened to.
- 3) Always be vigilant and open-minded concerning suspected abuse. We will follow up suspected abuse swiftly, and take urgent action if there is a risk of physical injury.
- 4) Co-operate fully with other agencies, and ensure that records are transferred efficiently to other agencies or receiving schools. We will attend child protection case conferences as requested and notify Social Services if there is an unexplained absence of a pupil on the child protection register.
- 5) Give pupils involved in child protection issues every support, and ensure that their views are fully represented at case conferences.
- 6) Ensure that we practise safe recruitment in checking the suitability of staff and volunteers to work with our pupils.

HANDLING DISCLOSURES OF ABUSE

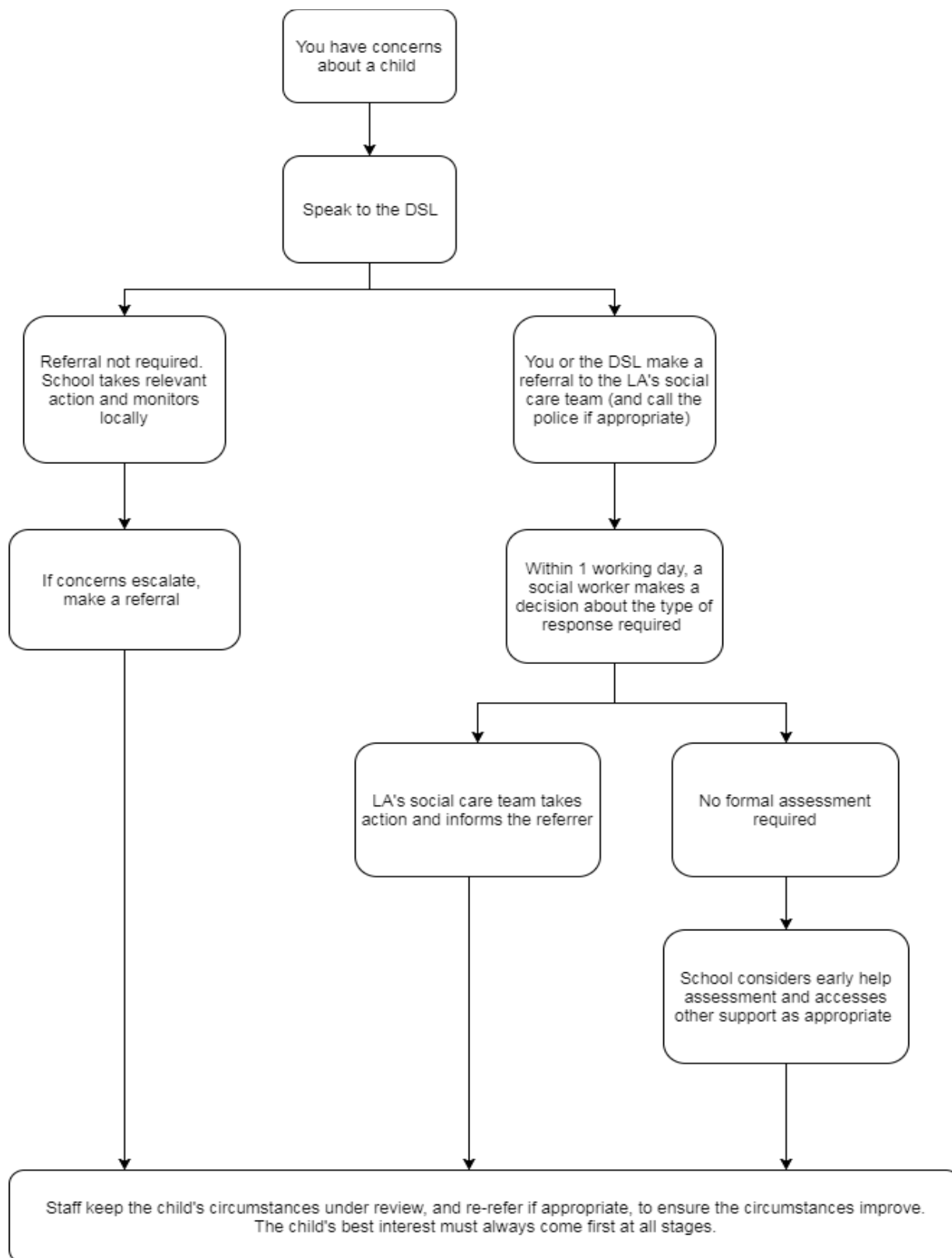
- Always stop and listen to someone who wants to tell you about incidents or suspicions of abuse without displaying shock or disbelief
- Take the child seriously. Always assume he or she is telling the truth
- Do not promise confidentiality – you have a duty to refer to the designated person
- Reassure and alleviate guilt – e.g. you are not to blame you did the right thing
- Do not ask leading questions – e.g. what did you do next? (This can cause any criminal proceeding to be invalidated)
- Do not ask them to repeat this story to another member of staff
- End by summarising what they said and what actions you will take
- Be clear about what you intend to do next

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- Record the conversation carefully
- Discuss your concerns/their disclosure with the designated person
- Do not discuss with others apart from the DSL you reported original information to





APPENDIX 2 - Paper Copy to make notes if required -use My Concern whenever possible

Recording Form for Safeguarding Concerns

Staff, volunteers and regular visitors are required to complete this form and pass it to DSL - Liz Ellis, Karina Garrick or Nic Stoa or Kristie Gibbs if they have a safeguarding concern about a child in our school.

