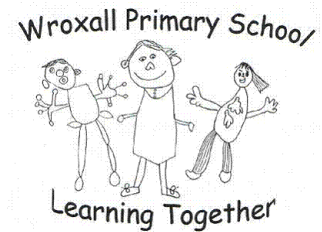
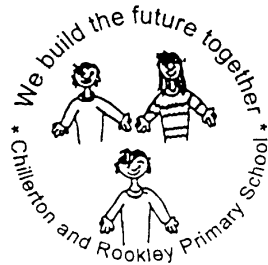


# The Stenbury Federation.

Chillerton and Rookley Primary School  
Godshill Primary School  
Wroxall Primary School



## SAFEGUARDING POLICY INCLUDING CHILD PROTECTION

**April 2018-2019**

The Governing Body of The Stenbury Federation adopted this policy on 28<sup>th</sup> March 2018.

Signed  (Chair of Governors)

# Safeguarding Policy, Including Child Protection

Stenbury Federation

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## Introduction

Stenbury Federation fully recognises its responsibilities, under section 175 (*Section 157 for Independent Schools and Academies*) of the Education Act 2002, to have arrangements in place to safeguard and promote the welfare of children.

Through day-to-day contact with pupils and direct work with families, staff at the schools have a crucial role to play in noticing indicators of possible abuse or neglect and referring them to Social Care via the Designated Person for Child Protection within the school (Appendix A) or directly to the Isle of Wight Safeguarding Board (see contact details in Appendix D). Concerned parents/carers may also contact the school and its governors directly.

This policy sets out how the Stenbury governing body discharges its statutory responsibilities relating to safeguarding<sup>1</sup> and promoting the welfare of children who are pupils at the schools. Our policy applies to all staff, paid and unpaid, working in the school including governors. The policy is consistent with the Local Safeguarding Children Board (LSCB) procedures.

**There are four main elements to the policy:**

**PREVENTION** through teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos;

**PROCEDURES** for identifying and reporting cases, or suspected cases, of abuse. The definitions of the four categories of abuse are attached (see Appendix B);

**SUPPORTING VULNERABLE CHILDREN** who may have been abused or witnessed violence towards others;

**SUPPORTING ADULTS WORKING WITH CHILDREN** by ensuring safety, checking suitability and promoting collective responsibility.

## Prevention

We recognize that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children.

The school will therefore:

- establish and maintain an environment where children feel safe in both the real and the virtual world and are encouraged to talk and are listened to;
- ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty and their concerns will be taken seriously and acted upon as appropriate;
- include opportunities within the PSHE curriculum and other curriculum and school activities which equip children with the skills they need to stay safer from abuse both in the real and the virtual world and information about who to turn to for help.

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<sup>1</sup> Safeguarding (as defined in the Joint Inspector's Safeguarding report is taken to mean "All agencies working with children, young people and their families take all reasonable measures to ensure that the risk of harm to children's welfare are minimised" and "where there are concerns about children and young people's welfare, all agencies take all appropriate actions to address those concerns, working to agree local policies and procedures in full partnership with other agencies".

## Procedures

We will follow the procedures set out in the Isle of Wight LSCB. A copy of these procedures can be found on the LSCB website ([www.iowscb.org.uk](http://www.iowscb.org.uk))

For each school, there is a lead Designated Safeguard Lead ( staff that have received the *Designated Officers for Safeguarding and Child Protection* training / Designated safeguarding Lead training are listed (Appendix A) and should be contacted if the lead Designated safeguard lead is not available. Other teaching staff members have attended the *Safeguarding Foundation (Group 2 Safeguarding)* course.

The nominated governor for Safeguarding and Child Protection is **Alison Child**.

The schools will:

