

# **SAFEGUARDING AND CP UPDATED JANUARY 2024 VERSION 2 - APPENDICES**

## **Appendix 1: Transporting of Pupils by Parents**

Draft letter:

Dear Parent / Volunteer

On occasions parents and volunteers are kind enough to help with the task of transporting children to visits and off-site activities arranged by the school. (This is in addition to any informal arrangements made directly between parents for after school clubs etc.) The school is very grateful for this help. In managing these arrangements the school would like to put in place sensible measures to ensure the safety and welfare of young people carried in parents and volunteers cars. This is based on guidance from the local authority and follows similar procedures for school staff using their cars on school business.

Where parents/volunteers cars are used on school activities the Head should notify parents/volunteers of their responsibilities for the safety of pupils, to maintain suitable insurance cover and to ensure their vehicle is roadworthy.

The Head or Party Leader will need to consider the suitability of parents or volunteers to carry young people in their car and whether vetting is necessary. It is advisable that parents or volunteers are not put in a position where they are alone with a young person.

All parents are therefore asked to complete and return the attached form to the school before they offer to use their car to help with transporting pupils.

This form will only need to be completed once for each driver. However, please inform the school if your circumstances change and you can no longer comply with these arrangements.

Many thanks, once again, to all parents and volunteers who have been able to help with the provision of transport. Naturally our primary concern is the safety and welfare of pupils. However, we also want to maintain a wide range of opportunities for young people to participate in off-site activities and visits.

Signed

Head Teacher

**Appendix 2 - DECLARATION FORM**

Safeguarding statement

At this school, we strongly recognise the need for vigilant awareness of safeguarding issues. It is important that all staff have appropriate training and induction so that they understand their roles and responsibilities and are confident about carrying them out. Staff, pupils, parents and governors should feel secure that they could raise any issues or concerns about the safety or welfare of children and know that they will be listened to and taken seriously. This will be achieved by maintaining an ethos of safeguarding and promoting the welfare of children and young people and protecting staff. This is supported by clear behaviour, anti-bullying and child protection policies, appropriate induction and training, briefing and discussion of relevant issues and relevant learning in line with current legislation and guidelines. The school may require parents or volunteers who have regular unsupervised access to young people to be checked through arrangements with the Disclosure and Barring Service.

All drivers must:  Hold a valid driving licence for the type of vehicle being driven  Be fit to drive  Have no medical condition which affects their ability to drive  Have a valid MOT for any vehicle older than 3 years old  Ensure that any vehicle is roadworthy, including brakes, lights, tyres, bodywork, wipers, mirrors etc.  Ensure that any vehicle used has current road tax  Ensure that they adhere to the appropriate speed limit  Ensure that all seat belts are working and worn by everybody in the vehicle Insurance:  Maintain valid insurance, as a minimum, for third part liability  Check with their insurance company and inform them that the driver occasionally conveys children on school activities. (This is unlikely to affect the cost of your insurance premium.) Safety:  Be familiar with, and drive in accordance with, the Highway Code at all times  Drive safely and observe the speed limit  Before driving not to consume alcohol or drugs which may impair driving  Ensure that all passengers wear seat belts as appropriate  Use child proof locks on rear doors where necessary  Child seats such as booster seats are to be used at all times according to the height and age of each child in the vehicle

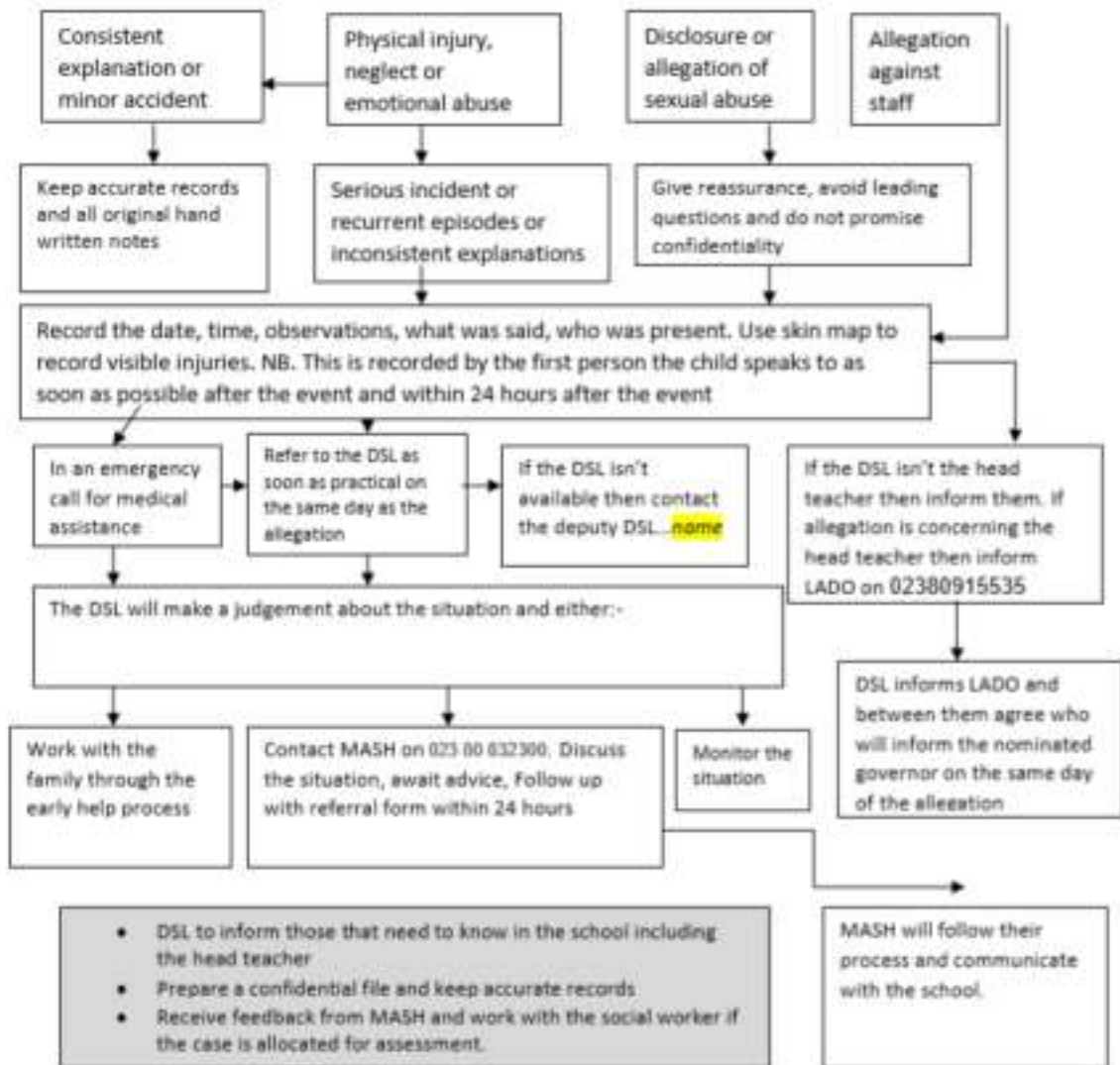
I have read and understood the above requirements and agree to comply with them. I agree to inform the school if circumstances change and I can no longer comply with these arrangements.

Signature:      Date:

Name (Please print)

Number of seats in vehicle:

**Appendix 3 – Flow chart**



## Appendix 4 Flowchart KCSiE 2018 p 13

### What to do if there are concerns about a child



### Annex 3: Body Map

Body Maps should be used to document and illustrate visible signs of harm and physical injuries. Always use a black pen (never a pencil) and do not use correction fluid or any other eraser. Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

**\*At no time should an individual teacher/member of staff or school take photographic evidence of any injuries or marks to a child's person, the body map below should be used. Any concerns should be reported and recorded without delay to the appropriate safeguarding services, e.g. Social Care direct or child's social worker if already an open case to social care/ Police.**

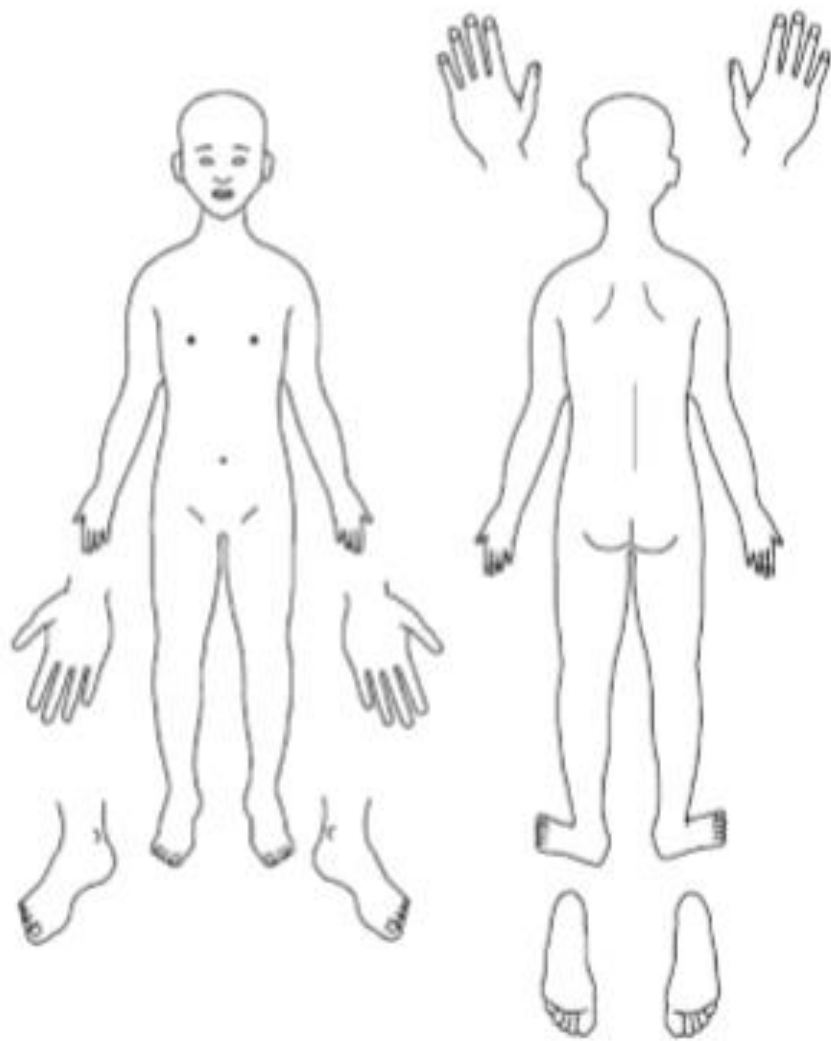
**When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:**

- Exact site of injury on the body, e.g. upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g. round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

**Ensure First Aid is provided where required and record**

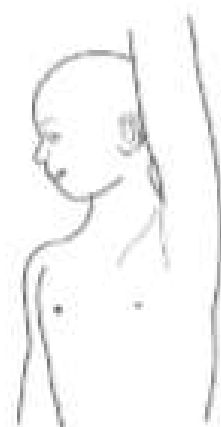
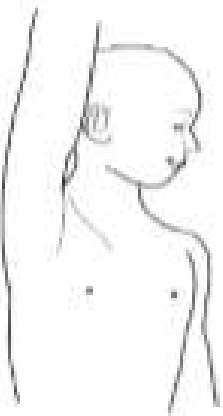
A copy of the body map should be kept on the child's concern/confidential file.