Pupil _____ Class _____ Date _____ Time _____
Location _____ Present _____

Observation / notes

Completed by _____ Signed _____

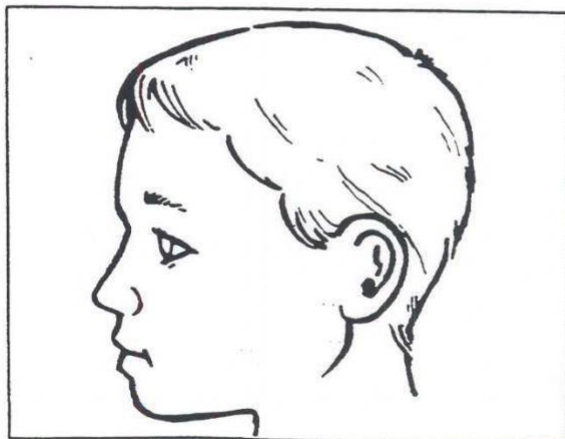
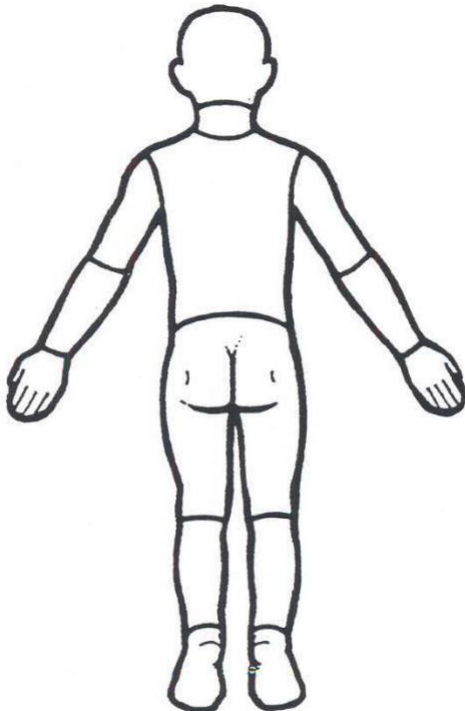
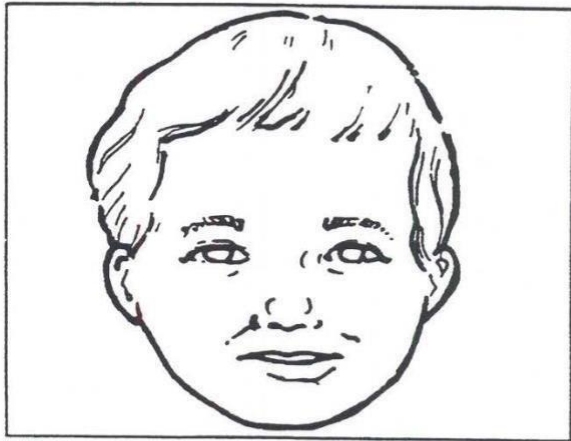
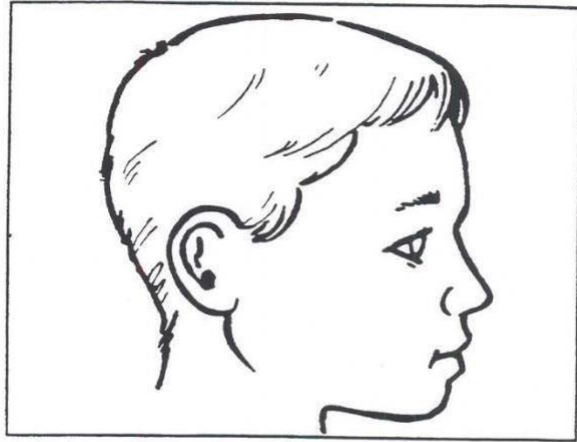
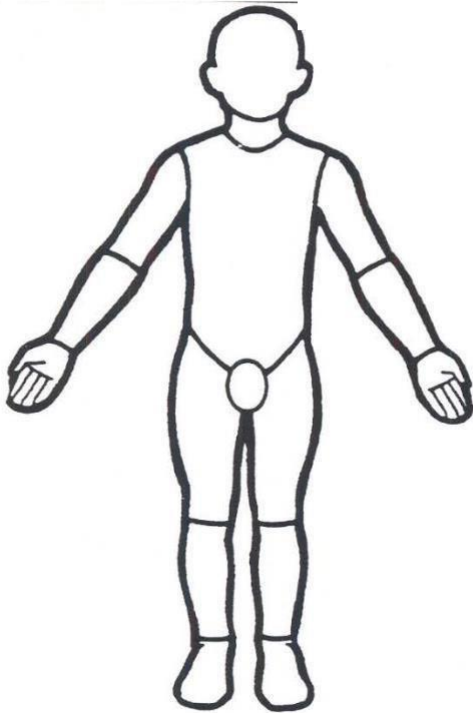
Responded by:

Action taken:

Outcome:



Older Child



APPENDIX 4 – WHAT CAN HARM CHILDREN

Child abuse can take many forms, but they are usually divided into four categories:

- Physical Abuse
- Neglect
- Sexual Abuse
- Emotional Abuse

PHYSICAL ABUSE

This can range from over-chastisement, slapping with the hand, a belt, a stick or other object, to shaking, punching or throwing a child across the room. Children have died as a result of deliberate physical injury by parents or other “carers”. This may also take the form of induced or fabricated illness (Factitious Disorder, formerly Munchausen’s Syndrome by Proxy).

NEGLECT

This can range from ignoring a child’s development needs to not feeding or clothing her/him adequately and/or not supervising her/him adequately.

SEXUAL ABUSE

This is the involvement of a child or adolescent in sexual activities they may not understand, to which they cannot give consent and which are not acceptable by our society. This includes inappropriate touching, obscene photographs, child pornography as well as attempted or actual sexual intercourse.

EMOTIONAL ABUSE

This may include rejecting a child, refusing to show a child love or affection, or deliberately making a child unhappy by continually belittling her/him or verbally abusing her/him.

Although divided into four categories for ease of description, the forms of abuse are often found together.

For the purposes of this policy the four commonly accepted headings outlined above will be used and dealt with separately for ease of reference and understanding.

There is now one single act of Parliament dealing with the welfare of children. The Children Act 1989 which does not use the concept of abuse at all, but introduces a new concept, that of

“SIGNIFICANT HARM”

This acknowledges that few of us get through childhood without suffering some harm and that parents are not “perfect!” The question to be considered for any child is how significant the harm may be and how reasonable is the parenting. The Act is looking for good enough parenting to keep children in their families.

APPENDIX 5 - Signs and Symptoms of Abuse

Physical Abuse

Recognition

Children are remarkably resilient and normal everyday scrapes and falls usually result in little bruising or other injury. We normally expect to see bruises on the bony protuberances e.g. foreheads, knees and shins, not on the softer fleshy parts of the body (see attached skin map). Nevertheless, children do often acquire bruises in odd places! We should always ask how bruises, burns, scars and bites have occurred – and consider whether the explanation seems to fit the injury. The attitude of child and parent is also significant. Is the child's own demeanour causing us concern? Considerable force is required to cause actual bruising and is not an acceptable form of chastisement.

While a situation may not seem initially to be serious, it is worth remembering that providing prompt help to a family under stress may prevent minor abuse escalating into something more serious.