- ensure there is a designated senior person who has lead responsibility for child protection in the school and has received appropriate training and support for this role. This training will be updated every two years ('Keeping Children Safe in Education' Statutory Guidance for Schools & Colleges, 2016)(See Designated Safeguard Lead Roles Appendix E)
- recognise the importance of the role of the designated person/s and ensure they have the time, training and support necessary to undertake their duties;
- ensure that the schools have nominated governors responsible for child protection who will attend the relevant training;
- ensure every member of staff, paid and unpaid, and the governing body knows who the designated members of staff are and the procedures for passing on concerns;
- ensure every member of staff, paid and unpaid, and the governing body knows what the contingency arrangements are for when the designated members of staff are not available;
- ensure that the designated members of staff take advice from a child protection specialist when managing complex cases (see Key Contacts, Appendix A);
- ensure every member of staff, governors and volunteers knows;
  - that they have an individual responsibility to be alert to the signs and indicators of abuse and for referring child protection concerns to the Designated Person
  - where to find the Core Inter – Agency Procedures on the LSCB website through relevant training
  - the name of the designated person/s and their role (Appendix A)
  - how to pass on and record concerns about a pupil (following individual school's Child Protection record keeping procedures Appendix F);
- ensure that Child Protection training is included in induction training for all staff and as per statutory requirements which is updated every three years at a minimum, to keep up to date with current issues and are confident about
  - the school's legislative responsibility
  - their personal responsibility
  - the school's policies and procedures
  - the need to be alert to the signs and indicators of possible abuse
  - the need to record concerns
  - how to support and respond to a child who tells of abuse;
- ensure that all staff, paid and unpaid, recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children and that such concerns are addressed sensitively and effectively in a timely manner in accordance with the Federation's Whistle-blowing policy;

- ensure that parents have an understanding of the responsibility placed on the school and staff in relation to child protection by setting out its obligations on the school website and in the Safeguarding policy.

### **Liaison with Other Agencies**

The school will:

- work to develop effective links with relevant services to promote the safety and welfare of all pupils;
- co-operate as required with key agencies in their enquiries regarding child protection matters including attendance and providing written reports at child protection conferences and core groups;
- notify the relevant Social Care Unit immediately if
  - a pupil is excluded who is subject to a Child Protection Plan (whether fixed term or permanently)
  - there is an unexplained absence of a pupil who is subject to a Child Protection Plan
  - there is any change in circumstances to a pupil who is subject to a Child Protection Plan.

### **Record Keeping**

The school will:

- keep clear, detailed, accurate, written or computerised records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Social Care immediately;
- ensure all records are kept securely, separate from the main pupil file, and in a locked location; or password protected if stored electronically
- ensure all relevant child protection records are sent to the receiving school or establishment when a pupil moves schools.

### **Confidentiality and information sharing**

We recognize that all matters relating to Child Protection are confidential and that child protection information will be stored and handled in line with the Data Protection Act 1998 principles. The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parents to see child protection requests, they will refer the request to the Designated Person or Headteacher.

The school will:

- ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubt about confidentiality, staff will seek advice from a senior manager or the Isle of Wight Safeguarding Children Board;
- ensure that the Headteacher or Designated Person will only disclose any information about a pupil to other members of staff on a 'need to know' basis, including Domestic Violence notifications;
- make all staff aware that they have a professional responsibility to share information with other agencies in order to safeguard children;
- ensure staff are clear with children that they cannot promise to keep secrets;
- review Safeguarding procedures and check recorded logs of incidents regularly with the governor with Safeguarding responsibility.

## Communication with Parents/Carers

The school will:

- ensure that parents/carers are informed of the responsibility placed on the school and staff in relation to child protection by setting out its duties in the school prospectus and on the website;
- undertake appropriate discussion with parents/carers prior to involvement of another agency unless the circumstances preclude this action. If the school believes that notifying parents could increase the risk to the child or exacerbate the situation, advice will be sought from Social Care and the Isle of Wight Safeguarding Children Board ([www.iowscb.org.uk](http://www.iowscb.org.uk) and [www.4lscb.proceduresonline.com](http://www.4lscb.proceduresonline.com)).

## Supporting children

We recognise that abuse or witnessing violence may have an adverse impact on those children who may find it difficult to develop a sense of self-worth which may last into adulthood without appropriate intervention and support. This school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school, their behaviour may be challenging and defiant or they may become withdrawn. Some vulnerable children may develop abusive behaviours and these children may need to be referred on for appropriate support and intervention.

The school will support the pupil through:

- the School's ethos that actively promotes a positive, supportive and safe environment and values the whole community;
- curricular opportunities, especially in PHSE to encourage self-esteem and self-motivation ;
- a Behaviour Policy which supports vulnerable pupils in the school. All staff will agree on a consistent approach, which focuses on the behaviour of the child but does not damage the pupil's sense of self worth. The school will ensure that the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred;
- liaison with other agencies which support the pupil such as Social Care, Child and Adolescent Mental Health Services (CAMHS), Educational Psychology Service, Hampshire Direct Line and CAF co-ordinators (see attached Appendix D);
- a commitment to develop effective and supportive relationships with parents/carers;
- recognition that children living in a home environment where there is domestic abuse, drug or alcohol abuse or mental health issues are vulnerable and in need of support and protection; they may also be young carers;
- monitoring and supporting pupil's welfare, keeping records and notifying Social Care in accordance with the Isle of Wight LSCB;
- transfer of information as soon as possible to the new setting when a child leaves the school. The information to be transferred separately from the main file and a copy with receipt is retained in school. The Child Protection Review Manager and the child's Social Worker will also be informed;
- inform authorities when a child is missing from education, following the procedure as set out in Isle of Wight Children Missing Education guidance and inform the Education Welfare Officer and Social Care;
- inform the authorities if there is an unexpected absence of more than one day of a pupil who is on the child protection register.