Name of Child: \_\_\_\_\_

Date of birth: \_\_\_\_\_ Date of recording: \_\_\_\_\_

Name of completer: \_\_\_\_\_



Any additional information:

## **Appendix 6**

Dealing with disclosures All staff should:

A member of staff who is approached by a child should listen positively and try to reassure them. They cannot promise complete confidentiality and should explain that they may need to pass information to other professionals to help keep the child or other children safe. The degree of confidentiality should always be governed by the need to protect the child.

Additional consideration needs to be given to children with communication difficulties and for those whose preferred language is not English. It is important to communicate with them in a way that is appropriate to their age, understanding and preference.

All staff should know who the DSL is and who to approach if the DSL is unavailable. Ultimately, all staff have the right to make a referral to the police or social care directly and should do this if, for whatever reason, there are difficulties following the agreed protocol, e.g. they are the only adult on the school premises at the time and have concerns about sending a child home or witness something out of hours.

### **Guiding principles for staff:**

- Listen to what is being said, without displaying shock or disbelief or asking child to repeat anything unnecessarily
- Accept what is said and take it seriously
- Make a note of what has been said as soon as practicable
- Don't make promises you may not be able to keep e.g. 'I'll stay

with you' or 'everything will be alright now' or 'I'll keep this confidential'

- Do reassure the pupil e.g. you could say: 'I am glad you felt able to say this', "I will speak to someone who will know what to do next", "I know you might be feeling upset but there are people trained to know what to do to help you next", "x is trained to help pupils who need it Im going to go and speak to x as they will know what we should do now"
- **Do not** ask 'leading' questions i.e. 'did x touch your private parts?' or 'did x hurt you?' Such questions may invalidate your evidence (and the child's) in any later prosecution in court
- **Do not** criticise the alleged perpetrator; the pupil may care about him/her, and reconciliation may be possible
- **Do not** ask the pupil to repeat it all for another member of staff. Explain what you have to do next and whom you have to talk to. Reassure the pupil that it will be a senior member of staff



- Share concerns with the designated safeguarding lead as soon as possible
- Confidentiality is essential. Share your knowledge only with appropriate professional colleagues
- If you are not able to contact your designated safeguarding lead, and the child is at risk of immediate harm, contact the children's services department/ police directly, recording decisions for doing so.
- If you are dissatisfied with the level of response you receive following your concerns, you should press for re-consideration indicating why you feel decisions have not been made in the best interests of a child if this is the case. Ensure that all known information, including contextual information has been shared for assessment of the information to be made
- Ensure that you consider if you need some time to process what you have heard to ensure you look after your own mental health and well-being, and our DSL will ensure that staff are offered support and time to manage their emotions when having received information from a child.

#### Helpful notes:

- If possible make some very brief notes at the time, and write them up as soon as possible
- Keep your original notes on file
- Record the date, time, place, person's present/named and noticeable non-verbal behaviours, and the words used by the child. If the child uses sexual 'pet'/slang words, record the actual words used, rather than translating them into 'proper' terms – this is essential that the record is word for word.
- Complete a body map to indicate the position of any noticeable bruising, or where a child has indicated something to you.
- Record facts and observable things, rather than your 'interpretations' or 'assumptions'

#### After decisions and referral:

##### **Review (led by DSL)**

- Has the action taken provided positive outcomes for the child?
- Did the steps taken by staff work? Is there a clear record and timeframe of information and decisions taken?

- Did staff follow policy?
- Were any deficiencies or weaknesses identified in the procedure? Have these been remedied?
- Is further training required?

### **What happens next?**

It is important that concerns are followed up and it is everyone's responsibility to ensure that they are. The member of staff should be informed by the DSL what has happened following the report being made. If they do not receive this information they should be proactive in seeking it out.

If they have concerns that the disclosure has not been acted upon appropriately they might inform the safeguarding governor of the school and/or may ultimately contact the children's services department. Procedures to follow can be found within our complaints policy or whistleblowing policies.

Receiving a disclosure can be upsetting for the member of staff and schools should have a procedure for supporting them after the disclosure. This might include reassurance that they have followed procedure correctly and that their swift actions will enable the allegations to be handled appropriately.

In some cases additional counselling might be needed and they should be encouraged to recognise that disclosures can have an impact on their own emotions.

Children may become subject to Child in Need plans or Child Protection plans. This will always involve multiagency working around the child / family. All agencies are required to provide written reports for each meeting. Our school may also send a representative to the meeting to share this report and hear the wider contextual picture so as to ensure we can apply the any specific safeguarding procedures with good understanding of the context.

## Appendix 7 - Allegations against staff

### Procedure

This procedure should be used in all cases in which it is alleged a member of staff or volunteer in a school has:

- **behaved in a way that has harmed a child, or may have harmed a child;**
- **possibly committed a criminal offence against or related to a child; or**
- **behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children**

In dealing with allegations or concerns against an adult in the school, staff must:

- Report any concerns about the conduct of any member of staff or volunteer to the Head teacher or the DSL as soon as possible
- If an allegation is made against the Head teacher, the concerns need to be raised with the LADO or nominated governor as soon as possible
- Once an allegation has been received by the Head teacher or nominated governor they will contact the Local Authority Designated Officer on 02380 915535 as soon as possible and before carrying out any investigation into the allegation.
- Inform the parents of the allegation unless there is a good reason not to. The decision to inform or not inform should be recorded as to who made the decision and the reasons for it.

In liaison with the LADO, the school will determine how to proceed and if necessary the LADO will refer the matter to children's social care and/or the police.

If the matter is investigated internally, the LADO will advise the school to seek guidance from their personnel/HR provider in following procedures set out in 'keeping children safe in education' (2019) and the SCSP and HIPS procedures.

## **Appendix 8 Managing allegations against other pupils**

DfE guidance keeping children safe in education (2021) says that 'governing bodies should ensure that there are procedures in place to handle allegations against other children'. The guidance also states the importance of minimising the risks of child-on- child abuse. In most instances, the conduct of students towards each other will be covered by the school's behaviour policy.

Some allegations may be of such a serious nature that they may raise safeguarding concerns. These allegations are most likely to include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is also likely that incidents dealt with under this policy will involve older students and their behaviour towards younger students or those who are vulnerable. DfE issued guidance in May 2019 "Sexual violence and sexual harassment between children in schools and colleges - GOV.UK It is recognised that this could happen and therefore the guidance will be followed.

Supporting resources from SCC:

### **Responding 'In The Moment' to Child-on-Child**

(child on child) abuse

The following set of questions can be used by staff or pupils to form a consistent response from all. They should

be used at the time of the incident but can also be used in follow up work. They may be developed into staff

prompt cards or pupil posters to promote consistent responses when challenging harmful language and behaviour.

In the moment responses

- What I heard/ saw was not acceptable
- Could that have been hurtful?
- How could you put that right?
- Was that a positive choice?

Supporting those in need

- How are you feeling?
- What can I do to help?
- How can I support you?
- What will help you feel safe?

## Restorative questions

- Were your words/actions acceptable?
- What impact have your words/actions had?
- How do you feel about it now?
- How could you rephrase that?
- Can you explain the words you have used?
- How has your behaviour made \_\_\_\_ feel?
- What would putting this right look like?

## Further links:

- Example offences <https://www.southampton.gov.uk/media/hdqmrybc/example-offence-guide.pdf>
- Parent and carer guide - <https://www.southampton.gov.uk/media/0nadrxd2/220-46dl-dig-guide.pdf>

## The safeguarding implications of sexual activity between young people

From SCC – harmful sexual behaviours flowchart

<https://www.southampton.gov.uk/media/q1ccik13/220-46-flowchart.pdf>

From scc – Risk assessment for child on child harmful sexual behaviours

<https://www.southampton.gov.uk/media/elxaxufc/risk-assessment-for-child-on-child-peer-on-peer-harmful-sexual-behaviours.pdf>

The intervention of child protection agencies in situations involving sexual activity between children can require difficult professional judgments. Some situations are statutorily clear – for example, a **child under the age of 13 cannot consent to sexual activity.**

But it will not necessarily be appropriate to initiate safeguarding procedures where sexual activity involving children and young people below the age of legal consent (16 years) comes to notice. In our society generally the age at which children become sexually active has steadily dropped.

**It is important to distinguish between consensual sexual activity between children of a similar age** (where at least one is below the age of consent), and sexual activity involving a power imbalance, or some form of coercion or exploitation. It may also be difficult to be sure that what has or has been alleged to have taken place definitely does have a sexual component.