Non -Accidental injuries

The following is not a comprehensive or definitive list, but it does provide a guide to the more common non-accidental injuries and, taken in conjunction with the skin map, indicates situations in which more expert advice should be sought.

Clusters of signs may be more important than any one sign on its own. Much depends on whether the right questions are asked in order to make sense of what is seen. Any injury which the child, parent or carer tries to hide or gives several different explanations for; or give an unlikely explanation for, should raise concerns.

Bruises

Symmetrical bruised eyes are rarely accidental, although they may occur where there is a fracture of the head or nose and blood seeps from the injury site to settle in the loose tissue around the eye. A single bruised eye may be the result of an accident – or abuse. Careful consideration is required whenever there is an injury around the eye. It should be noted whether the lids are swollen and tender and if there is damage to the eye tissue.

Bruising in or around the mouth (especially in small babies)

Grasp marks on arms – or chest of a small child.

Finger marks (e.g. you may see 3 – 4 small bruises on one side of the face and one on the other).

Symmetrical bruising (especially on the ears)

Outline bruising (e.g. belt marks, hand prints)

Linear bruising (particularly on the buttocks or back)

Bruising on soft tissue with no obvious explanation.

Different age bruising (especially in same area e.g. buttocks) N.B.

- (1) Most falls or accidents produce one bruise on a single surface – usually on a bony protuberance. A child who falls downstairs generally has only one or two bruises. Bruising in accidents is usually on the front of the body as children generally fall forwards. In addition, there may be marks on their hands if they have tried to break their fall.

- (2) Mongolian blue spots may be mistaken for bruising. These are purplish-blue skin markings most commonly on the back of black children. These marks do not change colour as do bruises which on all children change from purple to yellow over a few days.
- (3) The following are uncommon sites for accidental bruising:
- (a) back of legs, buttocks (except occasionally along the bony protuberance of the spine)
 - (b) mouth, cheeks, behind the ear
 - (c) stomach, chest
 - (d) under the arm
 - (e) genital, rectal area
 - (f) neck

Bites

These can leave clear impressions of the teeth. Human bites are oval or crescent shaped. If the distance is more than 3 cm across, they **must** have been caused by an adult or older child with permanent teeth.

Burns/Scalds

It can be very difficult to distinguish between accidental and non-accidental burns, but as a general rule of thumb, burns or scalds with clear outlines are suspicious as are burns of uniform depth over a larger area and also splash marks above the main burn area (caused by hot liquid being thrown).

Remember also

A responsible adult checks the temperature of the bath before a child gets in.

A child is unlikely to sit down voluntarily in too hot a bath and cannot accidentally scald its bottom without also scalding its feet

A child getting into too hot water of its own accord will struggle to get out again and there will be splash marks

Small round burns may be cigarette burns (but may be friction burns, and accidental, if along the bony protuberances of the spine)

Scars

Children may have scars, but notice should be taken of an exceptionally large number of differing age scars (especially if coupled with current bruising), unusual shaped scars (e.g. round ones from possible cigarette burns), or of large scars that are from burns or lacerations that did not receive medical treatment.

Fractures

These should be suspected if there is pain, swelling and discoloration over a bone or joint. The most common non-accidental fractures are to the long bones in arms, legs and ribs. It is very rare for a child under one year to sustain a fracture accidentally. Fractures also cause pain, and it is difficult for a parent to be unaware that a child has been hurt.

SUMMARY

There can never be a definitive list of indicators of physical abuse but we can, safely say that the following are causes for concern. The indicators can be divided into physical and behavioural indicators:

POSSIBLE PHYSICAL INDICATORS

Unexplained Bruises, Welts, Lacerations, Abrasions

- on face, lips, mouth
- on torso, back, buttocks, thighs
- in various stages of healing
- clustering forming regular patterns
- reflecting shape of article used, e.g. belt, buckle, electrical flex
- on several different surface areas
- regularly appear after absence, weekend, or holiday
- bite marks or fingernail marks

Unexplained Burns:

- Cigar, cigarette burns especially on soles of feet, buttocks, palms or back
- “immersion” burns, where hands feet or body have been forcibly immersed in very hot water,
- patterned like electrical burner, iron, etc.,
- rope burns on arms, legs, neck or torso

Unexplained Fractures:

- to skull, nose, facial structure
- in various stages of healing
- multiple or spiral fractures



POSSIBLE BEHAVIOURAL INDICATORS

- Flinching when approached or touched
- Reluctance to change clothes for PE lessons
- Wary of adult contacts
- Difficult to comfort
- Apprehension when other children cry
- Crying/irritable
- Frightened of parents, carers
- Afraid to go home
- Rebelliousness in adolescence
- Behavioural extremes – aggressiveness – withdrawal – impulsiveness
- Regresses to child-like, behaviour
- Apathy
- Depression

Neglect

Children need to be fed, clothed, kept from physical harm and moral danger, and most of all they need a loving and stimulating home.

Parents/carers can neglect any or all of a child's needs. Long-term damage to health or development may result from neglect and children may be injured or killed if they are not adequately supervised. If they are not loved or valued then they grow up not loving or valuing themselves or others.

We should be concerned about the child who:

- is regularly hungry and steals food from other children
- is always dirty, whose underwear is never changed or always has dirty nappies
- wears inappropriate clothing, e.g. summer clothes in the middle of winter
- has parents/carers who regularly forget to pick her or him up from day-care school
- has parents' carers who regularly fail to take her or him for important medical or educational appointments

SUMMARY

Neglect is not always easy to recognise, but the following may give cause for concern when considered in relation to the age of the child:

- constant hunger
- poor hygiene
- inappropriate dress
- consistent lack of supervision, especially in dangerous activities, or for long periods
- unattended physical problems or medical needs
- abandonment
- weight problems
- stealing food

- constant fatigue, listlessness
- problems in relationship with care-giver
- regularly not collected on time from playgroup or school

Sexual Abuse

Sexual abuse is more common than generally believed. Whilst there is currently no research data available which conclusively proves that disabled children are abused more than non-disabled children, existing studies do show that, contrary to popular belief, children with disabilities are abused.

Some sexually abused children will tell of the abuse readily, but some deny it, perhaps for a considerable period. They can have good reason not to tell, including feeling shame, guilt, fear of the consequences or because they have been sworn to secrecy or threatened. For children with communication difficulties, 'telling' is not always possible without help.

Children can accommodate and adjust their lives to being abused but there is a sense of being abandoned, helpless and entrapped by the inability to escape their abuse. Their feeling of trust in people is damaged or destroyed, and further undermined if they have tried to tell and not been heard.