## **Substance Misuse by children or by parents/carers**

The discovery that a young person is misusing legal or illegal substances or reported evidence of their substance misuse is not necessarily sufficient in itself to initiate child protection proceedings but the school will consider such action in the following situations when there is evidence or reasonable cause.

Staff will:

- report any concerns if they believe the young person's substance misuse may cause him or her to be vulnerable to other abuse such as sexual abuse;
- to believe the pupil's substance related behaviour is a result of abuse or because of pressure or incentives from others, particularly adults;
- where the misuse is suspected of being linked to parent/carer substance misuse.

Misuse of drugs and/or alcohol by parents/carers is strongly associated with Significant Harm to children, especially when combined with other features such as domestic violence. When the school receives information about drug and alcohol abuse by a child's parents/carers they will follow appropriate procedures.

Some concerns could include:

- use of the family resources to finance the parent's dependency, characterised by inadequate food, heat and/or clothing for the children;
- children exposed to unsuitable caregivers or visitors, e.g. customers or dealers;
- the effects of alcohol leading to an inappropriate display of sexual and/or aggressive behaviour;
- chaotic drug and alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance;
- disturbed moods as a result of withdrawal symptoms or dependency;
- unsafe storage of drugs and/or alcohol or injecting equipment;
- drugs and/or alcohol having an adverse impact on the growth and development of the unborn child.

## **Supporting adults working with children**

### **Supporting staff**

We recognize that staff working in the school who have become involved with a vulnerable child or liaison with families needing support, may find the experience stressful and upsetting. We also recognize our responsibilities to ensure that all staff are qualified and suitable to work with children and that we have a collective responsibility to report any safeguarding concerns about the working practices of staff or volunteers.

We will support staff by:

- providing an opportunity to talk through their anxieties with the Designated person and to seek further support i.e. Occupational Health, Council, counselling service etc;
- providing access to advice and training on the boundaries of appropriate behaviour;
- ensuring staff use the correct documentation for reporting incidents or concerns to the Designated person;
- ensuring staff are aware of policies and procedures to adhere to when working with children.



## Suitability

To ensure that all staff are qualified and suitable for working with children, the school operates safer recruitment practices including ensuring appropriate DBS and reference checks are undertaken according to the government document 'Safeguarding Children and Safer Recruitment in Education' (2014) Within the Federation, staff and governors have undertaken Safer Recruitment training (see Appendix A).

The school will ensure:

- all staff and volunteers will be carefully selected and vetted;
- all references will be checked;
- safer recruitment training undertaken by relevant staff;
- all staff have DBS checks and complete disclosure forms annually;
- all visitors to the school sign in at the office and collect a visitor's badge;
- visitors without DBS checks are accompanied through the building or on the school premises throughout school opening hours.

## Allegations

All school staff should take care not to place themselves in a vulnerable position with a child. It is advisable for interviews or work with individual children or parents to be conducted in view of other adults.

The school will ensure that:

- all staff are familiar with the Code of Conduct and Behaviour policy;
- all staff aware of protocol for use of personal mobile phones, cameras and social networking (E-safety policy);
- all staff have a duty to raise concerns about attitudes or actions of other colleagues (Whistle Blowing Policy);
- all staff are aware of the policy and procedure to follow if an allegation is made (<http://www.iowscb.org.uk/managing-allegations-against-staff>) including the role of the Local Authority Designated Officer (LADO); refer to Part 4: Working together to Safeguard Children 2015;
- any allegation of abuse made against a member of staff will be reported straight away to the designated officer or (in the case of the allegations against the designated officer) to the designated governor (see Allegations flowchart Appendix E);
- the school will follow the procedures set out in Chapter 5 of Safeguarding Children and Safer Recruitment<sup>2</sup> and the DfE procedures for managing allegations against staff.
- The Designated person will liaise with the LADO ensuring that all allegations are reported to the LADO within one working day
- communication between pupils and adults will be transparent and take place within clear and explicit professional boundaries and are open to scrutiny.