As usual, important decisions should be made on a case by case basis, on the basis of an assessment of the children's best interests. Referral under safeguarding arrangements may be necessary, guided by an assessment of the extent to which a child is suffering, or is likely to suffer, significant harm.

**Key specific considerations will include:**

The age, maturity and understanding of the children;

Any disability or special needs of the children;

Their social and family circumstance;

Any evidence in the behaviour or presentation of the children that might suggest they have been harmed;

Any evidence of pressure to engage in sexual activity;

Any indication of sexual exploitation;

There are also contextual factors. Gender, sexuality, race and levels of sexual knowledge can all be used to exert power. A sexual predator may sometimes be a woman or girl and the victim can be a boy

Taken from The safeguarding implications of events leading to the closure of Stanbridge Earls School – A Serious Case Review (2015)

At Ludlow Junior School we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's behaviour policy.

**Prevention**

As a school we will minimise the risk of allegations against other pupils by:-

- Providing a developmentally appropriate PSHE syllabus which effectively develops students understanding of acceptable behaviour and keeping themselves safe
- Having systems in place for any student to raise concerns with staff, and staff to raise concerns about pupils knowing that they will be listened to, believed and valued
- Delivering targeted work on assertiveness and keeping safe to those pupils identified as being at risk
- Developing robust risk assessments & providing targeted work for pupils identified as being a potential risk to other pupils.

**Allegations against other pupils which are safeguarding issues**

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

abuse, sexual abuse and sexual exploitation. They may include Sexual violence or sexual harassment. It is likely that, to be considered a safeguarding allegation against a pupil, some of the following features will be found.

If the allegation:-

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

**Examples of safeguarding issues against a student could include:**

- 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 engage in inappropriate sexual behaviour (For example - having an older boyfriend/girlfriend, associating with unknown adults or other sexually exploited children, staying out overnight)
- Photographing or videoing other children performing indecent acts

### **Procedure:-**

When an allegation is made by a pupil against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the designated safeguarding lead (DSL) should be informed

- A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances

- The DSL should contact the multi-agency safeguarding hub to discuss the case
- The DSL will follow through the outcomes of the discussion and make a referral where appropriate
- If the allegation indicates that a potential criminal offence has taken place, once referred to the multi-agency agency safeguarding hub, the police will become involved
- Parents, of both the student being complained about and the alleged victim, should be informed and kept updated on the progress of the referral
- The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils' files
- It may be appropriate to arrange for alternative education provision for a short period for either or both pupils as the allegation is an allegation and will need to be fully investigated
- Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures-
- In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan
- The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.



## Appendix 9 Briefing

### Briefing sheet for temporary, supply staff - and those on short contracts in Ludlow Junior school

While working in *Ludlow Junior* school, you have a duty of care towards the children/pupils/students here. This means that at all times you should act in a way that is consistent with their safety and welfare. You should follow any policies or procedures the school has made you aware of, some of which may be specific to the context or individuals.

In addition, if at any time you have a concern about a child or young person, particularly if you think they may be at risk of abuse or neglect, it is your responsibility to share that concern with the school designated safeguarding lead (DSL), who is *Simon Watkins* and can be found *by going up the main stairs from the year 3 corridor and heading to the right (opposite the staffroom area)*

This is not an exhaustive list but you may have become concerned as a result of:

- observing a physical injury, which you think may have been non-accidental
- observing something in the appearance of a child or young person which suggests they are not being sufficiently well cared for
- observing behavior that leads you to be concerned about a child or young person
- a child or young person telling you/overhearing that they/another pupil have been subjected to some form of abuse.

In any of the circumstances listed here, you must write down what you saw or heard, date and sign your account, and give it to the DSL. This may be the beginning of a legal process – it is important to understand that legal action against a perpetrator can be seriously damaged by any suggestion that the child has been led in any way.

If a child talks to you about abuse, you should follow these guidelines:

- Rather than directly questioning the child, just listen and be supportive
- Never stop a child who is freely recalling significant events, but don't push the child to tell you more than they wish. If they have told you little but it is clear you need to pass the information on, do so, do not ask for more information or ask any leading questions.
- You could ask "Who was involved", "What happened" "Where did it happen and when?"
- Make it clear that you may need to pass on information to staff in other agencies who may be able to help – do not promise confidentiality. You are obliged to share any information

relating to abuse or neglect. You will need to report under the mandatory reporting duty directly to the police if known FGM is disclosed to you, take advice from the DSL within the setting first unless to do so would delay the referral.

- Write an account of the conversation immediately, as close to verbatim as possible. Put the date and timings on it, and mention anyone else who was present. Then sign it, and give your record to the designated safeguarding lead or head teacher who will then follow the school procedure

The school has a policy on safeguarding children and young people which you can find, together with the local procedures to be followed by all staff, in *location*.

**Remember, if you have a concern, discuss it with the DSL team as soon as possible.**

**If you witness any prejudicial language, conduct, use of abusive or derogatory language or experience any behaviours which target protected characteristics you should challenge these if you deem it safe and appropriate to do so. You should report this to the DSL team immediately.**

**A written record should be made of what was said, by whom, at whom if it was directed towards someone, and actions taken at the time.**

**In our school what may be deemed by some as “banter”, “a normal part of growing up” or “boys being boys” is not acceptable and all adults are expected to positively challenge any incidents they become aware of or see or hear when at our school.**

## Brook sexual behaviours traffic light tool

### Behaviours: age 0 to 5

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

<p><b>What is a green behaviour?</b></p> <p>Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability. They are reflective of natural curiosity, experimentation, consensual activities and positive choices.</p>	<p><b>What is an amber behaviour?</b></p> <p>Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.</p>	<p><b>What is a red behaviour?</b></p> <p>Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur.</p>
<p><b>What can you do?</b></p> <p>Green behaviours provide opportunities to give positive feedback and additional information.</p>	<p><b>What can you do?</b></p> <p>Amber behaviours signal the need to take notice and gather information to assess the appropriate action.</p>	<p><b>What can you do?</b></p> <p>Red behaviours indicate a need for immediate intervention and action.</p>
<p><b>Green behaviours</b></p> <ul style="list-style-type: none"> <li>• holding or playing with own genitals</li> <li>• attempting to touch or curiosity about other children's genitals</li> <li>• attempting to touch or curiosity about breasts, bottoms or genitals of adults</li> <li>• games e.g. mummies and daddies,</li> <li>• doctors and nurses</li> <li>• enjoying nakedness</li> <li>• interest in body parts and what they do</li> <li>• curiosity about the differences between boys and girls.</li> </ul>	<p><b>Amber behaviours</b></p> <ul style="list-style-type: none"> <li>• preoccupation with adult sexual behaviour</li> <li>• pulling other children's pants down/skirts up/trousers down against their will</li> <li>• talking about sex using adult slang</li> <li>• preoccupation with touching the genitals of other people</li> <li>• following others into toilets or changing rooms to look at them or touch them</li> <li>• talking about sexual activities seen on TV/online.</li> </ul>	<p><b>Red behaviours</b></p> <ul style="list-style-type: none"> <li>• persistently touching the genitals of other children</li> <li>• persistent attempts to touch the genitals of adults</li> <li>• simulation of sexual activity in play</li> <li>• sexual behaviour between young children involving penetration with objects</li> <li>• forcing other children to engage in sexual play.</li> </ul>

This is intended to be used as a guide only. Please refer to the guidance tool at <https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool> for further information

Print date: 01/10/2015 - Brook has taken every care to ensure that the information contained in this publication is accurate and up-to-date at the time of being published. As information and knowledge is constantly changing, readers are strongly advised to use this information for up to one month from print date. Brook accepts no responsibility for difficulties that may arise as a result of an individual acting on the advice and recommendations it contains.

Brook sexual behaviours traffic light tool adapted from Family Planning Queensland. (2012). Traffic Lights guide to sexual behaviours. Brisbane: Family Planning Queensland, Australia.

## Behaviours: age 5 to 9 and 9 to 13

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

<p><b>What is a green behaviour?</b></p> <p>Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability and reflective of natural curiosity, experimentation, consensual activities and positive choices.</p>	<p><b>What is an amber behaviour?</b></p> <p>Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.</p>	<p><b>What is a red behaviour?</b></p> <p>Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur.</p>
<p><b>What can you do?</b></p> <p>Green behaviours provide opportunities to give positive feedback and additional information.</p>	<p><b>What can you do?</b></p> <p>Amber behaviours signal the need to take notice and gather information to assess the appropriate action.</p>	<p><b>What can you do?</b></p> <p>Red behaviours indicate a need for immediate intervention and action.</p>
<p><b>Green behaviours 5-9</b></p> <ul style="list-style-type: none"> <li>feeling and touching own genitals</li> <li>curiosity about other children's genitals</li> <li>curiosity about sex and relationships, e.g. differences between boys and girls, how sex happens, where babies come from, same-sex relationships</li> <li>sense of privacy about bodies</li> <li>telling stories or asking questions using swear and slang words for parts of the body</li> </ul>	<p><b>Amber behaviours 5-9</b></p> <ul style="list-style-type: none"> <li>questions about sexual activity which persist or are repeated frequently, despite an answer having been given</li> <li>sexual bullying face to face or through texts or online messaging</li> <li>engaging in mutual masturbation</li> <li>persistent sexual images and ideas in talk, play and art</li> <li>use of adult slang language to discuss sex</li> </ul>	<p><b>Red behaviours 5-9</b></p> <ul style="list-style-type: none"> <li>frequent masturbation in front of others</li> <li>sexual behaviour engaging significantly younger or less able children</li> <li>forcing other children to take part in sexual activities</li> <li>simulation of oral or penetrative sex</li> <li>sourcing pornographic material online</li> </ul>
<p><b>Green behaviours 9-13</b></p> <ul style="list-style-type: none"> <li>solitary masturbation</li> <li>use of sexual language including swear and slang words</li> <li>having girl/boyfriends who are of the same, opposite or any gender</li> <li>interest in popular culture, e.g. fashion, music, media, online games, chatting online</li> <li>need for privacy</li> <li>consensual kissing, hugging, holding hands with peers</li> </ul>	<p><b>Amber behaviours 9-13</b></p> <ul style="list-style-type: none"> <li>uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing</li> <li>verbal, physical or cyber/virtual sexual bullying involving sexual aggression</li> <li>LGBT (lesbian, gay, bisexual, transgender) targeted bullying</li> <li>exhibitionism, e.g. flashing or mooning</li> <li>giving out contact details online</li> <li>viewing pornographic material</li> <li>worrying about being pregnant or having STIs</li> </ul>	<p><b>Red behaviours 9-13</b></p> <ul style="list-style-type: none"> <li>exposing genitals or masturbating in public</li> <li>distributing naked or sexually provocative images of self or others</li> <li>sexually explicit talk with younger children</li> <li>sexual harassment</li> <li>arranging to meet with an online acquaintance in secret</li> <li>genital injury to self or others</li> <li>forcing other children of same age, younger or less able to take part in sexual activities</li> <li>sexual activity e.g. oral sex or intercourse</li> <li>presence of sexually transmitted infection (STI)</li> <li>evidence of pregnancy</li> </ul>