You should be concerned for a child who:

Is sore or bleeding in the genital or anal area. Such children often refuse to be undressed or are reluctant to go to the toilet.

Knows a lot more about sex than she/he should for her/his age and who plays in a sexualised way. Children under five usually know nothing about sex. They may look at each other's private parts but that is all they do.

Says that someone has done something bad to them and that it is a secret.

Has regressed in her/his developmental milestones and has started wetting the bed or soiling when they used to be clean.

Is withdrawn or has wide mood swings, sometimes running around madly, sometimes crying a lot for no reason or running away from home.

Suffers night terrors sleep disturbances.

SUMMARY

The signs of sexual abuse are not always apparent, are very varied and can often be linked with the other forms of abuse.

The following list is only a guide and cannot be relied on as exhaustive. They too can be sub-divided into two groups.

POSSIBLE PHYSICAL INDICATORS

- Difficulty in walking, sitting down
- Stained or bloody underclothing
- Pain or itching in genital area
- Bruising, bleeding, injury to external genitalia, vaginal and or anal areas

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- Vaginal discharge
- Bed-wetting
- Excessive crying
- Sickness
- Pregnancy

POSSIBLE BEHAVIOURAL INDICATORS

- Bizarre, sophisticated or age inappropriate sexual behaviour or knowledge
- Promiscuity
- Sudden changes in behaviour
- Running away from home
- Wary of adults
- Feeling different from other children
- Unusual avoidance of touch
- Reporting of assault
- Substance abuse (e.g. glue sniffing)
- Emotional withdrawal through lack of trust in adults
- Over-compliance with requests of others
- Frequent complaints of unexplained abdominal pains
- Eating problems
- Sleep disturbances
- Poor peer relationships
- Possessing money or “gifts” that cannot be adequately accounted for
- Panics in response to pain

Emotional Abuse

Emotional abuse causes damage to emotions and feelings, and because it is difficult to measure, it is the most difficult form of abuse to prove. Children need to be loved and nurtured so they can learn how to care and give affection. They also need to be controlled and supervised so they can learn self-control.

Parents/carers can emotionally abuse children by being cold and unloving and not giving or returning love and affection. They may show an active dislike of a child by being rude and unpleasant all the time, being negative, and always complaining instead of praising. Equally, they can be inconsistent by being loving one day and very unpleasant the next. Often one child in the family becomes the scapegoat or focus of family unpleasantness.

Emotional abuse damages the emotional growth of the child and in some cases, it also damages physical growth. It might be evident in a child who is:

- not growing or putting on weight
- timid and withdrawn
- over-demanding or showing mood swings, sometimes running round madly and or sometimes crying a lot for no reason

SUMMARY

The signs of emotional abuse are probably the hardest to link to actual abuse as there may be other factors affecting the child's behavioural or physical development. However, we have compiled a list of the main indicators:

POSSIBLE PHYSICAL INDICATORS

- Failure to thrive
- Delays in physical development or progress

POSSIBLE BEHAVIOURAL INDICATORS

Behavioural disturbances such as:

- Sucking, biting, rocking
- Anti-social, destructive
- Sleep disorders, inhibition of play
- Compliant, passive, aggressive, demanding
- Impairment of intellectual, emotional, social or behavioural development
- Behaviour which seems to be too grown up or too **young** for the age and stage of development of the child

CONCLUSION

There is **NO** absolute list of indicators. Indications that abuse has occurred may come from other factors such as a child's paintings or drawings, or the presence of pornographic and or violent videos or literature. The carer's or abuser's behaviour can also give cause for concern, such as excessive touching, intimidating manner to the child, lack of parental warmth, etc.

Of course, several of the indicators we have listed, taken on their own, do not mean that abuse must have occurred, and further evidence in such cases would normally be required. The indicators should be viewed as features which are usually present in cases of child abuse. They do not necessarily mean that child abuse has taken place indeed, some of the cases we have used support this view.

It is important, however that if you do recognise signs and symptoms of abuse and you are concerned about the child, you should do something about it.

Actions of DSL when Physical Abuse is alleged or suspected:

Make a careful note of the injuries or circumstances, which cause concern.

Ask the child to describe how the injury happened and make a careful note of the explanation. At this stage all that is needed is sufficient information to ascertain whether or not there is concern. Care should be taken to avoid contaminating evidence by leading the child or discussing the incidents in too great a depth.

Ask the parent or carer, if present, to describe how the injury occurred gaining sufficient information to ascertain whether or not there is concern and make a careful note of the explanation. Again, care should be taken not to avoid contaminating evidence by not discussing the incidents in too great a depth.

Inform the carer if present of your concern and the action that you may be taking.

Discuss with senior colleagues where possible and appropriate.

Keep Principal informed where possible and appropriate in case a crisis team response is needed.

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Ensure that you have all appropriate information like telephone numbers, addresses, dates of birth, names and relationships of family member and then contact the duty Social Worker with the referral and information as to whether or not the parents have been informed.

All information must be recorded in writing within 24 hours. A report of the referral should be completed and sent to Social Services with 24 hours.

Actions of DSL when Sexual Abuse is alleged or suspected

The person to whom the child first confides an allegation of sexual abuse needs to handle that confidence with tact and sympathy, asking sufficient questions to confirm that there is an allegation of a sexual nature but avoiding any cross-examination or detailed examination of the child. Care should be taken to avoid contaminating evidence by leading the child or discussing the incidents in too great a depth. It may well be advisable to have another member of staff present.

Listen carefully to the child.

Discuss with senior colleagues where possible and appropriate.