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<https://www.education.gov.uk/consultations/downloadableDocs/Safeguarding%20Children%20Guidance.pdf>

## Diversity and Inclusion

We recognise and celebrate the diverse backgrounds, cultural differences and disabilities that exist within our school community. The school will be vigilant to create a protective ethos around the child. We promote high standards of practice and inclusion for all to ensure that all children regardless of background, race, or disability know how to raise concerns, and have access to a range of adults with whom they can communicate.

The schools will:

- ensure that a balanced assessment must incorporate a cultural perspective but not at the expense of promoting the safety and well-being of the child;
- ensure that children who may be more vulnerable to abuse as they are unable to express themselves to others through barriers to communication, are monitored closely if they show changes in behaviours or signs and indicators of abuse;
- provide additional training to staff in the use of communication where necessary;
- refer to SENDCo and outside agencies for advice;
- provide additional training to recognise signs of abuse related to cultural practices (see below).

### Female genital mutilation (FGM)

Female genital mutilation includes procedures that intentionally alter or injure the female genital organs for non-medical reasons. It is a surprisingly common form of abuse in the UK. FGM is carried out on children between the ages of 0–15, depending on the community in which they live. It is extremely harmful and has short and long term effects on physical and psychological health. FGM is internationally recognized as a violation of the human rights of girls and women, and is illegal in most countries, including the UK. The school takes these concerns seriously and will ensure that

- staff will be made aware of the possible signs and indicators that may alert them to the possibility of FGM
- any indication that FGM is a risk, is imminent, or has already taken place will be dealt with under the child protection procedures outlined in this policy
- the Designated Person will make appropriate and timely referrals to Social Care if FGM is suspected. In these cases, parents will not be informed before seeking advice. The case will still be referred to Social Care even if it is against the pupil's wishes.

### Radicalisation

The Government Prevent agenda seeks to place a duty on education providers to have “due regard” to the need to prevent people from being drawn into terrorism. We will work in partnership across the Federation to ensure that

- the Prevent agenda is included within all relevant policies
- designated officers receive Prevent training and cascade information to staff and governors.
- Fundamental British Values – as defined as democracy the rule of law, individual liberty and mutual respect and tolerance are embedded.
- Welfare and pastoral care, together with PSHE curriculum will provide necessary support

- Concerns that a child or family at risk of radicalisation will be referred to the Channel Scheme<sup>3</sup> as part of the Prevent strategy as appropriate through the LSCB.

Please click on this link to find government guidance

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

## Peer on Peer Abuse

### Introduction

Keeping Children Safe in Education, 2016 states that *'Governing bodies and proprietors should ensure their child protection policy includes procedures to minimise the risk of peer on peer abuse and sets out how allegations of peer on peer abuse will be investigated and dealt with'* (page 19). The document also states it is most important to ensure opportunities of seeking the voice of the child are heard, *'Governing bodies, proprietors and school or college leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place for children to express their views and give feedback. Ultimately, any system and processes should operate with the **best** interests of the child at their heart.'*

At Stenbury Federation we continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration to impact on that individual child's emotional and mental health and well-being.

### Purpose and Aim

Children and young people may be harmful to one another in a number of ways which would be classified as peer on peer abuse. The purpose of this policy is to explore the many forms of peer on peer abuse and include a planned and supportive response to the issues.

### Framework and Legislation

This policy is supported by the key principles of the Children's Act, 1989 that the child's welfare is paramount. Another key document that focuses adult thinking towards the views of the child is Working Together, 2015, highlighting that every assessment of a child, *'must be informed by the views of the child'* and within that *'It is important to understand the resilience of the individual child when planning appropriate services.'* (Working Together, 2015:23) This is clearly echoed by Keeping Children Safe in Education, 2016 through ensuring procedures are in place in schools and settings to hear the voice of the child.

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<sup>3</sup> The Channel Scheme is a multi-agency approach to identify and provide support to individuals who are at risk of being drawn into terrorism.

## **Introduction to abuse and harmful behaviour**

Abusive behaviour can happen to pupils in schools and settings and it is necessary to consider what abuse is and looks like, how it can be managed and what appropriate support and intervention can be put in place to meet the needs of the individual and what preventative strategies may be put in place to reduce further risk of harm.

Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. Equally, abuse issues can sometimes be gender specific e.g. girls being sexually touched/assaulted and boys being subject to initiation/hazing type violence (KCSIE, 2016). It is important to consider the forms abuse may take and the subsequent actions required.