This is intended to be used as a guide only. Please refer to the guidance tool at <https://www.brook.org.uk/our-work/the-traffic-lights-traffic-lights-tool/> for further information

Print date: 01/10/2015 - Brook has taken every care to ensure that the information contained in this publication is accurate and up-to-date at the time of being published. As information and knowledge is constantly changing, readers are strongly advised to use this information for up to one month from print date. Brook accepts no responsibility for difficulties that may arise as a result of an individual acting on the advice and recommendations it contains.

Brook sexual behaviours traffic light tool adapted from Family Planning Queensland, (2012). Traffic Lights guide to sexual behaviour. Brisbane: Family Planning Queensland, Australia.

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## Behaviours: age 13 to 17

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

<p><b>What is a green behaviour?</b> Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability and reflective of natural curiosity, experimentation, consensual activities and positive choices.</p>	<p><b>What is an amber behaviour?</b> Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.</p>	<p><b>What is a red behaviour?</b> Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur.</p>
<p><b>What can you do?</b> Green behaviours provide opportunities to give positive feedback and additional information.</p>	<p><b>What can you do?</b> Amber behaviours signal the need to take notice and gather information to assess the appropriate action.</p>	<p><b>What can you do?</b> Red behaviours indicate a need for immediate intervention and action.</p>
<p><b>Green behaviours</b></p> <ul style="list-style-type: none"> <li>solitary masturbation</li> <li>sexually explicit conversations with peers</li> <li>obscenities and jokes within the current cultural norm</li> <li>interest in erotica/pornography</li> <li>use of internet/e-media to chat online</li> <li>having sexual or non-sexual relationships</li> <li>sexual activity including hugging, kissing, holding hands</li> <li>consenting oral and/or penetrative sex with others of the same or opposite gender who are of similar age and developmental ability</li> <li>choosing not to be sexually active</li> </ul>	<p><b>Amber behaviours</b></p> <ul style="list-style-type: none"> <li>accessing exploitative or violent pornography</li> <li>uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress.</li> <li>withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing</li> <li>concern about body image</li> <li>taking and sending naked or sexually provocative images of self or others</li> <li>single occurrence of peeping, exposing, mooring or obscene gestures</li> <li>giving out contact details online</li> <li>joining adult- only social networking sites and giving false personal information</li> <li>arranging a face to face meeting with an online contact alone</li> </ul>	<p><b>Red behaviours</b></p> <ul style="list-style-type: none"> <li>exposing genitals or masturbating in public</li> <li>preoccupation with sex, which interferes with daily function</li> <li>sexual degradation/humiliation of self or others</li> <li>attempting/forcing others to expose genitals</li> <li>sexually aggressive/exploitative behaviour</li> <li>sexually explicit talk with younger children</li> <li>sexual harassment</li> <li>non-consensual sexual activity</li> <li>use of/acceptance of power and control in sexual relationships</li> <li>genital injury to self or others</li> <li>sexual contact with others where there</li> <li>is a big difference in age or ability</li> <li>sexual activity with someone in authority and in a position of trust</li> <li>sexual activity with family members</li> <li>involvement in sexual exploitation and/or trafficking</li> <li>sexual contact with animals</li> <li>receipt of gifts or money in exchange for sex</li> </ul>

This is intended to be used as a guide only. Please refer to the guidance tool at <https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool> for further information.

Print date: 01/10/2015 - Brook has taken every care to ensure that the information contained in this publication is accurate and up-to-date at the time of being published. As information and knowledge is constantly changing, readers are strongly advised to use the information for up to one month from print date. Brook accepts no responsibility for difficulties that may arise as a result of an individual acting on the advice and recommendations it contains.

Brook sexual behaviours traffic light tool adapted from Family Planning Queensland, (2012). Traffic Lights guide to sexual behaviours. Brisbane: Family Planning Queensland, Australia.

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## **Appendix 11 – other Summer 2021 updates to be aware of:**

### **Parents and PR**

*Where the parents were not married to each other at that time, the child's father can gain parental responsibility:*

- *by registering the child's birth jointly with the mother*
- *by subsequently marrying the child's mother*
- *through a 'parental responsibility agreement' between him and the child's mother which is registered with the court*
- *by obtaining a court order for parental responsibility*
  - *PR and court orders:*
  - *Schools should ask parents to ensure they provide schools with a copy of the most recent court order in place, to support the school's duties in respect of child safeguarding.*
  - *Parents may first need to seek the permission of the court to share orders with third parties, including the child's school.*
  - *Also the section on being a parent and PR*

*For the purposes of education law, the department considers a 'parent' to include:*

- *all biological parents, whether they are married or not*
- *any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative*
- *Also:*
- *any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person*

*Taking this into account we need to consider who we deem to be a parent and remember:*

*Individuals who have parental responsibility for, or care of, a child have the same rights as biological parents. For example to:*

- *receive information – such as pupil reports*
- *participate in statutory activities – such as voting in elections for parent governors*
- *be asked to give consent - such as to the child taking part in school trips*
- *be informed about meetings involving the child - such as a governors' meeting on the child's exclusion*

### **Parental conflict**

*Schools should avoid becoming involved in any disagreement between parents but might want to suggest that where parents cannot agree they seek independent legal advice about obtaining a court order setting out exactly what decisions each parent can make in respect of the child (a Specific-Issue or Prohibited Steps Order as appropriate)*

### **Medical treatment and 'in loco parentis'**

*Schools may experience problems when a child has had an accident and consent might be needed for emergency medical treatment. The [Children Act 1989, section 3](#) provides that people who do not have parental responsibility but nonetheless have care of a child may:*

*...do what is reasonable in all the circumstances of the case for the purpose of safeguarding or promoting the child's welfare.*

**This would allow schools to act 'in loco parentis'**, *in place of a parent, or allow them to seek consent from a parent who may not hold parental responsibility.*

*It would clearly be reasonable for a school to take a child who needs to have a wound stitched up to hospital, but the parents, including the non-resident parent who has asked to be kept informed of events involving the child, should be informed as soon as possible*

### **Changing a registered surname**

#### ***Changing a surname***

*A change of surname is a private law matter and should be resolved between parents. Where one parent seeks to change the surname by which their child is known, schools should ensure that they do*

*not change the surname without written evidence that consent has been given by the other parent or by anyone else who has parental responsibility for the child. Schools should source this evidence independent of the parent seeking to make the change.*

*Regulation 5(1)(a) of the Education (Pupil Registration) Regulations 2006 requires a school to record the full name of every pupil in alphabetical order in the admissions register. This means the child's full legal name and not any other name that the child is known by.*

*However, there may be circumstances where an informal name change has already been adopted in the school and it would not be in the best interests of the child, who might be called by a new name, to refer back to a different name. In these circumstances, schools should decide what action to take but the best interests of the child must be the paramount consideration when making a decision.*

*Where a child is subject to a special guardianship order, there are particular considerations in cases where a school receives a request to use a different surname for a pupil.*

*Section 14C(3) of the Children Act 1989 (CA 1989) states that:*

*While a special guardianship order is in force with respect to a child, no person may cause the child to be known by a new surname.....without either the written consent of every person who has parental responsibility for the child or the leave of the court. Schools must therefore decline requests from special guardians for a child to be known by a different surname unless the above criteria are met.*



## Appendix 12

### Sample of HIPS newsletter



## Hampshire, Isle of Wight, Portsmouth & Southampton (HIPS) Child Exploitation Newsletter

Quarterly professionals update from the HIPS Child Exploitation Group - Spring 2021

As the Covid-19 pandemic progresses, the HIPS partners continue to work together to tackle child exploitation and the different risks to children that the pandemic has brought. This newsletter keeps professionals in all four areas up-to-date with issues and progress discussed in the HIPS Child Exploitation meetings and to flag up local and national campaigns.

### In this issue:

Update from the meeting on Missing  
Lurking Threats Issues update  
CPI update  
*Are you listening?* A film to tackle CCE  
Update on Safeguarding Transition work  
Youth Commissioners' update  
Good practice examples – voice of the child

### *Are You Listening?* A film to tackle CCE

Leicestershire Police have produced a short film, *Are You Listening?* which helps practitioners spot some signs that can indicate that children need help around criminal exploitation. The film focuses on four stories, which although fictional, are typical of the types of criminality children become involved in. For more information and the film, please see [Leicestershire Police](#).

### We need you!

Do you have an example of a time when you've captured a child's voice and worked with them to improve your service? The Voice of the Child will be the theme of the next HIPS Child Exploitation Group meeting, and examples of good practice will help to inform this discussion. If you can help, please email [hscp@hants.gov.uk](mailto:hscp@hants.gov.uk)

Thank you!

## Appendix 13 Suicide Pacts

Dear Heads of Service and Partners,

Re: Online suicide pacts involving children and young people.

I received today a letter from the National Police Chiefs' Council leads for Child Protection and Abuse Investigations (CPAI) and Suicide Prevention. I have adapted this letter for the purposes of sharing it with you.