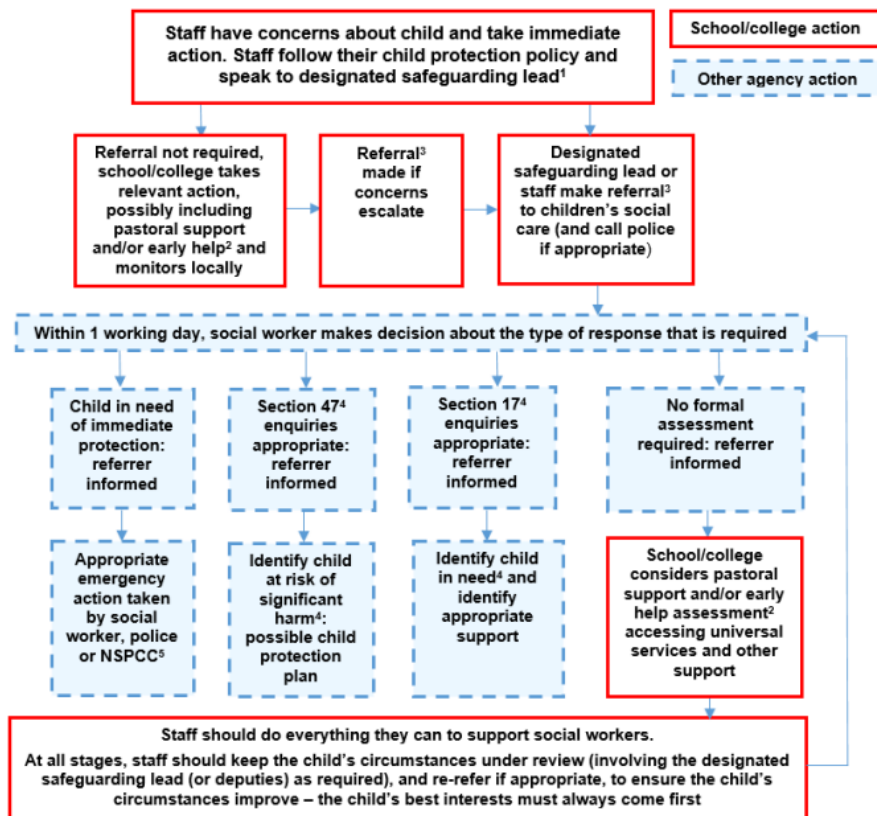
Keep Principal informed where possible and appropriate in case a crisis team response is needed.

Ensure that you have all appropriate information like telephone numbers, addresses, dates of birth, names and relationships of family member and then contact the MASH Team with the referral and information as to whether or not the parents have been informed. All information should be recorded in writing within 24 hours. A report of the referral should be completed and sent to the MASH Team within 24 hours.

N.B. There are less likely to be physical manifestations in sexual abuse and the child's account of what has happened assumes a greater importance. If the child is being abused by a member of their family, he or she may be under great pressure not to tell, and it is not always possible to be as open with parents initially as one would be when investigating other forms of abuse.

Always record and date all information – both factual and non-factual – making clear which it is as soon as possible. Maintain confidentiality. This information will then be stored in the child's confidential record.

Actions where there are concerns about a child



APPENDIX 6

Definitions, signs and symptoms of:

Child Sexual Exploitation (CSE) and Child criminal Exploitation (CCE)

Child Sexual Exploitation involves exploitative situations, contexts and relationships where a child may receive something, such as food, gifts or in some cases simply affection, as a result of engaging in sexual activities. This can often overlap and perpetrators may subject children and young children to multiple forms of abuse such as criminal exploitation and county lines.

Pupils rarely self-report CSE/CCE so it is important to be aware and alert to potential indicators of risk. Where CSE or a risk of it is suspected, staff will discuss with the DSL and if necessary local safeguarding procedures will be triggered.

CSE is a form of child sexual abuse. It may involve physical contact, including assault by penetration (e.g. rape or oral sex), or non-penetrative acts (e.g. masturbation, kissing, rubbing or touching outside clothing). It may include non-contact activities such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet).

CSE is typified by some form of power imbalance in favour of those perpetrating the abuse. Age is the most obvious power imbalance, it can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status and access to economic and other resources

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They may also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this form of exploitation as perpetrators can threaten victims and their families with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others.

As children involved in CCE can commit crimes themselves, their vulnerability as victims is not always recognised.

It is also important to realise that girls and boys' experiences of criminal exploitation can be different. The indicators might not be the same, but professionals need to be aware that girls are at risk of CCE as well but are at higher risk of CSE, whereas boys are at higher risk of CCE.

CSE can:

- Affect any child or young person (male or female) under the age of 18, including 16- & 17-year olds who can legally consent to have sex.
- Still be abuse even if sexual activity appears consensual.
- Include both contact and non-contact activity.
- Take place in person or via technology, or a combination of both.
- Involve force and/or enticement-based methods of compliance and may or may not be accompanied by violence or threats of violence.
- Occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).
- Be perpetrated by individuals or groups, males or females and children or adults.

- Be a one-off occurrence or a series of incidents over time and range from opportunistic to complex or organised abuse.

Signs and Symptoms

Staff receive annual training and should be alert to key indicators of CSE which include:

- Acquisition of money, clothes, mobile phones etc without plausible explanation.
- Gang association and/or isolation from peers/social networks.
- Exclusion or unexplained absences from school.
- Leaving home/care without explanation and persistently going missing or returning late.
- Excessive receipt of texts/phone calls.
- Returning home under the influence of drugs/alcohol.
- Inappropriate sexualised behaviour for age/sexually transmitted diseases.
- Evidence of/suspicions of physical or sexual assault.
- Relationships with controlling or significantly individuals or groups.
- Multiple callers.
- Frequenting areas known for sex work.
- Concerning use of internet or other social media.
- Increasing secretiveness around behaviours.
- Self-harm or significant changes in emotional wellbeing.



APPENDIX 7 Signs and Symptoms of Female genital Mutilation (FGM)

FGM typically takes place between birth and around 15 years of age however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- Low level of integration into UK society.
- Mother or a sister who has undergone FGM.
- 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.

Indications that FGM may have already taken place may include:

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

APPENDIX 8 Indicators of Radicalisation or Extremism

Recognising Extremism

Early Indicators of radicalisation and extremism may include:

- Showing sympathy for extremist causes
- Glorifying violence, especially to other faiths and 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 (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent).
- Secretive behaviour.
- On line 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.

APPENDIX 9 WHO HARMS CHILDREN

Abusers come from all walks of life. They can be

- male or female
- come from all classes, races and religions
- often, someone the child knows well, e.g. a relative, step-parent or family friend
- children or adolescents
- able bodied or disabled
- people who work with children

Very little abuse is caused by strangers, but a stranger can quickly become a friend to a child and their family.



APPENDIX 10 – WHO IS AT RISK OF HARM

Children of all ages can be abused, irrespective of their gender, race, culture, language, religion or ability and whether or not living with their natural parent(s). Establishing the degree of risk will be dependent on various factors, e.g. the child's age, degree of vulnerability, method of communication, children who experience racism or discrimination in their communities and our own ability to understand.

A child who has a physical or learning disability may be more vulnerable than one who does not.

A baby not being fed is more vulnerable than a teenager in the same circumstances.

Children who are lonely or deprived of affection or often left unsupervised may be more vulnerable than others.

In many cases you will have to pick up the clues from the child's behaviour, or from the signs you see on the child's body.

There will be some cases which the child does not exhibit any signs or symptoms but concerns arise from other sources e.g. contact with a known abuser or another child who has been abused.

APPENDIX 11 – PROCEDURES

REFERRAL

Social Services, NSPCC and the Police have powers to initiate action to protect children who are thought to be at risk of significant harm.

Referrals must be directed to The MASH Team without delay, but the following questions should be considered

- Does the child need immediate medical attention? If so, call an ambulance and then inform Social Services/Police.
- Does the child need immediate protection? If so, call the Police and then inform Social Services.

Generally, professionals should seek to discuss any concerns with the family and where possible seek their agreement to making referrals to The MASH Team. However, such discussions should occur only where this will not place the child at increased risk of significant harm. If in any doubt seek advice from The MASH Team.

Referrals should be directed to The MASH Team. If you know there is an allocated social worker, contact her/him directly.

PRINCIPLES OF PARTNERSHIP

- Treat all family members as you would wish to be treated, with dignity and respect.
- Ensure that family members know that the child's safety and welfare must be given first priority, but that each of them has a right to a courteous, caring and
 - a. professionally competent service.
- Take care not to infringe privacy any more than is necessary to safeguard the a. welfare of the child.
- Be clear with yourself and with family members about your power to intervene, and the purpose of your professional involvement at each stage.
- Be aware of the effects on family members of the power you have as a professional, and the impact and implications of what you say and do.
- Respect the confidentiality of family members and your observations about them, unless they give permission for information to be passed to others or it is essential to do so to protect the child.
- Listen to the concerns of children and their families, and take care to learn about their understanding, fears and wishes before arriving at your own explanations and plans.
- Learn about and consider children within their family relationships and
 - a. communities, including their cultural and religious contexts, and their place within their own families.
- Consider the strengths and potential of family members, as well as their weaknesses, problems and limitations.
- Ensure children, families and other carers know their responsibility and rights, including any right to services, and their right to refuse services, and any consequences of doing so.

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- Use plain, jargon-free language appropriate to the age and culture of each person. Explain unavoidable technical and professional terms.
- Be open and honest about your concerns and responsibilities, plans and limitations, without being defensive.
- Allow children and families time to take in and understand concerns and a. processes.
 - b. A balance needs to be found between appropriate speed and the needs of people who may need extra time in which to communicate.
- Take care to distinguish between personal feelings, values, prejudices and
 - a. beliefs, and professional roles and responsibilities, and ensure that you have
 - b. good supervision to check that you are doing so.
- If a mistake or misinterpretation has been made, or you are unable to keep
 - a. to an agreement provide an explanation. Always acknowledge any distress
 - b. experienced by adults and children and do all you can to keep it to a minimum.

Always acknowledge the distress experienced by adults and children and do what you can to keep it to a minimum.

DO'S AND DON'TS

DO'S:

The child's welfare and interests must be paramount, taking precedent over all other considerations.

If a child discloses abuse to you always acknowledge how difficult and painful it must have been for them to do so.

Tell and show the child that you are taking them seriously.

Always think before you act, keep an open mind and take an objective view of the situation.

Consider the long-term future of the child and not necessarily the option which is least painful for you.

If you belong to an organisation which has child protection procedures, make sure you are familiar with them.

DON'TS:

Taking inappropriate action could put a child at further risk.

Ignore the child's race, gender, culture, ability.

Don't make any promises to the child that you cannot keep.

Do not take sole responsibility if you are concerned, consult with other professionals.

APPENDIX 12 – Online Safety

Information and support available Keeping Children Safe in Education 2023

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

Early Help

Providing early help is more effective in promoting the welfare of children than reacting later. This means providing support as soon as a problem emerges, at any point in a child's life. Early help relies on agencies working together to identify families who would benefit from early help. An assessment of the need for early help will be undertaken and targeted early help services will be identifying to address the assessed needs of a child and their family which focuses on activity to improve the outcomes of a child.

As a school we are alary to the potential need for early help for a child who:

- is disabled and has specific additional needs or has SEND (whether or not they have they have a statutory Education and Health and care Plan)
- is a young carer
- is showing signs of being drawn into anti-social or criminal behaviour including grand involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is a privately fostered child
- has a parent/carer in custody

Effective early needs assessment requirements

Undertaken with the agreement of the child and their parents or carers

Consider the needs and wishes of the of the child as well as contextual aspects and circumstances.

Opportunity to discuss concerns with a social worker from the local authority.

If an early help assessment cannot be obtained, practitioners should consider how their needs can be met.

If at any time it is considered that a child may be a child in need, or has suffered significant harm, or is likely to do so, a referral should be made immediately to local authority children's social care.

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APPENDIX 13 – Dealing with Child on Child abuse

There is a continuum of behaviours which come under the peer on peer abuse umbrella. Once an incident of peer on peer abuse has been identified, it will be investigated and the appropriate interventions, support and sanctions will be put in place for the victim and perpetrator.

| Peer on Peer Abuse | | | | | | |
|--|--|--|---|--|--|--|
| Bullying (including cyber bullying) | Physical abuse (hitting/kicking) | Sexual violence (rape, assault by penetration, sexual assault) | Sexual Harassment (unwanted contact of a sexual nature such as comments, jokes, physical or online behaviour) | Up skirting (taking a picture under a person's clothing without their permission), | Nudes/Semi nudes (sending, receiving or forwarding sexually explicit messages on mobile phones or other devices) | IHVR (a ritual in which a new member of a group is humiliated or abused, or the bullying of a pupil in school) |
| Reported on sims for tracking Form Tutor in first instance Evidence and statements collected Call home made to victim and bully HOY if repeated incidents and recorded on bullying log | Reported on sims for tracking Pastoral team investigate Evidence and statements collected Perpetrator in isolation Medical treatment for victim Statements for decision re sanction First response calls | See safeguarding ladder re serious incidents If both in school, perpetrator kept away/out of lessons while investigating if victim in school/discloses in school. Statement/record of disclosure Victim decide if want to go to lessons. Medical if required. Victims wishes recorded. First response call | Reported on sims for tracking Pastoral team investigate Perpetrator in isolation Medical treatment for victim Statements for decision re sanction First response call to parents | Reported on sims and my concern for tracking CP pastoral team to lead investigation Phone confiscated Perpetrator in isolation First response calls made to victim and perpetrator Inform perpetrator of law re up skirting | Reported on sims and my concern for tracking CP pastoral team to lead investigation Support for victim Perpetrator in isolation First response calls made to victim and perpetrator Inform perpetrator of law (see sharing nudes/semi nudes guidance) | Reported on sims and my concern for tracking CP pastoral team to lead investigation Perpetrator in isolation First response calls made to victim and perpetrator Identification of risk linked to gangs/county lines/CSE |
| Actions Anti bullying workshop Restorative detention Parents invited in Mediation Restorative workshop Behaviour contract KS Coordinator workshop | Actions Anti bullying workshop Restorative detention Parents invited in Mediation Restorative workshop Behaviour contract KS Coordinator workshop | Actions Records kept securely and confidentiality in place Any statements taken, collected and recorded on my concern. Parents invited up Harassment and restorative workshop Behaviour contract Mediation if victim/parent agrees | Actions Any statements taken, collected and recorded on my concern. Parents invited up Harassment and restorative workshop Behaviour contract Mediation if victim/parent agrees | Actions Any statements taken, collected and recorded on my concern. Parents invited up Restorative workshop Behaviour contract Police report re up skirting | Actions Any statements taken, collected and recorded on my concern. Parents invited up Restorative workshop Behaviour contract Police report re up skirting | Actions Any statements taken, collected and recorded on my concern. Parents invited up Restorative workshop Behaviour contract MASH if concern re CCE/CSE |
| Outcomes Support Ladder If cyber advise police if threatening/racial—malicious communication | Outcomes Support Ladder Advise police re physical assault Early help referral | Outcomes Support Ladder Multi Agency Support Further outside agency referrals | Outcomes Support Ladder Early help referral depending on the nature of the incident. | Outcomes Support Ladder Early help referral Police informed | Outcomes Support Ladder Early help referral Police/MASH depending on seriousness of incident | Outcomes Support Ladder Potential early help referral Police informed |

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Dealing with Sexual Harassment and Sexual Violence

General Guidance related specifically to Sexual Violence, Sexual Abuse and Sexual Harassment

- *Reassure them that they will be taken seriously and not give the impression that they are creating a problem
- *Tell them that they should not be ashamed of making a report
- *Zero tolerance of sexual violence and sexual harassment
- *Not class behaviour as banter, having a laugh, part of growing up, boys being boys as this can lead to a culture of unacceptable behaviours, an unsafe environment and children not reporting.

Risk Assessment

- *Offer the victim protection and support. Also other victims or those in potential danger and for the alleged perpetrator.
 - *Contact Social Care and referral for specialist services as well as the police.
 - *Be aware of the wishes of the victim related to how they want to proceed.
 - *Give them as much control as you can taking into consideration the investigation and support. This will need to be balanced by the duty to protect, whether a crime has been committed and whether harmful sexual behaviour has been displayed.
- The following will be taken into consideration:
- Ages and developmental stages, power imbalance, one off or sustained abuse, SV/ SH within intimate peer relationships, ongoing risks to other children, other related issues—contextual—CCE/CSE.
- *If Rape or assault by penetration,** be aware close proximity with the alleged perpetrator will be distressing for the victim. Remove the alleged perpetrator from classes and consider with police and social workers consideration of how to keep the victim and perpetrator apart both on the premises and travel too and from school and actions moving forward linked to police investigations.
- Depending on the nature of SV or SH, need to consider the wishes of the victim and the nature of the allegations on a case by case basis.
- Consider, how the alleged perpetrator will be informed of the allegations, seeking guidance from police and social care as required.

Patterns of behaviour

By reporting all incidents and events via my concern, it gives the DSL a view of the contextual safeguarding of the area and concerns in school allowing us to take a course of action through staff training, raising parental awareness and focusing in on key issues alongside the WTTP and PSHCRE curriculum.

Dealing with incidents of sexual violence and sexual harassment

1. Manage internally—sexual harassment

Following the behaviour policy and support ladder with pastoral support.

Zero tolerance approach with appropriate recording and monitoring of incidents

2. Early Help

Not statutory social care involvement, but early help. Via CAF or Essex Hub

Non violent harmful sexual behaviour. School policies and preventative education and parental engagement. Could have early help and manage internally, but early help referral for victim and perpetrator

3. Children's social care

Harmed, at risk, or immediate danger. MASH, parents informed. Child and family assessment undertaken. Victim must be protected. If not taken to statutory CIN, may be early help (Pass team) and specialist support.

4. Police Report

Runs parallel to children's social care. Rape/assault by penetration, sexual assault.

Report to the police and MASH/Essex Hub. Once disclosure reported will guide schools further response/action and what information to pass on to stakeholders (parents etc.) so not to jeopardise the investigation. Specialist units will investigate. Strategy meeting—multi agency and potential joint/section 47 investigation between police and social care. If NFA—No Further Action, specialist support in place.

| Major Incident requiring local authority intervention (Knife/violence/safeguarding/sexual assault) | | | |
|---|-------|--------------------------------|--|
| Incident: | | | |
| Main pupil involved: | | | |
| Reported to: | Date: | Time: | |
| Pastoral member investigating: | | | |
| Incident Passed to: | Date: | Time: | |
| (Senior Leader) signature: | | | |
| Statements taken by: | | Date: | |
| HOY alerted <input type="checkbox"/> | | Time: | |
| First response call perpetrator: <input type="checkbox"/> | | Date: | |
| First response call victims: <input type="checkbox"/> | | Time: | |
| Follow up statements required? Y/N | | Date: | |
| | | Time: | |
| ↓ | | | |
| Incident requiring FTE | | Incident requiring Hassenbrook | |
| Potential Perm Ex | | | |
| Reported to : <u>Nancolas</u> <input type="checkbox"/> Jeffery <input type="checkbox"/> Evans <input type="checkbox"/> | | | |
| <div style="display: flex; justify-content: space-between;"> <div> FTE: Alison Smith paperwork <input type="checkbox"/> OHb referral: KD referral <input type="checkbox"/> Agencies Informed MASH <input type="checkbox"/> Police <input type="checkbox"/> Local Authority—Inclusion Lead <input type="checkbox"/> CAF offered <input type="checkbox"/> Support for victims <input type="checkbox"/> Follow up call for victims <input type="checkbox"/> </div> <div> Pupil Letter <input type="checkbox"/> Call to parent <input type="checkbox"/> Pupil Letter <input type="checkbox"/> Call to parent <input type="checkbox"/> 101/999/email Incident number: my concern <input type="checkbox"/> number: Consent for information sharing <input type="checkbox"/> Support for perpetrator <input type="checkbox"/> Follow up call for perpetrator <input type="checkbox"/> </div> </div> | | | |
| <div style="display: flex; justify-content: space-between;"> <div> Child protection issue (record disclosure in child speak) Report on my concern and inform CP lead as urgent Support person for discloser while reporting as required Thurrock—MASH for reporting and advice 01375 652802 Parents informed if prompted by MASH Inform police 101 if prompted by MASH—if urgent 999 Update all involved and add updates to my concern chronology for parties involved. Liaison with Social Workers and Police as required or attend a strategy meeting if requested with as much information about the disclosure and general wellbeing/attendance/school for holistic picture of child. Produce a CAF or Child or Family Assessment feedback as requested. Ensure you get consent to share information for the CAF. If parent refuses, need to let MASH know. Keep paper records securely and remember confidentiality. Update my concern with each action. </div> <div> Investigate allegation/disclosure if from other source Essex—safeguarding hub 0345 6037627 Parents invited to school/informed of disclosure on phone if cannot come to school </div> </div> | | | |