### **Types of abuse**

There are many forms of abuse that may occur between peers and this list is not exhaustive. Each form of abuse or prejudiced behaviour is described in detail followed by advice and support on actions to be taken.

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

Physical abuse may include, hitting, kicking, nipping, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including accidentally before considering the action or punishment to be undertaken.

#### **Sexually harmful behaviour/sexual abuse e.g. (inappropriate sexual language, touching, sexual assault etc.)**

Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as well as the young person it is intended towards. Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault/abuse.

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

Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Both young people who are bullied and who bully others may have serious, lasting problems.

In order to be considered bullying, the behaviour must be aggressive and include:

An Imbalance of Power:

Young People who bully use their powers such as physical strength, access to embarrassing information, or popularity to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people

Repetition:

Bullying behaviours happen more than once or have the potential to happen more than once

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

### **Cyber bullying**

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

It is important to state that cyber bullying can very easily fall into criminal behaviour under the Malicious Communications Act 1988 under section 1 which states that electronic communications which are indecent or grossly offensive, convey a threat or false information or demonstrate that there is an intention to cause distress or anxiety to the victim would be deemed to be criminal. This is also supported by the Communications Act 2003, Section 127 which states that electronic communications which are grossly offensive or indecent, obscene or menacing, or false, used again for the purpose of causing annoyance, inconvenience or needless anxiety to another could also be deemed to be criminal behaviour.

If the behaviour involves the use of taking or distributing indecent images of young people under the age of 18 then this is also a criminal offence under the Sexual Offences Act 2003. Outside of the immediate support young people may require in these instances, the school will have no choice but to involve the police to investigate these situations.

### **Sexting**

Sexting is when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude picture can happen in any relationship and to anyone, whatever their age, gender or sexual preference.

However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, young people are not even aware that they could be breaking the law as stated as these are offences under the Sexual Offences Act 2003.

### **Initiation/Hazing**

Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a private school, sports team newcomers etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies.

The idea behind this practice is that it welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.

## **Prejudiced Behaviour**

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

## **Teenage relationship abuse**

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

## **Expected action taken from all staff**

Although the type of abuse may have a varying effect on the victim and initiator of the harm, these simple steps can help clarify the situation and establish the facts before deciding the consequences for those involved in perpetrating harm.

It is important to deal with a situation of peer abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts around what has occurred as soon after the child(ren) may have forgotten. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved. For example; do not use the word perpetrator, this can quickly create a 'blame' culture and leave a child labelled.

In all cases of peer on peer abuse it is necessary that all staff are trained in dealing with such incidents, talking to young people and instigating immediate support in a calm and consistent manner. Staff should not be prejudiced, judgemental, dismissive or irresponsible in dealing with such sensitive matters.

## **Gather the Facts**

Speak to all the young people involved separately, gain a statement of facts from them and use **consistent language** and **open questions** for each account. The easiest way to do this is not to have a line of questioning but to ask the young people to tell you what happened. Only interrupt the young person from this to gain clarity with open questions, 'where, when, why, who'. (What happened? Who observed the incident? What was seen? What was heard? Did anyone intervene?)

### **Consider the Intent (begin to Risk Assess)**

Has this been a deliberate or contrived situation for a young person to be able to harm another?

### **Decide on your next course of action**

If from the information that you gather you believe any young person to be at risk of significant harm you must make a safeguarding referral to social care immediately (where a crime has been committed the police should be involved also). If this is the case, once social care has been contacted and made a decision on what will happen next then you will be informed on your next steps.

If social care and the police intend to pursue this further they may ask to interview the young people in school or they may ask for parents to come to school to be spoken to also. It is important to be prepared for every situation and the potential time it may take.

It may also be that social care feel that it does not meet their criteria in which case you may challenge that decision, with that individual or their line manager. If on discussion however, you agree with the decision, you may then be left to inform parents.

### **Informing parents**

If, once appropriate advice has been sought from police/social care you have agreement to inform parents or have been allocated that role from the other services involved then you need to inform the parents as soon as possible. If services are not going to be involved then equally, this information may need to be shared with parents. In all circumstances where the risk of harm to the child is evident then the school should encourage the young person to share the information with their parent or even with them (they may be scared to tell parents that they are being harmed in any way). Where school can evidence they are acting in the best interests of the young person they would not be criticised, however this would be the case if they actively breached the rights and choices of the young person.