It was in relation to a recent police-led operation involving the discovery of child online chat groups, where peer-to-peer influence increased suicidal ideation amongst the children involved to the extent that several escalated to suicidal crises and serious self-harm. You may be already aware of this specific incident but if you are not, I have included further details of the incident and potential suggestions and learning that might be of use in preparing or supporting your staff and the development of contingency plans to respond to similar circumstances in future.

Twelve girls, aged between twelve and sixteen years of age and from across the South of England, were involved in the online forums. The group first came to notice after three of the girls, who were reported missing, travelled by train to meet in London. They then purchased and consumed alcohol and acquired a large quantity of paracetamol tablets. They were found in the street, seriously unwell and taken by ambulance for emergency hospital treatment. At this stage one of the girls mentioned they had first met each other online and they had created a pact to die by suicide. It then transpired they were members of a wider closed chat group on Instagram called 'SuicideSquadGoMissing'.

On this occasion, all the girls who were part of the online communications have been identified and safeguarded, but the operational partnership responses required to identify and protect all those involved required significant co-ordination and support by policing. In this case the young girls initially came together in an internet-enabled virtual environment, communicated with each other online and then presented across geographical and multi-disciplinary boundaries.

Regrettably, it is likely that a similar scenario may come to notice in the future. Therefore, in preparedness for such an eventuality we would ask that:

- You share the contents of this letter and the details of this incident with the necessary staff in your organisation;
- If the first report of is identified through your organisation, that your staff are fully briefed to ensure the local police are informed immediately the information is known. The use of 999 if the police cannot be raised immediately would be appropriate as there is immediate risk to life with this information;
- The police Force where the first report originates will take the lead and to co-ordinate the necessary multi-agency responses required.

We are likely to ask for your support in order to identify, support and protect all those who may be involved, as well as support with debriefing those involved. We would also be engaged with fast-time forensic digital examinations which include the examination of technical devices belonging to those concern or that of their families.

The following provides a very brief outline of the nature and scale of the previous operation. This demonstrates the challenges likely to be presented in leading this type of cross-border and multi-agency response to protect and safeguard the vulnerable children involved:

- 12 girls were identified as being involved
- Seven of the 12 girls had self-harmed prior to being identified, in most cases they had taken numerous paracetamol tablets, one had cut her neck
- 13 digital devices were seized by police and subject to fast-track forensic digital examinations, to identify the remaining members of this virtual group
- Children's Social Care services from seven separate Local Authority areas were involved
- Five Police forces were involved
- Various other acute hospital trusts, mental health trusts and services for example CAMHS were involved
- Other third sector NGOs were involved to provide advice and support, for example, the Samaritans
- The first police force responding, convened, chaired and facilitated multi-agency meetings with all partners on a daily basis. This approach was considered essential to effectively lead and coordinate the necessary engagement and responses by all partners.

I hope this was of use to you to increase awareness of the influence of social media on our young people and how we may jointly respond in the future as effectively as possible. I have asked for our Adults At Risk partners to also be sighted due to the same level of vulnerability and harm all our communities are exposed to.

Kind regards



Rebecca Mears  
Detective Superintendent  
Head of PVP

Appendix 14 – Educate against hate newsletter example

Schools/ individuals can sign up for this useful update from Educate against hate – free newsletter – most recent one below

**From:** Educate Against Hate <[educateagainsthate.mailbox@education.gov.uk](mailto:educateagainsthate.mailbox@education.gov.uk)>

**Sent:** 30 June 2021 09:10

**To:** Murphy, Jason <[Jason.Murphy@southampton.gov.uk](mailto:Jason.Murphy@southampton.gov.uk)>

**Subject:** Welcome to this month's Educate Against Hate newsletter

**educate.against.  
hate**



Welcome to June's Educate Against Hate newsletter. In this month's edition we'll be looking at:

- Our resource of the month
- How to create a safe space for discussion in the classroom
- Empathy Day
- Teachers wanted for Prevent e-learning testing
- The Protect Duty consultation
- The Great Get Together
- In the news

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**What's new?**

**What is a conspiracy theory?**

Conspiracy theories are often talked about along with **fake news** and **misinformation**, but what do they all mean?

**Match the word (3-4 mins)**  
Take a look at the three terms below. Can you match them to the correct definition?  
Click to see if you're right!

**Fake news**  
A story that looks like news, but has actually been created as a joke or to make you feel a certain way.

**Misinformation**  
Wrong, or partly wrong information that is trying to trick you.

**Conspiracy theory**  
Believing that an event or situation is the result of a secret plan made by powerful people.

## Resource of the month

This month we added Vote for School's resource '[Are conspiracy theories more dangerous than we realise?](#)' to the Educate Against Hate website. The KS2 classroom resource gives the opportunity to explore with pupils what conspiracy theories are, what kind of conspiracy theories exist and if they can be dangerous.

## Blog of the month

In this month's blog Prevent Education Officer and former teacher Sally shares her six key tips and useful resources for [creating a safe space for discussion in the classroom](#).

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## Empathy Day



On 10th June it was Empathy Day, a day to help young people learn more about empathy and put it into practice. This year's theme was walking in someone else's shoes. To help young people learn more about empathy BBC Teach have pulled together a [collection of classroom resources](#), or check out our [Virtual Inclusion Project](#) classroom resource which lets pupils experience a 'day in the life' of three different young people facing discrimination.

## **Teachers wanted for Prevent e-learning testing**

We're testing a new Prevent e-learning platform and modules, and would like to invite teachers to help us improve and refine the platform. If you are interested in being involved in the user testing in November 2021, please register on the link below. The Prevent Training Team will be in contact if you have been chosen to help us test the platform.

You can register for:

1. [User testing of the Awareness and Referrals courses](#)
2. [User testing of the Refresher Awareness course](#)
3. [User testing of the Channel course](#)

---

## **The Great Get Together**





The Great Get Together took place from Friday 18- Sunday 20 June. The Great Get Together, inspired by the late Jo Cox MP, aims to build social cohesion and bring communities together. Check out the PHSE Association approved [assembly packs](#) for KS2, KS3 and KS4 on Jo Cox and the Great Get Together.

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**How parents and educators can take part  
in the Protect Duty consultation**

There are only a few days left to [take part in the 'Protect Duty' consultation](#).

First launched on 26 February and due to close on 2 July 2021, the consultation seeks views on how publicly accessible locations - including education settings - can improve their security and organisation preparedness.

The consultation will seek views on:

- Who would a Duty apply to?
- What would a proposed Duty require stakeholders to do?
- How should compliance work?
- How would Government support those affected by a Duty?

It's important to get a wide range of views from across the education sector to inform the development of the Duty, anyone who is linked to education or has an interest in education can [take part in the consultation](#).

---

## **In the news this month**

[More support for schools and colleges to tackle sexual abuse](#)

The Department for Education has confirmed it will take forward work to strengthen the RSHE curriculum so that teachers and school leaders will be better supported to

recognise sexual harassment and abuse and teach confidently about issues of consent, online pornography and healthy relationships.

[How young people are becoming increasingly exposed to the far right](#)

Interesting article on the radicalisation process, the effect that lockdowns have had on young people's online safety and a real-life Prevent case study.

**What's next?**

Want to find out more? There are hundreds of resources available on the [Educate Against Hate website](#). Find your next resource now:



**Visit the website**

Follow us on [Twitter](#) and [Facebook](#) for advice, information and practical guidance on protecting children from radicalisation and extremism.

Do you know a colleague who would like to receive these emails? They can sign up [here](#).



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Want to change how you receive these emails?  
You can [update your preferences](#) or [unsubscribe from this list](#).

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## **Appendix 15 – Eating disorders**

# Eating disorders. Know the first signs?



## Lips

Are they obsessive about food?



## Flips

Is their behaviour changing?



## Hips

Do they have distorted beliefs about their body size?



## Kips

Are they often tired or struggling to concentrate?



## Nips

Do they disappear to the toilet after meals?



## Skips

Have they started exercising excessively?

If you're worried someone you care about is showing any signs of an eating disorder – even if they're not on our list – act quickly and get in touch. We can give you the answers and support you need to help them on the road to recovery as soon as possible.

**Don't delay. Visit [beateatingdisorders.org.uk/tips](https://www.beateatingdisorders.org.uk/tips)**





## How to spot

# County Lines exploitation

And where to go for help



A guide for parents, carers  
and people working with children

September 2021

**Southampton City Council**  
**Confirmation of Safeguarding Checks for Local Authority Staff**  
**(Statement to be included with the school's Single Central Register)**

In accordance with the DfE statutory guidance 'Keeping Children Safe in Education', I can confirm that Local Authority has a policy that all its staff who may have unsupervised access to children are checked by the authority. This includes the following:

- Ensuring an appropriate DBS check is in place which will include a barred list check for staff working in a regulated activity with children.
- That staff covered by the Childcare Disqualification Regulations are aware of their obligation to disclose anything that may mean they are disqualified under this legislation.

With regard to schools, this covers Local Authority staff in the roles listed below:

Education Psychologists	Virtual School
Social Workers	Pupil Services
Family Support	Youth Offending
SEND	Educational Welfare Officers
Southampton Music staff	Early Years
Early Help	School Improvement Officers/Consultants
Youth Workers	
Residential Care	
Health and Safety Officers	
Safeguarding Unit	

Therefore, there is no requirement for schools to view these LA staff member's DBS check. However, each school must continue to carry out appropriate identity check when LA staff enter schools (for example, identity badges examined and visitor log signed).



Robert Henderson  
**Service Director**  
**Children, Families and Education**

**Appendix 18 – Squid Game advice**

**Squid Games** – There have been reports in the media around the exposure of children to the Netflix show 'squid games'. This report (from common sense media) talks about the violent nature of the show and the reason we urge parents not to let children younger than 16 watch the show or any content linked to it. [Squid Game TV Review \(commonsensemedia.org\)](https://www.common-sense-media.com/parents/parents-guide/squid-games/)

There have also been reports of the violence involved in Squid Games being linked/ replicated on other social media sites/ games for younger children such as tik-tok (13+ official age rating) and roblox (7+ official age rating).