There are a number of tools available to help you judge where pupils are on the continuum of potential normal and abnormal sexual behaviours. These can also be linked to age and stage appropriateness. These are only guides and need to be taken alongside other contextual information.

A continuum of behaviours

It is vital for professionals to distinguish normal from abnormal sexual behaviours. Chaffin, Letourneau and Silovsky (2002, p208) suggest a child's sexual behaviour should be considered abnormal if it:

- occurs at a frequency greater than would be developmentally expected
- interferes with the child's development
- occurs with coercion, intimidation, or force
- is associated with emotional distress
- occurs between children of divergent ages or developmental abilities
- repeatedly recurs in secrecy after intervention by caregivers.

Hackett (2010) has proposed a continuum model to demonstrate the range of sexual behaviours presented by children and young people, from those that are normal, to those that are highly deviant:

| Normal | Inappropriate | Problematic | Abusive | Violent |
|---|--|--|---|---|
| <ul style="list-style-type: none"> • Developmentally expected • Socially acceptable • Consensual, mutual, reciprocal • Shared decision making | <ul style="list-style-type: none"> • Single instances of inappropriate sexual behaviour • Socially acceptable behaviour within peer group • Context for behaviour may be inappropriate • Generally consensual and reciprocal | <ul style="list-style-type: none"> • Problematic and concerning behaviours • Developmentally unusual and socially unexpected • No overt elements of victimisation • Consent issues may be unclear • May lack reciprocity or equal power • May include levels of compulsivity | <ul style="list-style-type: none"> • Victimising intent or outcome • Includes misuse of power • Coercion and force to ensure victim compliance • Intrusive • Informed consent lacking, or not able to be freely given by victim • May include elements of expressive violence | <ul style="list-style-type: none"> • Physically violent sexual abuse • Highly intrusive • Instrumental violence which is physiologically and/or sexually arousing to the perpetrator • Sadism |

1

Responses

2

Prevention

3

Assessment

4

Interventions

5

Developments

Extract from Brook traffic light tool age 9 to 13 and 13 to 17.

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Next Review: September 2024

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Brook traffic light tool (example below for children aged 9-13)

| 9 to 13 | | |
|---|---|--|
| Green behaviours <ul style="list-style-type: none">solitary masturbationuse of sexual language including swear and slang wordshaving girl/boyfriends who are of the same, opposite or any genderinterest in popular culture, eg fashion, music, media, online games, chatting onlineneed for privacyconsensual kissing, hugging, holding hands with peers <div>What is a green behaviour?</div> <div>What can you do?</div> | Amber behaviours <ul style="list-style-type: none">uncharacteristic and risk-related behaviour, eg sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missingverbal, physical or cyber/ virtual sexual bullying involving sexual aggressionLGBT (lesbian, gay, bisexual, transgender) targeted bullyingexhibitionism, eg flashing or mooninggiving out contact details onlineviewing pornographic materialworrying about being pregnant or having STIs <div>What is an amber behaviour?</div> <div>What can you do?</div> | Red behaviours <ul style="list-style-type: none">exposing genitals or masturbating in publicdistributing naked or sexually provocative images of self or otherssexually explicit talk younger childrensexual harassmentarranging to meeting with an online acquaintance in secretgenital injury to self to othersforcing other children of same age, younger or less able to take part in sexual activitiessexual activity eg oral sex or intercoursepresence of sexually transmitted infection (STI)evidence of pregnancy <div>What is a red behaviour?</div> <div>What can you do?</div> |

Responding to an incident of sharing Nudes and Semi Nudes

Sharing nudes and semi-nudes: how to respond to an incident

An overview for all staff working in education settings in England

UK Council for Internet Safety

This document provides a brief overview for frontline staff of how to respond to incidents where nudes and semi-nudes have been shared.

All such incidents should be immediately reported to the Designated Safeguarding Lead (DSL) or equivalent and managed in line with your setting's child protection policies.

The appropriate safeguarding lead person should be familiar with the full 2020 guidance from the UK Council for Internet Safety (UKCIS), *Sharing nudes and semi-nudes: advice for education settings working with children and young people* and should **not** refer to this document instead of the full guidance.

What do we mean by sharing nudes and semi-nudes?

In the latest advice for schools and colleges (UKCIS, 2020), this is defined as the sending or posting of nude or semi-nude images, videos or live streams online by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline. Alternative terms used by children and young people may include 'dick pics' or 'pics'.

The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated.

This advice does not apply to adults sharing nudes or semi-nudes of under 18-year olds. This is a form of child sexual abuse and must be referred to the police as a matter of urgency.

What to do if an incident comes to your attention

Report it to your Designated Safeguarding Lead (DSL) or equivalent immediately. Your setting's child protection policy should outline codes of practice to be followed.

- **Never** view, copy, print, share, store or save the imagery yourself, or ask a child to share or download – **this is illegal.**¹
- If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL (or equivalent) and seek support.
- **Do not** delete the imagery or ask the young person to delete it.
- **Do not** ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL (or equivalent).
- **Do not** share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- **Do not** say or do anything to blame or shame any young people involved.
- **Do** explain to them that you need to report it and reassure them that they will receive support and help from the DSL (or equivalent).

For further information

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1008443/UKCIS_sharing_nudes_and_semi_nudes_advice_for_education_settings_Web_accessible_.pdf

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