The best way to inform parents is face to face. Although this may be time consuming, the nature of the incident and the type of harm/abuse a young person may be suffering can cause fear and anxiety to parents whether their child is the child who was harmed or who harmed another.

### **Points to consider:**

#### **What is the age of the children involved?**

How old are the young people involved in the incident and is there any age difference between those involved? (In relation to sexual exploration, children under the age of 5, in particular 1-4 year olds who are learning toileting skills may show a particular interest in exploration at around this stage. This, however should not be overlooked if other issues arise (see following)

### **Where did the incident or incidents take place?**

Was the incident in an open, visible place to others? If so was it observed? If not, is more supervision required within this particular area?

### **What was the explanation by all children involved of what occurred?**

Can each of the young people give the same explanation of the incident and also what is the effect on the young people involved? Is the incident seen to be bullying for example, in which case regular and repetitive? Is the version of one young person different from another and why?

### **What is each of the children's own understanding of what occurred?**

Do the young people know/understand what they are doing? E.g. do they have knowledge of body parts, of privacy and that it is inappropriate to touch? Is the young person's explanation in relation to something they may have heard or been learning about that has prompted the behaviour? Is the behaviour deliberate and contrived? Does the young person have understanding of the impact of their behaviour on the other person?

In dealing with an incident of this nature the answers are not always clear cut. If you are concerned or unsure as to whether or not there is any risk involved, please seek advice from Children's Services Social Care.

### **Repetition**

Has the behaviour been repeated to an individual on more than one occasion? In the same way it must be considered has the behaviour persisted to an individual after the issue has already been discussed or dealt with and appropriately resolved?

### **Next Steps**

Once the outcome of the incident(s) has been established it is necessary to ensure future incidents of abuse do not occur again and consider the support and intervention required for those involved.

### **For the young person who has been harmed**

What support they require depends on the individual young person. It may be that they wish to seek counselling or one to one support via a mentor. It may also be that they feel able to deal with the incident(s) on their own or with support of family and friends. In which case it is necessary that this young person continues to be monitored and offered support should they require it in the future. If the incidents are of a bullying nature, the young person may need support in improving peer groups/relationships with other young people or some restorative justice work with all those involved may be required.

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



If the young person feels particularly vulnerable it may be that a risk assessment can be put in place for them whilst in school so that they have someone named that they can talk to, support strategies for managing future issues and identified services to offer additional support.

### **For the young person who has displayed harmful behaviour**

In this circumstance it is important to find out why the young person has behaved in such a way. It may be that the young person is experiencing their own difficulties and may even have been harmed themselves in a similar way. In such cases support such as one to one mentoring or counselling may also be necessary. Particular support from identified services may be necessary through a CAF/strengthening families/early help referral and the young person may require additional support from family members.

Once the support required to meet the individual needs of the young person has been met, it is important that young person receives a consequence for their behaviour. This may be in the form of restorative justice e.g. making amends with the young person they have targeted if this has been some form of bullying. In the cases of sexually harmful behaviour it may be a requirement for the young person to engage in one to one work with a particular service or agency (if a crime has been committed this may be through the police or youth offending service). If there is any form of criminal investigation ongoing it may be that this young person cannot be educated on site until the investigation has concluded. In which case, the young person will need to be provided with appropriate support and education whilst off site.

Even following the conclusion of any investigation the behaviour that the young person has displayed may continue to pose a risk to others in which case an individual risk assessment may be required. This should be completed via a multi- agency response to ensure that the needs of the young person and the risks towards others are measured by all of those agencies involved including the young person and their parents. This may mean additional supervision of the young person or protective strategies if the young person feels at risk of engaging in further inappropriate or harmful behaviour.

The school may also choose a punishment as a consequence such as exclusion or internal exclusion/inclusion/seclusion for a period of time to allow the young person to reflect on their behaviour.

### **After care**

It is important that following the incident the young people involved continue to feel supported and receive help even if they have stated that they are managing the incident. Sometimes the feelings of remorse, regret or unhappiness may occur at a much later stage than the incident. It is important to ensure that the young people do not engage in any further harmful behaviour either towards someone else or to themselves as a way of coping (e.g. self-harm). In which case, regular reviews with the young people following the incident(s) are imperative.

## **Preventative Strategies for Schools and Settings**

For all schools and settings, it is important to develop appropriate strategies in order to prevent the issue of peer on peer abuse rather than manage the issues in a reactive way.