If you are worried your child may see or has seen something harmful please use the following links to find guidance to support parents, including useful guidance around parental controls.

[I'm worried my child might see something inappropriate online \(thinkuknow.co.uk\)](https://www.thinkuknow.co.uk/parents/what-if-my-child-has-seen-something-inappropriate-online/)

[What to do if your child has seen something inappropriate online. \(thinkuknow.co.uk\)](https://www.thinkuknow.co.uk/parents/what-if-my-child-has-seen-something-inappropriate-online/)

Further useful links;

- <https://www.saferinternet.org.uk/advice-centre/parents-and-carers>
- <https://www.nspcc.org.uk/keeping-children-safe/online-safety/>
- <https://www.net-aware.org.uk/>
- [https://www.internetmatters.org/?gclid=CjwKCAjw2bmLBhBREiwAZ6ugo7LVr4wOj- ea6pHXgPurY6Gxbs9HK-M6104NWm8Ni3NJ6AxbSH-sthoC6jIQAvD\\_BwE](https://www.internetmatters.org/?gclid=CjwKCAjw2bmLBhBREiwAZ6ugo7LVr4wOj- ea6pHXgPurY6Gxbs9HK-M6104NWm8Ni3NJ6AxbSH-sthoC6jIQAvD_BwE)

**Danielle Rutherford**

**Lead Officer for Child Performance Licensing, Child Employment and Designated Safeguarding Lead Training**

**CEOP Ambassador**

**Southampton City Council**

[Danielle.rutherford@southampton.gov.uk](mailto:Danielle.rutherford@southampton.gov.uk)



## **What is child abuse?**

The following definitions are taken from *working together to safeguard children* HM Government (2015). In addition to these definitions, it should be understood that children can also be abused by honour based violence, forced marriage or female genital mutilation

### **What is abuse and neglect?**

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

### **Physical abuse**

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

### **Emotional abuse**

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

### **Sexual abuse**

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

perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

### **Neglect**

Neglect 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. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate care-givers)
- ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## **Indicators of abuse**

### **Neglect - The nature of neglect**

Neglect is a lack of parental care but poverty and lack of information or adequate services can be contributory factors. Far more children are registered to the category of neglect on child protection plans than to the other categories. As with abuse, the number of children experiencing neglect is likely to be much higher than the numbers on the plans.

#### **Neglect can include parents or carers failing to:**

- provide adequate food, clothing and shelter
- protect a child from physical and emotional harm or danger
- ensure adequate supervision or stimulation
- ensure access to appropriate medical care or treatment.

#### **NSPCC research has highlighted the following examples of the neglect of children under 12:**

- frequently going hungry
- frequently having to go to school in dirty clothes
- regularly having to look after themselves because of parents being away or having problems such as drug or alcohol misuse
- being abandoned or deserted
- living at home in dangerous physical conditions
- not being taken to the doctor when ill
- not receiving dental care.

In addition to these factors SCC has also defined "Educational neglect" and produced guidance for practitioners that should be considered (Young Southampton – safeguarding local guidance)

Neglect is a difficult form of abuse to recognise and is often seen as less serious than other categories. It is, however, very damaging: children who are neglected often develop more slowly than others and may find it hard to make friends and fit in with their peer group. Neglect is often linked to other forms of abuse, so any concerns school staff have should at least be discussed with the designated person/child protection co-ordinator.

The Neglect toolkit and advice (<http://southamptonlscb.co.uk/neglect/>) is used by our school when reviewing individual cases or processes.

### **Indicators of neglect**

**The following is a summary of some of the indicators that may suggest a child is being abused or is at risk of harm. It is important to recognise that indicators alone cannot confirm whether a child is being abused. Each child should be seen in the context of their family and wider community and a proper assessment carried out by appropriate persons. What is important to keep in mind is that if you feel unsure or concerned, do something about it. Don't keep it to yourself.**

#### **Physical indicators of neglect**

- Constant hunger and stealing food
- Poor personal hygiene - unkempt, dirty or smelly
- Underweight
- Dress unsuitable for weather
- Poor state of clothing
- Illness or injury untreated

#### **Behavioural indicators of neglect**

- Constant tiredness
- Frequent absence from school or lateness
- Missing medical appointments
- Isolated among peers
- Frequently unsupervised
- Stealing or scavenging, especially food
- Destructive tendencies

### **Emotional abuse - The nature of emotional abuse**

Most harm is produced in *low warmth, high criticism* homes, not from single incidents.

Emotional abuse is difficult to define, identify/recognise and/or prove.

Emotional abuse is chronic and cumulative and has a long-term impact.

All kinds of abuse and neglect have emotional effects although emotional abuse can occur by itself.

Children can be harmed by witnessing someone harming another person – as in domestic violence.

It is sometimes possible to spot emotionally abusive behavior from parents and carers to their children, by the way that the adults are speaking to, or behaving towards children. An appropriate challenge or intervention could affect positive change and prevent more intensive work being carried out later on.

## **Indicators of emotional abuse**

### **Developmental issues**

- Delays in physical, mental and emotional development
- Poor school performance
- Speech disorders, particularly sudden disorders or changes.

### **Behaviour**

- Acceptance of punishment which appears excessive
- Over-reaction to mistakes
- Continual self-deprecation (I'm stupid, ugly, worthless etc)
- Neurotic behaviour (such as rocking, hair-twisting, thumb-sucking)
- Self-mutilation
- Suicide attempts
- Drug/solvent abuse
- Running away
- Compulsive stealing, scavenging
- Acting out
- Poor trust in significant adults
- Regressive behaviour – e.g., wetting
- Eating disorders
- Destructive tendencies
- Neurotic behaviour
- Arriving early at school, leaving late

### **Social issues**

- Withdrawal from physical contact
- Withdrawal from social interaction
- Over-compliant behaviour
- Insecure, clinging behaviour
- Poor social relationships

### **Emotional responses**

- Extreme fear of new situations

- Inappropriate emotional responses to painful situations (“I deserve this”)
- Fear of parents being contacted
- Self-disgust
- Low self-esteem
- Unusually fearful with adults
- Lack of concentration, restlessness, aimlessness
- Extremes of passivity or aggression

### **Physical abuse - The nature of physical abuse**

Most children collect cuts and bruises quite routinely as part of the rough and tumble of daily life. Clearly, it is not necessary to be concerned about most of these minor injuries. But accidental injuries normally occur on the *bony prominences* – e.g., shins. Injuries on the *soft* areas of the body are more likely to be inflicted intentionally and should therefore make us more alert to other concerning factors that may be present.

A body map (annex 3) can assist in the clear recording and reporting of physical abuse. The body map should only be used to record observed injuries and no child should be asked to remove clothing by a member of staff of the school.

### **Indicators of physical abuse / factors that should increase concern**

- Multiple bruising or bruises and scratches (especially on the head and face)
- Clusters of bruises – e.g., fingertip bruising (caused by being grasped)
- Bruises around the neck and behind the ears – the most common abusive injuries are to the head
- Bruises on the back, chest, buttocks, or on the inside of the thighs
- Marks indicating injury by an instrument – e.g., linear bruising (stick), parallel bruising (belt), marks of a buckle
- Bite marks
- Deliberate burning may also be indicated by the pattern of an instrument or object – e.g., electric fire, cooker, cigarette
- Scalds with upward splash marks or *tide marks*
- Untreated injuries
- Recurrent injuries or burns
- Bald patches.

**In the social context of the school, it is normal to ask about a noticeable injury. The response to such an enquiry is generally light-hearted and detailed. So, most of all, concern should be increased when:**

- the explanation given does not match the injury

- the explanation uses words or phrases that do not match the vocabulary of the child (adults words)
- no explanation is forthcoming
- the child (or the parent/carer) is secretive or evasive
- the injury is accompanied by allegations of abuse or assault

**You should be concerned if the child or young person:**

- is reluctant to have parents/carers contacted
- runs away or shows fear of going home
- is aggressive towards themselves or others
- flinches when approached or touched
- is reluctant to undress to change clothing for sport
- wears long sleeves during hot weather
- is unnaturally compliant in the presence of parents/carers.
- has a fear of medical help or attention
- admits to a punishment that appears excessive.

**Sexual abuse – the nature of sexual abuse**

Sexual abuse is often perpetrated by people who are known and trusted by the child – e.g., relatives, family friends, neighbours, babysitters, and people working with the child in school, faith settings, clubs or activities. Children can also be subject to child sexual exploitation.

**Characteristics of child sexual abuse:**

- it is often planned and systematic – people do not sexually abuse children by accident, though sexual abuse can be opportunistic
- grooming the child – people who abuse children take care to choose a vulnerable child and often spend time making them dependent
- grooming the child’s environment – abusers try to ensure that potential adult protectors (parents and other carers especially) are not suspicious of their motives.

Most people who sexually abuse children are men, but some women sexually abuse too.

**Indicators of sexual abuse**

**Physical observations**

- Damage to genitalia, anus or mouth
- Sexually transmitted diseases
- Unexpected pregnancy, especially in very young girls
- Soreness in genital area, anus or mouth and other medical problems such as chronic itching
- Unexplained recurrent urinary tract infections and discharges or abdominal pain

**Behavioural observations**

- Sexual knowledge inappropriate for age
- Sexualised behaviour or affection inappropriate for age
- Sexually provocative behaviour/promiscuity
- Hinting at sexual activity Inexplicable decline in school performance
- Depression or other sudden apparent changes in personality as becoming insecure or clinging
- Lack of concentration, restlessness, aimlessness
- Socially isolated or withdrawn
- Overly-compliant behaviour
- Acting out, aggressive behaviour
- Poor trust or fear concerning significant adults
- Regressive behaviour, Onset of wetting, by day or night; nightmares
- Onset of insecure, clinging behaviour
- Arriving early at school, leaving late, running away from home
- Suicide attempts, self-mutilation, self-disgust
- Suddenly drawing sexually explicit pictures
- Eating disorders or sudden loss of appetite or compulsive eating
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Become worried about clothing being removed
- Trying to be 'ultra-good' or perfect; overreacting to criticism.

## Ludlow Junior School

### Physical intervention guidelines

Reviewed September 2021

#### **Rationale**

This policy has been adopted with reference to government guidelines on the use of physical intervention in schools, maintaining good order, understanding 'reasonable force' and taking into account the school's behaviour and child protection guidelines/policies. We understand that physical intervention can be distressing for pupils and parents and that there will be an impact on staff too. However, we recognise that there may be times when physical intervention is warranted and this is outlined within the guidelines. It is expected that the need to use physical intervention will result in consequences for the pupil in line with the behaviour policy and that this may include exclusion.

#### **Mission Statement**

Ludlow Junior School does not support the routine use of physical interventions with children. We are committed to ensuring that all our children and staff are able to live and work in a supportive and caring environment, demonstrating a mutual respect, so that teaching and learning can take place in order to maximise children's potential and achievement.

In the circumstances that it becomes appropriate/necessary to use physical intervention, it will be used as an act of care and not punishment, and staff will follow the guidelines outlined below. Staff are required, whilst taking any of the action detailed in these guidelines, to ensure that the child understands that this is a last resort and that the security of the child should be continually maintained. Good communication with the child should be maintained, if at all possible, explaining choices, alternatives, timescales and consequences.

#### **Circumstances when physical intervention might be appropriate**

The Department for Education Non statutory Guidance was issued in July 2013. It states the following:

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.



- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances

**The Department for Education states that schools can use reasonable force to:**

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so:
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others:
- Prevent a pupil from attacking another member of staff or another pupil, or to stop a fight in the playground; and
- Restrain a pupil at risk of harming themselves through physical outbursts

It may be necessary to engage in physical interventions to move a child in the above situations, but only when all other possible tactics outlined in our behaviour policy have been tried. Staff are trained and reminded to use alternative options, to outline choices, to try de-escalation techniques, to swap out of the situation to see if alternate member of staff can persuade a child and to have colleagues present whenever possible.

A member of staff will sometimes need to rely on their professional judgement about whether or not to physically intervene by placing her/himself in a hazardous situation, or stand back and by that allow a child or colleague to face a potential hazard.

Staff must balance the level and duration of their intervention against the seriousness and likely consequences of the incident that may occur if intervention is declined.

**Procedures for staff before and during any physical intervention**

Before physically intervening, staff will:

- remain calm and attempt to engender calm, considering their body language and proximity to the child
- tell the child to stop and explain to them what will happen if they do not
- Use a range of non-physical alternatives aimed at calming or defusing situations in order to prevent further escalation.

These might include:

- continuing to speak and listen to the child/children
- employing an appropriate level of eye contact during any dialogue
- diverting, distracting, cajoling or humouring the child where appropriate
- Reasoning with and offering appropriate choices to the child/children

- Seek to change any environmental features that might aid de-escalation – light, heat, sound, other pupils, staff

Sometimes a teacher should not intervene in an incident without help. For example, when dealing with physically large children, or with groups of children, or if the teacher believes he or she may be at risk of injury, the teacher should remove other children who may be at risk and summon assistance from a colleague or colleagues, or where necessary telephone the police. The teacher should tell the child/children that he or she has sent for help. Until assistance arrives the teacher should continue to attempt to defuse the situation through talking to the children and try to prevent the incident from escalating.

**Whilst physically intervening, staff will:**

- Use the minimum amount of force required to achieve the desired result.
- Tell the child that physical restraint will stop as soon as it is no longer necessary
- Continue to use a range of non-physical alternatives aimed at calming or defusing situations in order to prevent further escalation, as above.
- Remove the rest of the class when a child persistently refuses to leave or offers any kind of resistance to being removed from a classroom. Communication with the child concerned can continue in isolation if required.

**Ways in which staff may use reasonable force**

Whilst there is no legal definition of reasonable force, DFE Guidance July 2013 advises that ‘The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point during their career that involve a degree of physical contact with pupils.’

**During a potentially dangerous/challenging situation staff may be required to:**

- physically step in between children
- block a child’s path
- hold a child
- lead a child by the hand or arm
- guide a child away by placing a hand in the centre of the back
- In more extreme circumstances use more restrictive holds or an escorted walk
- Deny entry or exit from a dedicated space if this will improve safety, reduce risk and promote good order for the other staff and children

**Staff are not permitted to act in a way that might cause injury, for example by:**

- holding a child round the neck, or by the collar, or in any other way that might restrict the child’s ability to breathe
- slapping, punching, pushing, pulling or kicking a child (however an escorted may include an element of directed movement)

- twisting or forcing limbs against a joint
- tripping up a child
- holding or pulling a child by the hair or ear
- holding a child face down on the ground

Physical force cannot be justified in a situation that could clearly be resolved without force, for example to prevent a child from committing a trivial offence. Staff are expected to use their professional judgment prior to considering physical intervention. Wherever possible senior members of staff should be consulted but this may not always be possible.

### **Staff who are permitted to use reasonable force to control or restrain children**

Section 550A of the Education Act 1996 permits adults who have lawful charge or control of children to use reasonable force to control or restrain them. These include:

- teachers
- learning mentors
- learning support assistants
- midday supervisors
- site team
- other members of the support team
- HLTA's

### **Training**

Our school will ensure that all permanent and long term supply staff have access to These guidelines and understand it.

Our school aims to identify, address and review the training needs of school staff, with a view to developing a shared awareness of:

- how and when to intervene
- how to prevent, defuse and/or resolve disputes, including the appropriate use of anger management, de-escalation and conflict resolution skills and techniques.

Elements of this training will be covered in whole school INSET around child protection, safeguarding, behaviour and physical intervention. Ongoing training around the management of behaviour forms part of the coaching expectation for all staff.

### **Planning for the needs of individual children**

Our school aims to identify, in consultation with parents/carers, any child whose behaviour is potentially thought to require a physical intervention response, and to consider the needs of those children in relation to:

- any individual medical, social, behavioural, learning or cultural factors
- any Individual plans that are linked to the child
- any support or input from other agencies

Any plan should:

- identify basic risks (risk assessing the behaviours)
- outline the likely behaviours
- identify triggers
- strategies to be used in advance of intervention (where possible)
- identify support provided
- outline any agency involvement e.g. ed psych or behaviour outreach
- potential consequences of intervention
- parental views

If a member of staff thinks that a particular child may, at sometime, need such intervention, the circumstances and requirements will be presented for discussion at an appropriate meeting of relevant staff.

Parents should be updated as to the views of the school and their views may contribute to the planning for their child. However, plans need to ensure that they consider the individual pupils, other pupils, staff and the commitment we have to maintaining good order, a safe environment and high expectations.

Whilst parents are invited to make a contribution to the plan it should owned by the school and they will have the final decision making responsibility in relation to boundaries, guidelines and judgments.

### **Other physical contact with children**

Our school believes that some use of appropriate, positive physical contact with children can contribute to its development as a safe and friendly school. Some physical contact may be necessary or unavoidable when staff are working with:

- younger children who may need encouraging or guiding
- children with special educational needs who may need physical prompts or help
- children requiring first aid
- children receiving coaching in sport or as part of another curriculum activity
- Children in distress

Note: some children may be very averse to physical contact. Where this is known to be the case staff should be made aware to avoid a potential trigger point.

Our staff will make professional and sensitive judgements about the nature and extent of their physical contact with children. We will take into account cultural sensitivities and gender differences, the needs of all children who may be particularly vulnerable following previous trauma or abuse.

### **Record-keeping**

Our school uses the CPOMS system to record all key behaviour aspects for pupils. Any physical intervention should be recorded in CPOMS and brought to the attention of the DSL and DSL team. Parents should be informed as soon as possible that an intervention has taken place.

In some instances it may be necessary to pre warn a parent that an intervention may take place if behaviour does not de-escalate.

The number and nature of interventions should be discussed at the weekly safeguarding meeting. A plan should be drawn up for a pupil where it is believed it is not an isolated incident. The key content for the plan has been outlined above.

### **Sharing of information**

All members of the school community should know of the existence of these guidelines. In principle, as few people as possible should know of any specific incident and staff should maintain confidentiality to the greatest possible extent. This is to enable governors and staff involved in any consequence or complaint to do so without having acquired hearsay knowledge. Please ensure that CPOMS records are accurate, up to date and factual

### **Complaints**

Complaints following a dispute about the use of physical intervention by an adult should, in the first instance, be referred to the executive headteacher. This will generally result in an investigation, which will take account of the written or verbal reports which have been collected.

Any complaint should be dealt with in line with the school's complaints procedure.

### **Implementation, monitoring and review**

At Ludlow Junior School the executive headteacher is responsible for:

- ensuring that all staff are familiar with these guidelines and where to find them

- ensuring that all relevant staff have received training in non-physical interventions in order to reduce the need for physical intervention
- ensuring that all staff are familiar with national guidance including the use of reasonable force
- ensuring that staff understand that physical intervention is most often a last resort unless immediate danger has to be averted
- monitoring and reviewing the implementation of the school's guidelines in light of safeguarding considerations

## Appendix A

### **Physical interventions with children**

#### **Guidelines for short-term supply and casual staff and other adults authorised by the headteacher to work with children at Ludlow Junior School**

Physical intervention must never be used as a punishment.

- It should only be used if there is an immediate danger to children, staff or school property
- It must only be used if all other tactics have failed unless immediate danger is present and it would be negligent not to intervene
- Any force used in a physical intervention must be of minimum strength and duration to deal with the immediate danger (use of reasonable force)
- Send for help as soon as you can, probably using another child to do so.
- Be careful how you handle a child. Never hold them by the neck, collar, ear or hair. Do not slap, punch, kick or trip them. Do not twist limbs, force limbs against the joint or hold a child's face down on the ground. Avoid contact with breasts, bottoms and genital areas.