Firstly, and most importantly for schools and settings is recognition that peer on peer abuse can and will occur on any site even with the most stringent of policies and support mechanisms. In which case it is important to continue to recognise and manage such risks and learn how to improve and move forward with strategies in supporting young people to talk about any issues and through sharing information with all staff.

This can be supported by ensuring that each school/setting has an open environment where young people feel safe to share information about anything that is upsetting or worrying them. This can be strengthened through a strong and positive PHSE/SMSC curriculum that tackles such issues as prejudiced behaviour and gives children an open forum to talk things through rather than seek one on one opportunities to be harmful to one another.

To enable such an open and honest environment it is necessary to ensure the whole workforce feels confident and enabled to talk about issues and challenge perceptions of young people including use of inappropriate language and behaviour towards one another. In order to create such an environment, it is necessary for whole staff training and CPD around abusive behaviours and talking to young people in a way that continues to create an open and honest environment without prejudice. It is incredibly important that staff do not dismiss issues as 'banter' or 'growing up' or compare them to their own experiences of childhood. It is necessary that staff consider each issue and each individual in their own right before taking action. If staff minimise the concerns raised it may result in a young person seeking no further help or advice.

It is important that signposting is available to young people in the event that they don't feel confident raising an issue to staff or a peer. It is useful to have a resource board with support services on a wide range of issues so young people can seek their own solutions should they wish to. In the same way external services or support programmes could be brought in to talk to young people about specific issues in support of the prevention of peer on peer abuse.

Finally, it is useful to ensure young people are part of changing their circumstances and that of the procedures within schools. Having a school council and pupil voice and encouraging young people to support changes and develop 'rules of acceptable behaviour' will go far in helping to create a positive ethos in school and one where all young people understand the boundaries of behaviour before it becomes abusive.

## Governing body child protection responsibilities

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

- ensure that a governor for safeguarding and child protection is in place who will monitor the school's compliance with statutory requirements and practice and champion child protection issues;
- ensure an annual report is made to the full governing body. Any weaknesses will be rectified without delay;
- ensure that this Safeguarding and Child Protection policy is annually reviewed and updated and shared with staff. It will be made available to parents on request and on the school website;
- check the safeguarding record log regularly.

## Extended Schools and Before and After School Activities (on or off school site)

Extended school facilities and before and after school activities fall directly under the supervision or management of school staff, hence the school's arrangements for child protection apply.

Services or activities provided separately by another body, either on or off school site, the governing body (delegated to the head teacher) will seek assurance that the body concerned has appropriate policies and procedures in place for safeguarding children and child protection and there are arrangements to liaise with the school on these matters where appropriate.

This policy was ratified on 28<sup>th</sup> March 2018

and will be reviewed on April 2019

Signed by the Executive Headteacher



Chair of Governors



## Appendix A: Key Contacts

Federation	Chillerton and Rookley	Godshill	Wroxall
<b>Contact numbers:</b>	01983 721207	01983 840246	01983 852290
<b>Designated Safeguard Lead</b>	Ms K Wallace	Ms K Wallace	Ms K Wallace
<b>Deputy DSL</b>	Mrs C Sweatman		Mrs E Patterson
<b>Safer recruitment trained</b>	Maxine Gray	Maxine Gray	Maxine Gray
<b>School Nurse</b>	Clare Joy Phone 01983 821388 Clare.joy@iow.nhs.uk		
<b>Nominated Governor for Child Protection (Chair of Governors)</b>	Alison Child Contact: Mobile: 07733 015799 Home: 01983 840179		
<b>Managing an allegation (Staff)</b>	Paul Barnard (Local Authority Designated Officer) Floor 3 County Hall, Newport, Isle of Wight, PO30 1UD Phone: 01983 823723 Email: paul.barnard@iow.gov.uk		
<b>Isle of Wight Safeguarding Children Board</b>	Isle of Wight Safeguarding Children Board support team IOWSCB, Jubilee Stores, The Quay, Newport, Isle of Wight, PO30 2EH Phone: 01983 814545 Email: LSCB@iow.gov.uk		
<b>Isle of Wight</b>	Central Reception Team 01983 823434		
<b>Hampshire Direct Professionals</b>	Reception team (General Line) 03003000117	Professional Line 01329225379	
<b>Preventing extremism in schools and children's services helpline</b>	Email <a href="mailto:counter.extremism@education.gsi.gov.uk">counter.extremism@education.gsi.gov.uk</a> Phone: 020 7340 7264 - Mon to Fri 9 - 6pm (exc. bank holidays)		

## Appendix B: Four categories of 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.

**Neglect** - 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.

It may:

- occur during pregnancy as a result of maternal substance misuse.
- involve the neglect of or lack of responsiveness to a child's basic emotional needs.
- include parents or carers 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.

**Emotional Abuse** - persistent emotional maltreatment so as to cause severe and adverse effects on a child's emotional development. Some level of emotional abuse is involved in all types of maltreatment although it may occur alone.

It may involve:

- conveying to a child that they are worthless; unloved; inadequate; valued only insofar as they meet another person's needs.
- not giving the child opportunities to express their views; deliberately silencing them; 'making fun' of what they say or how they communicate.
- age or developmentally inappropriate expectations being imposed on children including
  - interactions that are beyond the child's developmental capability
  - overprotection and limitation of exploration and learning
  - preventing participation in normal social interaction
- seeing or hearing the ill-treatment of another
- serious bullying (including peer on peer)
- The exploitation or corruption of children.

**Sexual Abuse** – 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.

This may involve:

- physical contact including assault by penetration (e.g. rape or oral sex)
- non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- non-contact activities involving:
  - children in looking at, or in the production of, sexual images,
  - children in watching sexual activities
  - or encouraging children to behave in sexually inappropriate ways
  - 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.

## **Appendix C: School policies and related documents with reference to safeguarding**

*The following list is not intended to be exhaustive so your school may have other documents you would also wish to reference below:*

- Behaviour Policy
- Central record of recruitment and vetting checks
- Child protection record keeping
- Disciplinary Procedure
- E-safety Policy
- Fair Access Protocol
- Health and Safety Policy
- Special Educational Needs and Disability Policy
- Single Equality Policy
- Whistle Blowing Policy

All of the above policies will be kept under regular review as agreed by the Governors.

## Appendix D: Reference documents and websites

Disclosure and Barring Service website

[www.gov.uk/government/organisations/disclosure-and-barring-service/](http://www.gov.uk/government/organisations/disclosure-and-barring-service/)

Keeping children safe in education. Statutory guidance for schools and colleges. Sept 2016

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/550511/Keeping\\_children\\_safe\\_in\\_education.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf)

Hampshire, Isle of Wight, Portsmouth and Southampton Safeguarding Children Procedures 4LSCB

<http://www.4lscb.org.uk/>

Isle of Wight Local Safeguarding Children Board: [www.iowscb.org.uk](http://www.iowscb.org.uk)

Isle of Wight Safeguarding Children Board and Children's Trust Thresholds Chart – April 2014

<https://secure.toolkitfiles.co.uk/clients/25263/sitedata/files/Thresholds%20Chart%20Final%2001%2004%2014.pdf>

Prevent duty – government guidance

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

Safeguarding advice for schools and childcare providers regarding Radicalisation and Extremism (01/07/15)

<https://www.gov.uk/government/news/new-safeguarding-advice-for-schools-and-childcare-providers>

The use of social media for online radicalization (01/07/15)

<https://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation>

Working Together to Safeguard Children'. DfE. 2015

## Appendix E: Role of the Designated Safeguard Lead

### Role of the designated safeguarding lead

Governing bodies, proprietors and management committees should appoint an appropriate **senior member** of staff, from the school or college **leadership team**, to the role of designated safeguarding lead. The designated safeguarding lead should take **lead responsibility** for safeguarding and child protection. This should be explicit in the role-holder's job description. This person should have the appropriate status and authority within the school to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.

### Deputy designated safeguarding leads

It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding lead(s). Any deputies should be trained to the same standard as the designated safeguarding lead.

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate **lead responsibility** for child protection, as set out above, remains with the designated safeguarding lead; this **lead responsibility** should not be delegated.

### Manage referrals

The designated safeguarding lead is expected to:

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.

### Work with others

The designated safeguarding lead is expected to:

- liaise with the headteacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" (as per Part four) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and
- liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.



## Training

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

The designated safeguarding lead should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
  - have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
  - ensure each member of staff has access to and understands the school or college's child protection policy and procedures, especially new and part time staff;
  - are alert to the specific needs of children in need, those with special educational needs and young carers.
  - are able to keep detailed, accurate, secure written records of concerns and referrals;
  - understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- obtain access to resources and attend any relevant or refresher training courses; and
  - encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

## Raise Awareness

The designated safeguarding lead should:

- ensure the school or college's child protection policies are known, understood and used appropriately;
- ensure the school or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

## Child protection file

Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

## Availability

During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what “available” means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable.

It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

## Appendix F: Managing an allegation against a member of staff in your establishment