- Talk to the child; explain that physical contact will cease as soon as they calm down.
- Keep yourself and other children safe – it might be better to remove other children than to try to physically intervene with the aggressor
- Remember – a passive intervention such as blocking a pathway, doorway etc may be enough in the first instance
- Do not put yourself at risk by confronting children who are bigger/stronger than you, who are armed or who otherwise pose a threat to your safety.
- 

All incidents of physical intervention must be reported to the executive headteacher, or in his absence a member of the DSL team, on the day of the intervention.

It should be written up immediately if possible and you may be asked to dictate your notes to a CPOMS user or they may be scanned and added to the school system.

Always seek advice following an incident from a senior colleague and/or your trade union representative.

## **Appendix B**

### **Ludlow Junior School**

#### **Intervention planning**

1. Outline the potential behaviours
2. Identify basic risks presented by the behaviours (risk assessing the behaviours)
3. Identify potential triggers
4. Identify support provided already
5. Strategies to be used in advance of intervention (where possible)
6. Outline any agency involvement e.g. ed psych or behaviour outreach
7. Potential consequences of intervention
8. Parental views



## **Job Title: Designated Safeguarding Lead (DSL)**

Ludlow Junior School

### **Core purpose of the role:**

The DSL will take lead responsibility for safeguarding and child protection across the school. They will take part in, or closely delegate, strategy discussions and inter-agency meetings including reporting to all CP meetings, and contribute pro-actively to the assessment of children.

The DSL will undertake, or delegate, all of the key activities within their remit based on a 'best fit' and 'most well placed' judgment in order to get the right expertise in the right meetings at the right times in order to serve the best interests of the child. The DSL retains overall responsibility at all times

They will advise and support other members of staff on child welfare and child protection matters, and liaise with relevant agencies such as the local authority and police. They will ensure that all staff under take training relevant to their role/statutory training to ensure that the school meets its statutory duty to train all staff annually, providing regular updates as required. DSL will ensure that contact is open during out of term time and that the LA is aware of these arrangements for DSLs.

The DSL will lead, develop, monitor and mentor a significant Deputy DSL team in order to ensure that there is always significant DSL capacity at Ludlow – in line with the size of the school and its known/developing needs

**Responsible to:** The Full Board

The DSL is: **Simon Watkins**

The Deputy DSL team comprises: Debbie Rooke, Maria Locke, Gillie Hotston, Emma Stevenson and Vanessa Chandler

### **Duties and responsibilities:**

#### **Managing referrals**

- Refer cases of suspected abuse to the local authority children's services.

- Support staff who make referrals to the local authority children's services.
- Refer cases to the Local Authority and if agreed support the Channel programme where there are radicalisation concerns.
- Refer cases to the Disclosure and Barring Service where a person is dismissed or left due to risk or harm to a child.
- Refer cases where a crime may have been committed to the police.
- Keep detailed, accurate and secure written records of concerns and referrals in line with school policy and statutory guidance, including all those received from external agencies or safeguarding partners
- Ensuring that school culture and ethos is monitored and reviewed regularly
- Ensuring that all training, development and related policies and procedures are up to date and reviewed regularly with the LA and FGB

### **Working with staff and other agencies**

- Ensure staff understand the school's child protection and safeguarding policies and procedures, and where to get advice from if they are unsure.
- Keep a record of staff undertaking and confirming their understanding of the training/ policy/procedure ensuring statutory duties are met. Escalate through the schools capability or disciplinary process where staff are not following policy or procedure.
- Inform the DSL/DDSL team of safeguarding issues, especially ongoing enquiries into whether a child is at risk of harm, and police investigations.
- Inform governors if actions may be required to, for example, ensure security of the site.
- Liaise with the case manager and the local authority's designated officer for child protection concerns in all cases where a member of school staff is involved.
- Liaise with staff on matters of safety, safeguarding, and when deciding whether to make a referral keeping a clear record of information and any decisions taken.
- Act as a source of support, advice and expertise for staff – developing and mentoring them within these areas
- Record and recommend actions required as a result of referral in form a safeguarding partner or external agency eg PNN1.
- Understand the assessment process for providing early help and intervention. Pro-actively seek access to Early Help as a route to support children and families, if appropriate.
- Develop a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference.

- Develop knowledge of learning from serious case reviews and apply this to practice and policy.

### **Training**

- Undergo role specific DSL training to develop and maintain the knowledge and skills required to carry out the role every two years.
- Refresh knowledge and skills at least annually through training/ updates so as to remain up to date with any developments relevant to the role locally and nationally.
- Undergo Prevent training and be able to:
  - Support the school in meeting the requirements of the Prevent duty.
  - Provide/ commission advice and support to staff on protecting children from the risk of radicalisation.
  - Lead the completion of the PREVENT toolkit evaluation and lead on actions identified
- Undergo training on female genital mutilation (FGM) and be able to:
  - Provide/commission training, advice and support to staff on protecting and identifying children at risk of FGM.
  - Report known cases of FGM to the police, and help others to do so. Ensure that teachers understand and are able to act upon the statutory duty for teachers to report FGM.
- Obtain access to relevant resources to support children, adults and staff relevant to safeguarding.

### **Raise awareness**

- Ensure the school's child protection policies are known, understood and used appropriately and effectively. Hold staff to account for the following of policy.
- Work with the governing body to ensure the child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly.
- Work with the governing body to enable them to monitor that the schools safeguarding policies and procedures are effective
- Work closely with the designated safeguarding governor / trustee to review key aspects of the school's work termly
- Ensure the safeguarding and child protection policies are available and easily accessible to everyone in the school community.
- Ensure that parents have access to the safeguarding policy, and are aware that referrals about suspected abuse or neglect may be made, and the role of the school in this.
- Link with Southampton Children's Safeguarding partnership and LA officers to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

- Be alert to the specific needs of children in need, including those with special educational needs, young carers, children looked after and any other vulnerable groups.
- Encourage a culture of listening to children among all staff, ensuring that children's wishes are heard and considered where the school puts measures in place to protect them
- Constantly act as a role model to staff in relation to cultural boundaries, expectations, ethos and the interactions expected of all community members
- Ensure that staff understand the need to identify concerns through contextual awareness relating to individual pupils.
- Support staff to proactively raise concerns, understanding the need for immediate action in some cases and clear record to be kept.
- Ensure that staff are aware of the whistleblowing policy and how to use it if required.

### **Other areas of responsibilities**

- Ensure that staff behaviours do not compromise the safeguarding culture at the school
- Ensure that staff and their professional associations are aware of the key policies and frameworks in this area – including code of conduct, acceptable use of ICT etc
- Ensure that the curriculum supports the development of appropriate knowledge and skills to help children to recognise risk and develop strategies to keep themselves and where appropriate others safe. This includes on line risks, or risks through use of technology.
- Where children leave the school, securely transfer their child protection file to their new school as soon as possible, separately from the main pupil file keeping record of the transfer using SCC templates provided for this.
- Take responsibility for the secure destruction of electronic files once receipt is acknowledged and keep a record of the destruction.
- Undertake safer recruitment training and support the school to follow best practice.
- Monitor, with other identified leaders and governors the single central register and ensure it complies with all relevant legislation.
- Provide safeguarding reports at least annually to the governing body.
- Model best practice and uphold the principles of confidentiality and data protection at all times.

The DSL will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

During term time, the DSL should always be available during school hours for staff in the school to discuss any safeguarding concerns. Ideally this will be in person, but can be via phone call in exceptional circumstances. Out of term time/hours the DSL will have agreed a plan for cover and notified childrens services of any arrangements that differ from term time contact details.

Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the DSL will carry out. The post holder may be required to do other duties appropriate to the level of the role.

Within these 2 paragraphs the DSL and DDSL team will work in partnership to ensure an ever present capacity for staff

### Person Specification

Criteria	Qualities
<b>Qualifications and training</b>	<ul style="list-style-type: none"> <li>• GCSE (or equivalent) in English and mathematics</li> <li>• Degree – education/social care</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Successful leadership and management experience in a school or other relevant organisation at a middle/senior leadership level.</li> <li>• Current member of a senior leadership team.</li> <li>• Experience of managing safeguarding in a team, school or other relevant organisation, including:               <ul style="list-style-type: none"> <li>○ Building relationships with children and their parents, particularly the most vulnerable</li> <li>○ Working and communicating effectively with relevant agencies</li> <li>○ Implementing and encouraging good safeguarding practice throughout a large team of people</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Demonstrate evidence of developing and implementing pro-active and responsive strategies to help children and their families</li> <li>• Experience of handling large amounts of sensitive data and upholding the principles of confidentiality.</li> </ul>
<b>Skills and knowledge</b>	<ul style="list-style-type: none"> <li>• High level of knowledge of legislation and guidance on safeguarding and working with young people, including knowledge of the responsibilities of schools and other agencies</li> <li>• Ability to work with a wide range of people with the aim of ensuring the safety and welfare of children</li> <li>• Awareness of local and national agencies that provide support for children and their families</li> <li>• Effective record keeping skills and attention to detail, in order to produce reports, take minutes of meetings, and document safeguarding concerns</li> <li>• Good IT skills, including use of Any Comms or other secure electronic data systems securely to include the use of CPOMS and SIMS</li> <li>• Effective communication and interpersonal skills</li> <li>• Ability to build effective working relationships with staff and other stakeholders</li> </ul>
<b>Personal qualities</b>	<ul style="list-style-type: none"> <li>• Commitment to ensuring the safety and welfare of children</li> <li>• Uphold and promote the ethos and values of the school</li> <li>• Ability to work under pressure and prioritise effectively</li> </ul>

	<ul style="list-style-type: none"><li>• Maintain confidentiality at all times</li><li>• Commitment to equality</li></ul>
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**This job description may be amended at any time in consultation with the post holder.**

**The DSL lead will be a member of the school senior leadership team. They may line manage deputy DSL/s who will have been trained to the same level as the lead DSL, specific to the role – the deputies will be expected to provide cover for the role if the lead DSL is absent/ unavailable/ unable to act.**

FGB signature:

Date:

Executive Head teacher signature:

Date:

Postholder's signature (DDSL):

Date: