



Gawber Primary School



Safeguarding and Child Protection Policy

September 2024

Review date September 2025

Person responsible for the Policy	Dawn Bradshaw
Date Agreed by Governors	October 2024
Review Date	September 2025
Is this Policy to appear on the school website	Yes

Headteacher's Signature	Dawn Bradshaw
Date	14.10.24
Chair of Governor's Signature	Emma Casimir
Date	14.10.24



Gawber Primary School

Safeguarding and Child

Protection Policy

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Safeguarding & Child Protection Policy 2024-25

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Gawber Primary School
Safeguarding & Child Protection Policy 2024

Important contacts

ROLE/ORGANISATION NAME CONTACT DETAILS

Designated safeguarding lead (DSL) Mrs Dawn Bradshaw (headteacher) office@gawberschool.co.uk

Deputy Designated safeguarding lead (DDSL) Miss Rachel Knox- (Deputy head)
office@gawberschool.co.uk

Deputy DSL Miss Rachael Smith (SENDSCO) office@gawberschool.co.uk

Deputy DSL Mrs Jo Hebden (Educational Visits Coordinator) office@gawberschool.co.uk

Safeguarding Governor- Emma Casimir office@gawberschool.co.uk

Local authority designated officer (LADO) RUTH HOLMES (01226 772341)

AIMS OF THIS POLICY

To ensure that children are effectively safeguarded from the potential risk of harm at Gawber Primary School and that:

The safety and well-being of the children both physically and mentally is of the highest priority in all aspects of the school's work. To help the school maintain its ethos whereby staff, pupils, parents and governors feel able to articulate any concerns comfortably, safe in the knowledge that effective action will be taken as appropriate. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred and co-ordinated in line with KCSIE 2022. This means that they should consider, at all times, what is in the best interests of the child.

No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

PURPOSE OF THIS POLICY

To ensure that all members of the school community:

- Are aware of their responsibilities in relation to child protection and receive regular training to support this.
- Are aware of the systems and policies in place to support safeguarding, including this policy, the behaviour policy, the staff code of conduct, any child missing from education and the role of the designated lead.
- Know the procedures that should be followed if they have a cause for concern
- Know the processes for local early help and their role in it.
- Know where to go to find additional information regarding safeguarding
- Are aware of the key indicators relating to child abuse and all staff know what to do if a child tells them he/she is being abused or exploited.

- Are able to reassure victims that they are being taken seriously and that they will be supported and kept safe.
- Are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. This should not prevent staff from having a professional curiosity and speaking to the Designated Safeguarding Lead (DSL) if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.
- Fully support the school's commitment to safeguarding and child protection
- To ensure that wherever possible Safeguarding is proactive and not reactive

1 PRINCIPLES

1.1 Section 175 of the Education Act 2002 gives maintained schools a statutory duty to promote and safeguard the welfare of children, and have due regard to guidance issued by the Secretary of State. This policy is written in conjunction with "Keeping children safe in Education September 2024", Education and Inspection Act 2006, Working Together to Safeguard Children 2023 and the Children and Families Act 2014.

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as:

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

1.2 Gawber School recognises its legal and moral duty to promote the well-being of children, and protect them from harm, and respond to child abuse.

1.3 We believe that every child regardless of age has at all times and in all situations has a right to feel safe and protected from any situation or practice that results in a child being physically or psychologically harmed. We have a duty to ensure that every child has a voice and that their perspective, opinions and feelings are listened to and recorded. We can reassure victims that they are being taken seriously and that they will be supported and kept safe. We know that a victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

1.4 We agree that we have a primary responsibility for the care, welfare and safety of the pupils in our charge, and we will carry out this duty through our teaching and learning, extracurricular activities, pastoral care and extended school activities. In order to achieve this, all members of staff (including volunteers and governors) at Gawber, in whatever capacity, will at all times act proactively in child welfare matters especially where there is a possibility that a child may be at risk of significant harm.

1.5 Gawber School seeks to adopt an open and accepting attitude towards children as part of their responsibility for pastoral care. Our aim is that parents and children will feel free to talk about any concerns and will see their school as a safe place if there are any difficulties at home.

1.6 Children's worries and fears will be taken seriously if they seek help from a member of staff. The voice of the child will be sought and recorded should they be of an age they are able to converse their concerns, issues and opinions and describe their feelings to add context and importance to the impact of the concern directly on their perspective of the situation. Our children should recognise when they are at risk and how and where to get help when they need it. However, staff cannot promise secrecy if concerns are such that referral must be made to the appropriate agencies in order to safeguard the child's welfare.

1.7 In our schools, if we have suspicions that a child's physical, sexual or emotional well-being is being, or is likely to be, harmed, or that they are being neglected, we will take appropriate action in accordance with the procedures issued by Barnsley Safeguarding Children Partnership.

We know that children may not find it easy to tell staff about their abuse verbally and we know that children can show signs or act in ways that they hope adults will notice and react to. There may also be cases where it is not a direct report, but communicated via a friend or an overheard conversation. If our staff have any concerns they know to act immediately rather than wait to be told.

1.8 As a consequence, we: Assert that teachers and other members of staff (including supply staff and volunteers) in the school are an integral part of the child safeguarding process.

- Accept totally that safeguarding children is an appropriate function for all members of staff in the school, and wholly compatible with their primary pedagogic responsibilities.
- Recognise that safeguarding children in this school is a responsibility for all staff, including supply staff volunteers, and the Governing body.
- Will ensure through training and supervision that all staff ,supply staff and volunteers in the school are alert to the possibility that a child is at risk of suffering harm, and know how to report concerns or suspicions.
- Will designate a senior member of staff with knowledge and skills in recognising and acting on child protection concerns. He or she will act as a source of expertise and advice, and is responsible for co-ordinating action within the school and liaising with other agencies.
- Ensure (through the designated member of staff) that staff with designated responsibility for child protection will receive appropriate training to the minimum standard set out by the Barnsley Safeguarding Children Board (BSCB).
- Will share our concerns with others who need to know, and assist in any referral process.
- Will ensure that all members of staff and volunteers who have a suspicion that a child may be suffering, or may be at risk of suffering significant harm, refer such concerns to the Designated member of staff, who will refer on to Children's Social Care in accordance with the procedures issued by Barnsley Safeguarding Children Board.
- Safeguard the welfare of children whilst in the school, through positive measures to address bullying, especially where this is aggravated by sexual or racial factors, disability or special educational needs, cyber bullying or Internet technologies.
- Will ensure that all staff are aware of the child protection procedures established by Barnsley Safeguarding Children Board and, where appropriate, the Local Authority, and act on any guidance or advice given by them.
- Will ensure through our recruitment and selection of volunteers and paid employees that all people who work in our school are suitable to work with children.
- Will act swiftly and make appropriate referrals where an allegation is made that a member of staff has committed an offence against a child, harmed a child, or acted in a way that calls into question their suitability for working with children. All school staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through teenage years. In the first instance, staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment. When considering Early Help this will be done reflecting the duties of the 'Working Together to Safeguard Children' guidance 2023

2 DESIGNATED MEMBER OF STAFF

2.1 The designated senior member of staff (designated person) for safeguarding protection in this school is: **Dawn Bradshaw** (Head teacher)

2.2 In their absence, these matters will be dealt with by: **Rachel Knox** (Deputy Head teacher)

- 2.3 The designated person is key to ensuring that proper procedures and policies are in place and are followed with regard to child safeguarding issues. They will also act as a dedicated resource available for other staff, volunteers and governors to draw upon.
- 2.4 The school recognises that:
- The designated person need not be a teacher but must have the status and authority within the school management structure to carry out the duties of the post – they must therefore be a senior member of staff in the school.
 - All members of staff (including supply staff and volunteers) must be made aware of who this person is and what their role is.
 - The designated person will act as a source of advice and coordinate action within the school over child protection cases.
 - The designated person will need to liaise with other agencies and build good working relationships with colleagues from these agencies.
 - They should possess skills in recognising and dealing with child welfare concerns.
 - Appropriate training and support should be given.
 - The designated person is the first person to whom members of staff report concerns.
 - The designated person is not responsible for dealing with allegations made against members of staff. The headteacher is responsible for any allegations made against members of staff, unless the allegation is about them and then it should be referred to the Chair of Governors.
- 2.5 To be effective they will:
- Act as a source of advice, support and expertise within the school and be responsible for coordinating action regarding referrals by liaising with Children’s Social Care and other relevant agencies over suspicions that a child may be suffering harm.
 - Awareness that schools and colleges have a pivotal role to play in multi-agency safeguarding arrangements and the importance of understanding their role in the safeguarding partner arrangements. Information about the Barnsley Safeguarding Partnership can be accessed here - <https://www.barnsley.gov.uk/services/children-families-and-education/safeguarding-families-in-barnsley/safeguarding-children-in-barnsley/barnsley-safeguarding-children-partnership/>
 - Cascade safeguarding advice and guidance issued by the Barnsley Safeguarding Children Board.
 - Where they have concerns that a referral has not been dealt with in accordance with the child protection procedures, ask the Head of Safeguarding to investigate further.
 - Ensure each member of staff and volunteers at the school, and regular visitors (such as Education Welfare Officers, trainee teachers and supply teachers) are aware of and can access readily, this policy. Our school has a robust visitors signing in and out procedure.
 - Liaise with the Head teacher to inform her of any issues and ongoing investigations and ensure there is always cover for the role.
 - Ensure that this policy is updated and reviewed annually and work with the designated governor for child protection regarding this.
 - Be able to keep detailed accurate secure written records of referrals/concerns, and ensure that these are held in a secure place- logged on our monitoring system CPOMS.
 - Ensure parents are aware of the child protection policy in order to alert them to the fact that the school may need to make referrals. Raising parents’ awareness may avoid later conflict if the school does have to take appropriate action to safeguard a child.
 - Where children leave the school roll, ensure any child protection file is transferred to the new school as soon as possible but certainly within the 15 day national requirement, separately from the main file, and addressed to the designated person for child protection.
 - Where a child leaves and the new school is not known, ensure that the local authority is alerted so that the child’s name can be included on the database for missing pupils.
 - The designated person also has an important role in ensuring all staff and volunteers receive appropriate training

They should:

- Attend training in how to identify abuse and know when it is appropriate to refer a case
- Have a working knowledge of how Barnsley Safeguarding Children Board operates and the conduct of a child protection case conference and be able to attend and contribute to these when required.
- Attend any relevant or refresher training courses and then ensure that any new or key messages are passed to other staff, volunteers and governors.
- Make themselves (and any deputies) known to all staff, volunteers and governors (including new starters and supply teachers) and ensure those members of staff have had training in child protection. This should be relevant to their needs to enable them to identify and report any concerns to the designated teacher immediately.

3 DESIGNATED GOVERNOR

The Designated Governor for Safeguarding at this school is: **Mrs Emma Casimir**

- 3.1 Where appropriate, the Governors will ensure that sufficient resources are made available to enable the necessary tasks to be carried out properly under inter-agency procedures.

Governing bodies and proprietors should ensure that all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction.

Governing bodies and proprietors should be aware of their obligations under the [Human Rights Act 1998](#), the [Equality Act 2010](#), (including the [Public Sector Equality Duty](#)), this link should be [Public Sector Equality Duty | Equality and Human Rights Commission \(equalityhumanrights.com\)](#) and their local multi-agency safeguarding arrangements

- 3.2 The Governors will ensure that the designated member of staff for Safeguarding is given sufficient time to carry out his or her duties, including accessing training.

- 3.3 The Governors will review safeguarding practices in the school on a regular basis, and no less than annually, to ensure that:

- The school is carrying out its duties to safeguard the welfare of children at the school.
- Hold a termly monitoring meeting with designated safeguarding lead with an agreed focus.
- Members of staff and volunteers are aware of current practices in this matter, and that staff receive training where appropriate.
- Child protection is integrated with induction procedures for all new members of staff and volunteers
- The school follows the procedures agreed by Barnsley Safeguarding Children Board, and any supplementary guidance issued by the Local Authority.
- Only persons suitable to work with children shall be employed in the school, or work here in a voluntary capacity.
- Where safeguarding concerns about a member of staff are raised, take appropriate action in line with BSCB Allegations against Staff Procedures and BMBC Disciplinary Procedures.

4 DESIGNATED MEMBER OF STAFF FOR LOOKED AFTER CHILDREN

- 4.1 The designated senior member of staff (designated person) for Looked after Children in this school is: **Dawn Bradshaw** (Head teacher).

4.2 Governing bodies of maintained schools and proprietors of academies must appoint a designated teacher and should work with local authorities to promote the educational achievement of registered pupils who are looked after. On commencement of sections 4 to 6 of the Children and Social Work Act 2017, designated teachers will also have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales. The designated teacher must have appropriate training and the relevant qualifications and experience.

Statutory guidance contains further information on the roles and responsibilities of the designated teacher.

<https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children>

4.3 Virtual school heads

Virtual school heads manage pupil premium plus for looked after children; they receive this funding based on the latest published number of children looked after by the local authority. In maintained schools and academies, the designated teacher should work with the virtual school head to discuss how funding can be best used to support the progress of looked after children in the school and meet the needs identified in the child's personal education plan. The designated teacher should also work with the virtual school head to promote the educational achievement of previously looked after children.

As with designated teachers, on commencement of sections 4 to 6 of the Children and Social Work Act 2017 virtual school heads will have responsibilities towards children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England or Wales. Their primary role for this group will be the provision of information and advice to relevant parties.

Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence, deliberately missing education or unexplainable and/or persistent absences from education (where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

5 RECRUITMENT

5.1 In order to ensure that children are protected whilst at this school, we will ensure that our staff and volunteers are carefully selected, screened, trained and supervised.

5.2 We accept that it is our responsibility to follow the guidance set out in "Safeguarding Children and Safer Recruitment in Education 2024", in particular we will ensure that the following checks are satisfactorily completed before a person takes up a position in the school:

- Identity checks to establish that applicants are who they claim to be.
- Academic qualifications, to ensure that qualifications are genuine.
- Professional and character references prior to offering employment.
- Satisfy conditions as to health and physical capacity.
- Previous employment history will be examined and any gaps accounted for
- Disqualification by Association (DBS) checks
 - e.g., through birth certificate, passport, new style driving licence, etc
- Section 128 Prohibition / Sanction Information disclosures / Barred List Checks where applicable (Teachers, HLTA, Management, Trustees, Governors, SLT) using the [TRA's Employer Access service](#).
- Further Identity checks for those individuals who have lived and worked outside of the UK including proof of EU Settlement

5.3

- We will notify shortlisted candidates that online searches may be conducted as part of pre-recruitment checks.
- Copies of documents used to verify the successful candidate's identity, right to work and required qualifications will be kept on their personnel file.

6 VOLUNTEERS

6.1 We understand that some people otherwise unsuitable for working with children may use volunteering to gain access to children; for this reason, any volunteers in the school, in whatever capacity, will be recruited in line with BMBC Recruitment Policy.

6.2 'Working with Volunteers' policy is in place and WWV1 forms are used for all volunteers working within school.

7 INDUCTION & TRAINING

- 7.1 All new members of staff will receive induction training, which will give an overview of the organisation and ensure they know its purpose, values, services and structure, as well as identifying and reporting abuse, and confidentiality issues.
- 7.2 All new staff to our schools (including volunteers) will receive child protection information (“What To Do If You Suspect A Child Is Being Abused”) and a copy of this policy on starting their work at the school. Staff will also be directed to “Keeping Children Safe in Education document September 2024”.
- 7.3 All staff will be expected to attend training on safeguarding children that will enable them to fulfil their responsibilities in respect of child protection effectively. The school will provide access to this training and new staff will also as part of their induction, complete the online safeguarding training. <https://www.barnsley.gov.uk/services/children-families-and-education/safeguarding-families-in-barnsley/safeguarding-children-in-barnsley/>
- 7.4 Staff will attend refresher training at least every three years, and the designated person every two years. All staff will receive safeguarding updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- 7.5 Staff visiting the school for short periods of time e.g. 1 day supply cover, will receive information in relation to designated safeguarding and expected procedures. This information should be pointed out to visitors/supply staff on arrival.
- 7.6 All adults not employed by the school are strongly encouraged to attend safeguarding training. Attendance at school training will be open to parent helpers, volunteers, governors and any other parties that come in to contact with children on a regular basis. These staff will also be signposted to the online training available via the Barnsley Safeguarding Children Board website.
- 7.7 For staff who are unable to access face to face Safeguarding awareness training the school expects them to complete online training as above. All early career teachers (ECTs) and newly appointed staff are expected to have completed Safeguarding awareness training prior to commencing their employment.
- 7.8 All staff should be aware that safeguarding issues can manifest themselves via child on child abuse. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; upskirting (<https://www.gov.uk/government/news/upskirting-know-your-rights>), sexting and initiating/hazing type violence and rituals.
- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.2439_KG_NCA_Sexting_in_Schools_WEB_1_.PDF Staff should be clear as to the school’s policy and procedures with regards to child on child abuse
- 7.9 All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.
- 7.10 All Staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the following documents - <https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence> and <https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>
- 7.11 All staff will receive safeguarding and child protection training regarding the expectations, applicable roles and responsibilities in relations to filtering and monitoring.

8: TYPES OF ABUSE

In relation to children safeguarding and promoting their welfare is defined as:

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

Please see appendix 3 for more information about definitions, types and symptoms of abuse

9. DEALING WITH CONCERNS

9.1 Members of staff and volunteers are not required by the school to investigate suspicions; if somebody believes that a child may be suffering, or may be at risk of suffering significant harm, they must always refer such concerns in line with DFE and BSCB Procedures. A 'Cause for Concern' is an action, observation or discussion that makes you feel anxious or worried about the well-being or safety of a child.

If a child is in immediate danger or is at risk of harm, a referral should be made to children's social care and/or the police immediately

<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>. Anyone can make referral. Where referrals are not made by the designated safeguarding lead, the designated safeguarding lead should be informed as soon as possible that a referral has been made. Reporting child abuse to your local council directs staff to their local children's social care contact number.

In Foundation Stage any incidents/ allegations of abuse must be dealt with as outlined in the welfare requirements of EYFS.

9.2 To this end, volunteers and staff will follow the procedures below;

- All causes for concern must be recorded immediately on CPOMs. In the case of any technical problems, staff should record the information and share with DSLs as soon as possible.
- This must then be passed to the designated safeguarding lead or deputy immediately, who will decide on the appropriate actions, completing any follow up actions on CPOMS.
- A vulnerable pupils and family live file would be raised on CPOMS. This will include a summary of the incident(s) and any agreed follow up action and/or contact with external agencies.

Any further discussions, telephone calls or meetings in relation to the child must be recorded on CPOMS.

Records should include:

- A clear and comprehensive summary of the concern;
- Details of how the concern was followed up and resolved;
- A note of any action taken, decisions reached and the outcome.

Designated leaders and other appropriate adults will hold a meeting at least monthly to discuss and review all live and dormant case files. This provides the opportunity for designated leader to:

- Monitor that agreed actions have taken place
- Evaluate the impact of these actions
- Agree next steps

- Quality assure written records

Further meetings may be held should circumstances arise where more regular meetings are needed All further involvement and documentation must be stored in this file and nowhere else. Files will be stored in a secure place.

Staff are aware that Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the designated safeguarding lead (or deputy) will consider the context within which such incidents and/or behaviours occur to make assessments and share any such information with all parties involved. This will allow any Local Authority social care assessment and any other agencies to consider all the available evidence and enable a contextual approach to address such harm. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

<https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding>

9.3 If it is felt that a concerns are not dealt with appropriately by the designated lead it should be further raised with them, if at this point there are still concerns the LADO should be contacted – **01226 772400**

Procedure in case of designated teacher absence:
Contact other designated leads, if possible

Phone designated teacher and ask permission to access files

9.4 We will ensure that all members of staff and employees are familiar with the procedures for keeping a confidential written record of any incidents and with the requirements of Barnsley Safeguarding Children Board.

9.5 Where any member of staff fails to report their concerns, this may be dealt with as a disciplinary matter.

10 SAFEGUARDING IN SCHOOL

10.1 As well as ensuring that we address child protection concerns, we will also ensure that children who attend our school are kept safe from harm whilst they are in our charge.

10.2 To this end, this policy must be seen in light of the school's policies on:

- Personal, Social and Health Education policy and Sex and Relationships Education policy; child protection issues will be addressed through the curriculum as appropriate.
- Anti-Bullying policy; the school will also ensure that bullying is identified and dealt with so that any harm caused by other pupils can be minimised. We will pay particular attention to sexualized behaviour, behaviours or actions that promote extremism or bullying that is homophobic in nature, cyber bullying or where there appear to be links to domestic abuse in the family home.
- Recruitment and Selection policy and Code of conduct for staff.
- Attendance Policy
- Child on Child Sexual Violence and Harassment Policy
- Equality Policy
- Confidentiality Policy
- Behaviour Policy
- Health & Safety Policy
- Use of reasonable force or control to restrain pupils policy
- Allegations against members of staff policy
- Internet & E-safety policy
- Whistle Blowing policy
- Induction policy

- Data protection and GDPR policy
- Children Missing Education Policy

11 PHOTOGRAPHING CHILDREN

- 11.1 We understand that parents like to take photos of or video record their children in the school play, or at sports day, or school presentations. This is a normal part of family life, and we will not discourage parents from celebrating their child's successes.
- 11.2 However, if there are Health and Safety issues associated with this - i.e. the use of a flash when taking photos could distract or dazzle the child, and cause them to have an accident, we will encourage parents to use film or settings on their camera that do not require flash.
- 11.3 We will not allow others to photograph or film pupils during a school activity without the parent's permission.
- 11.4 We will not allow images of pupils to be used on school websites, publicity, or press releases, without express permission from the parent, and if we do obtain such permission, we will not identify individual children by name.
- 11.5 The school cannot however be held accountable for photographs or video footage taken by parents or members of the public at school functions.

12 CONFIDENTIALITY and INFORMATION SHARING (see separate policy for detail)

- 12.1 The school, and all members of staff at the school, will ensure that all data about pupils is handled in accordance with the requirement of the law, and any national and local guidance. Keeping Children Safe in Education (2024), states: 'Information sharing is vital in identifying and tackling all forms of abuse, neglect and exploitation and in promoting children's welfare, including their educational outcomes. Schools and colleges have clear powers to share, hold and use information for these purposes.' With paragraph 115 stating: 'As part of meeting a child's needs, it is important for governing bodies and proprietors to recognise the importance of information sharing between practitioners and local agencies. This should include ensuring arrangements are in place that set out clearly the processes and principles for sharing information within the school or college and with children's social care, the safeguarding partners, other organisations, agencies, and practitioners as required.'

12.2 Any member of staff who has access to sensitive information about a child or the child's family must take all reasonable steps to ensure that such information is only disclosed to those people who need to know. Relationships and associations that staff have in school and outside (including online), may have an implication for the safeguarding of children in the school. Where this is the case, staff must inform school.

12.3 Regardless of the duty of confidentiality, if any member of staff has reason to believe that a child may be suffering harm, or be at risk of harm, their duty is to forward this information without delay to the designated member of staff for child protection. The designated member will then contact relevant agencies. Should the child be at immediate risk or the risk is likely to escalate as a result of sharing concern, the parents will not be notified of a referral. In all other cases parents will be notified by an allocated member of staff.

12.4 Online safety – We are aware that as schools and colleges increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate online material. As such, we ensure appropriate filters and appropriate monitoring systems are in place to safeguard our children within school. Whilst filtering and monitoring are an important part of the online safety we also have a whole school approach to online safety. This policy makes reference to the use of mobile technology in the school.

<https://www.gov.uk/government/publications/teaching-online-safety-in-schools>

Additional information to support governing bodies and proprietors keep their children safe online (including when they are online at home) is provided in Appendix 4.

13 CONDUCT OF STAFF

- 13.1 The school has a duty to ensure that high standards of professional behaviour exist between staff and children, and that all members of staff are clear about what constitutes appropriate behaviour and professional boundaries.
- 13.2 At all times, members of staff are required to work in a professional way with children. All staff should be aware of the dangers inherent in:
- Working alone with a child
 - Physical interventions
 - Cultural and gender stereotyping
 - Dealing with sensitive information
 - Giving to and receiving gifts from children and parents
 - Contacting children through private telephones (including texting), e-mail, MSN, or social networking websites.
 - Disclosing personal details inappropriately
 - Meeting pupils outside school hours or school duties
- 13.3 If any member of staff has reasonable suspicion that a child is suffering harm, and fails to act in accordance with this policy and Barnsley Safeguarding Children Partnership procedures, we will view this as misconduct, and take appropriate action.
- 13.4 An agreed code of conduct in relation to safeguarding has been agreed and adopted by all adults working with children at Gawber Primary School. Any member of staff who does not adhere to the policy will be subject to disciplinary procedures.
- 13.5 An agreed Whistle Blowing policy in relation to safeguarding (appendix 1) to supplement the BMBC corporate policy has been agreed in order to support the school ethos where pupils and staff can talk freely about concerns knowing they will be listened to and appropriate action taken.
- 13.6 There are a range of mechanisms in place to ensure that pupils feel comfortable to express their concerns to adults for example:
- Through encouragement to discuss issues at school assemblies
 - Via the school council meetings
 - An open approach to discussing issues with staff
 - Senior mental health lead (Dawn Bradshaw)
 - Via the school council and ambassador meetings

14 PHYSICAL CONTACT AND RESTRAINT

- 14.1 Members of staff may have to make physical interventions with children. Members of staff will only do this in line with school policy. See The Use of Reasonable Force to control or restrain pupils policy.

15 ALLEGATIONS AGAINST MEMBERS OF STAFF (including supply staff, volunteers and contractors)

- 15.1 If anyone makes an allegation that any member of staff (including any supply staff volunteer or Governor) may have:
- Committed an offence against a child

- Placed a child at risk of significant harm
- Behaved in a way that calls into question their suitability to work with children

15.2 The allegation will be dealt with in accordance with national guidance and agreements, as implemented locally by BSCB. Whilst schools are not the employer of supply teachers, they should ensure allegations are dealt with properly. In no circumstances should a school or college decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome. Governing bodies and proprietors should discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.

15.3 The Head teacher, rather than the designated member of staff will handle such allegations, unless the allegation is against the head teacher, when the chair of governors will handle the school's response.

15.4 The Head teacher (or Chair of Governors) will collate basic information about the allegation, and report these without delay to the Local Authority Designated Officer (LADO). The LADO will discuss the concerns and offer advice and guidance on how the situation will be managed and if a strategy meeting will be required.

15.5 If the allegation is in relation to the Headteacher then follow guidance within the policy 'Allegations against members of staff and volunteers' and whistle blowing policy.

15.6 There must be procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned. This is a legal duty and failure to refer when the criteria are met is a criminal offence.

15.7 As part of the whole school approach to safeguarding, Gawber promotes an open and transparent culture in which all concerns about all adults working in or on behalf of the school (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately.

15.8 The term 'low-level' concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

It is crucial that all low-level concerns are shared responsibly with the right person and recorded and dealt with appropriately. Ensuring they are dealt with effectively should also protect those working in or on behalf of schools and colleges from becoming the subject of potential false low-level concerns or misunderstandings.

15.9 If any member of staff has social care involvement (on a personal level) they must report it to HR. The HR team will share this information with the Principal / Head of School.

16. ALLEGATIONS MADE BY A CHILD AGAINST A CHILD

16.1 If a child makes an allegation that another child may have:

- Committed an offence against a child
- Placed a child at risk of significant harm

The allegation will be dealt with in accordance with national guidance and agreements, as implemented locally by BSCB. Or in the case of a child in Foundation Stage the allegation will be dealt with in line with EYFS Statutory Welfare Requirements.

17 BEFORE AND AFTER SCHOOL ACTIVITIES

17.1 Where the Governing Body transfers control of use of school premises to bodies (such as sports clubs) to provide out of school hours activities, we will ensure that these bodies have appropriate safeguarding and child protection policies and procedures, and that there are arrangements in place to link with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the bodies.

17.2 We understand that we may receive an allegation relating to an incident that happened when an individual or organisation was using our school premises for the purposes of running activities for children (for example community groups, sports associations or service providers that run extra-curricular activities).

Should this occur we will adhere to our safeguarding policies and procedures, which include reporting the matter to the Local Authority Designated Officer (LADO), as with any other safeguarding allegation.

18 CONTRACTED SERVICES

18.1 Where the Governing Bodies contracts its services to outside providers, we will ensure that these providers have appropriate safeguarding and child protection policies and procedures, and that there are arrangements in place to link with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the provider.

19 ELECTIVE HOME EDUCATION

19.1 We would expect the parents' decision to home educate to be made with their child's best interests at the heart of the decision. However, we know that this is not the case for all, and home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs. The School will inform the LA of all deletions from their admission register when a child is taken off roll. We will also engage in coordinated meetings with parents / carers, the LA and other key professionals. Referrals to other agencies may be made if deemed appropriate. [DFE Guidance](#) sets out the roles of Local Authorities but our schools are also aware of the guidance.

20 PARENTS & CARERS

20.1 This policy will be available to download from the school website. Paper copies are available on request from the school office.

21. PROVISION TO HELP PUPILS STAY SAFE

21.1 Safeguarding permeates through all aspect of the wider school curriculum. Governing bodies and proprietors should ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum.

The following examples are not exhaustive but give a flavour for how safeguarding is promoted at Gawber.

- Through a more personalised PSHCE/RSHE programme that specifically meets the needs of our children, they learn to engage with others in a safe and mutually respectful way.
- Our robust anti-bullying policy is reinforced regularly. Pupils who have particular needs or difficulties in these areas are supported by a range of social and emotional support strategies and programmes, as well as receiving additional individual support from parents and staff.
- Initiatives such as School Council, Wellbeing Ambassadors, Reading Leaders reading buddies and Bikeability, along with highly effective work with other agencies ensure that children are well-placed to keep themselves and other children safe in their everyday lives.
- Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) has been compulsory since September 2020. Schools had flexibility to decide how they discharged their duties effectively within the first year of compulsory teaching and were encouraged to take a phased approach (if needed) when introducing these subjects. The statutory guidance can be found here: [Statutory guidance: relationships education relationships and sex education \(RSE\) and health education](#).

22. SEXUALLY INAPPROPRIATE BEHAVIOUR AND CHILD ON CHILD ABUSE

- 22.1 At Gawber we take sexually inappropriate behaviour and child on child abuse very seriously.
- We maintain an attitude of 'it could happen here'.
- All staff have received training on how to deal with inappropriate sexual behaviour.
- Downplaying certain behaviours is not acceptable as it leads to a culture of unacceptable behaviour.

All staff are aware of the need to challenge the inappropriate use of sexual language and behaviour.

Any incidents of sexually inappropriate behaviour and child on child abuse will be logged on our monitoring system (CPOMS) and monitored by the DSL and DDSL.

Parents and carers were be informed of the zero tolerance approach to sexually inappropriate behaviour and child on child abuse.

23. CHILDREN ABSENT FROM EDUCATION

- Absence and non-attendance in education, 'particularly on repeat occasions and/or for prolonged periods' can indicate potential safeguarding issues. We will work closely with the local authority children's services. Where school absence indicate safeguarding concerns, we will refer to guidance on school attendance: 'School Attendance (pupil registration) (England) Regulations 2024.'

24. ONLINE FILTERING AND MONITORING PROCESSES

- We understand the importance of providing induction safeguarding and child protection training to all staff members regarding expectations, applicable roles and responsibilities in relation to filtering and monitoring.
- The Designated Safeguarding Lead (DSL) will take primary responsibility for understanding the existing filtering and monitoring systems and processes.
- All the major internet providers are registered with the UK Safer Internet Centre including Schools Broadband and Netsweeper.
- The link below PDF link provides an explanation of Gawber School's Broadband filtering etc.
<https://d1xsi6mgo67kia.cloudfront.net/uploads/2020/09/Schools-Broadband-Appropriate-Filtering-Provider-Response-2024.pdf>
- The link below explains how our school's web filtering is tested:
<https://swgfl.org.uk/resources/filtering-and-monitoring/>

25. Alternative Provision

Gawber school recognises that when a pupil is accessing an alternative provision provider, it continues to be responsible for the safeguarding of that pupil and should be satisfied that the placement meets the pupil's needs.

26. IMPLEMENTATION, MONITORING, EVALUATION AND REVIEW

- 26.1 All adults in school will receive a copy of this policy and will be asked to sign to say that they have read and agree to follow its procedures. It will be discussed at least annually at staff meetings.
- 26.2 The effectiveness of the policy will be reviewed and evaluated the Governing Body annually in light of any specific incidents or changes to local/national guidance.
- 26.3 The designated governor for safeguarding will monitor one aspect of the school's work regularly and report back to the full governing body.

26.4 The Head teacher will report on safeguarding matters through the termly report and safeguarding will be a standing item on the agenda at each full governing body meeting.

26.5 Parents will be consulted via parents evenings, the web site and induction meetings.

Signed _____ (Head teacher)

Date _____

Signed _____ (Governor)

Date _____

Appendix 1

Safeguarding Children: Whistle Blowing

Staff must acknowledge their individual responsibility to bring matters of concern to the attention of the Head Teacher. Although this can be difficult this is particularly important where the welfare of children may be at risk. You may be the first to recognise that something is wrong but may not feel able to express your concerns out of a feeling that this would be disloyal to colleagues or you may fear harassment or victimisation. These feelings, however natural, must never result in a child or young person continuing to be unnecessarily at risk. Remember it is often the most vulnerable children or young person who are targeted. These children need someone like you to safeguard their welfare.

Don't think what if I'm wrong - think what if I'm right

Reasons for whistleblowing

- Each individual has a responsibility for raising concerns about unacceptable practice or behaviour
- To prevent the problem worsening or widening
- To protect or reduce risks to others
- To prevent becoming implicated yourself

What stops people from whistleblowing

- Starting a chain of events which spirals
- Disrupting the work or project
- Fear of getting it wrong
- Fear of repercussions or damaging careers
- Fear of not being believe

How to raise a concern

- You should voice your concerns, suspicions or uneasiness as soon as you feel you can. The earlier a concern is expressed the easier and sooner action can be taken.
- Try to pinpoint exactly what practice is concerning you and why
- Approach the Headteacher
- If your concern is about your immediate manager/Headteacher, or you feel you need to take it to someone outside the school, contact the Chair of Governors.
- Make sure you get a satisfactory response - don't let matters rest
- Put your concerns in writing, outlining the background and history, giving names, dates and places where you can.
- A member of staff is not expected to prove the truth of an allegation but you will need to demonstrate sufficient grounds for the concern.

What happens next?

- You should be given information on the nature and progress of any enquiries
- Your employer has a responsibility to protect you from harassment or victimisation
- No action will be taken against you if the concern proves to be unfounded and was raised in good faith.
- Malicious allegations may be considered as a disciplinary offence

Self-reporting

There may be occasions where a member of staff has a personal difficulty, perhaps a physical or mental health problem, which they know to be impinging on their professional competence. Staff have a responsibility to discuss such a situation with their line manager so professional and personal support can be offered. Whilst such reporting will remain confidential in most instances, this cannot be guaranteed where personal difficulties raise concerns about the welfare or safety of children

Further advice and support

It is recognised that whistle blowing can be difficult and stressful. Advice and support is available from your line manager, HR department and/or your professional or trade union.

"Absolutely without fail- challenge poor practice or performance. If you ignore or collude with poor practice it makes it harder to sound the alarm when things go wrong"

(Reproduced with acknowledgement to "Sounding the Alarm" – Barnardos)

Appendix 2

Safeguarding Issues affecting children.

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age-appropriate guides to support children 5-11-year olds https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/708114/ywp-5-11-eng.pdf

and 12-17 year olds <https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds>

They explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Children missing from education

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, risk of forced marriage or honour-based abuse. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school or college's unauthorised absence and children missing from education procedures.

Gawber operate first day absence calls - our attendance Officers will contact parent/carers on the first day of absence, using the emergency contacts (2 or more obtained) given on their annual contact form if they have not let the school know by letter or telephone as to why their child is not at school. This will be followed up and the parents / carers will be contacted each day until a valid reason has been given. This will include following up absences from FS1 on first day of absence (though as Nursery is non-statutory the absence will not be followed up with ATT letters). Should absence persist school and the EWO will engage with the parents, possibly through a home visit. (See specific Attendance policy)

At secondary level, if pupils leave site, parents and carers will be contacted to inform them their child has left site. If staff are unable to contact parents/carers they will discuss the situation with the deputy designated safeguarding leads to decide whether to report them missing with the police. If parents/carers cannot locate their child they should also be advised to report as missing.

Children with family members in prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/ or require accommodation:

Children with special educational needs and disabilities or health issues

Children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. Governing bodies and proprietors should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. See links below for advice from NSPCC regarding children with SEN and deaf/disabled children and young people

[NSPCC - Safeguarding children with special educational needs and disabilities \(SEND\)](#)
and [NSPCC - Safeguarding child protection/deaf and disabled children and young people](#)

Children who are lesbian, gay, bi, or trans (LGBT)

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff.

Appendix 3

Definitions, Types and Symptoms of Abuse

There are four main categories of abuse – physical injury, neglect, sexual abuse and emotional abuse. Included within the appendix are also other forms of abuse that may occur.

The list of symptoms given is not exhaustive or comprehensive but consists of frequently observed symptoms. It is important to remember that most abuse involves more than one main type, for example, sexual and emotional abuse may be recognised together. These symptoms, for example cuts and grazes, may also be accidental and not a sign of abuse.

Physical Abuse

A form of abuse which 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.

Symptoms:

Behaviour changes/wet bed/withdrawal/regression Finger marks
Frequent unexplained injuries Broken bones
Afraid of physical contact Cuts and grazes
Violent behaviour during role play Cigarette burns
Unwillingness to change clothes Cowering
Aggressive language and use of threats
Bruising in unusual areas
Changing explanation of injuries
Not wanting to go home with parent or carer

Abuse, neglect and exploitation

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); or
 - ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
-
- This includes where a child sees, hears or experiences the effects of domestic violence

Symptoms:

Lack of appropriate clothing
Dirty
Cold – complaining of
Body sores
Hunger – complaining of
Urine smells
Unkempt hair
No parental interest
Not wanting to communicate Behaviour problems
Attention seeking
Lack of respect

Often in trouble – police
Bullying
Use of bad language
Always out at all hours
Lack of confidence – low self-esteem
Stealing
Jealousy

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.

Symptoms:

Inappropriate behaviour – language
Withdrawn
Change of behaviour
Role play
Rejecting physical contact or demanding attention
Rocking
Physical evidence – marks, bruising
Knowledge
Pain going to toilet, strong urine
Stained underwear
Bruising/marks in genital area
Drawing – inappropriate knowledge
Relationships with other adults or children for example, being forward

Female Genital Mutilation

At Gawber we believe that all our pupils should be kept safe from harm. Female Genital Mutilation affects girls particularly from North African countries, including Egypt, Sudan, Somalia and Sierra Leone. Although our school has no/few children from these backgrounds and consider girls in our school safe from FGM, we will continue to review our policy annually.

Post-FGM Symptoms include:

- difficulty walking, sitting or standing
- spend longer than normal in the bathroom or toilet
- unusual behaviour after a lengthy absence
- reluctance to undergo normal medical examinations
- asking for help, but may not be explicit about the problem due to embarrassment or fear.

Longer Term problems include:

- difficulties urinating or incontinence
- frequent or chronic vaginal, pelvic or urinary infections
- menstrual problems
- kidney damage and possible failure
- cysts and abscesses
- pain when having sex
- infertility
- complications during pregnancy and childbirth
- emotional and mental health problems

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, though it alone.

Symptoms:

Crying

Rocking

Withdrawn - not wanting to socialise

Cringing

Bad behaviour

Aggression

Behaviour changes

Bribery by parent

Self infliction

Lack of confidence

Attention seeking

Isolation from peers – unable to communicate Clingy

Afraid of authoritative figures

Treating others as you have been treated

Picking up points through conversation with children

Other forms of abuse include:

•Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology. CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines, see page 85 for more information), forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.
- Child sexual exploitation (CSE) – CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

The above CCE indicators can also be indicators of CSE, as can:

- children who have older boyfriends or girlfriends; and
- children who suffer from sexually transmitted infections or become pregnant.

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

•**Child criminal exploitation: County lines** - County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”. Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children’s homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism¹⁰³ should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/626770/6_35_05_HO_Child_exploitation_FINAL_web_2_.pdf

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

•**Cyberbullying** – this can be via text messages or the internet (social media sites) and is usually prejudiced against particular groups. It can result in the intimidation of a person through the threat of violence or by isolating them either physically or on- line. <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

•**Domestic Abuse & Violence** – any incident or pattern of incidents of controlling, coercive, threatening behaviours, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members, regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

<https://www.gov.uk/guidance/domestic-violence-and-abuse#domestic-abuse-and-young-people>

<http://www.safelives.org.uk/knowledge-hub/spotlights/spotlight-3-young-people-and-domestic-abuse>

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/domestic-abuse/signs-symptoms-effects/>

<http://www.refuge.org.uk/get-help-now/support-for-women/what-about-my-children/>

• **Drugs** - this could relate to alcohol, tobacco, illegal drugs, medicines, new psychoactive substances (legal highs) and volatile substances. <https://www.gov.uk/government/publications/drugs-advice-for-schools>

• **Fabricated or induced illness** – there are 3 ways in which the carer of a child will fabricate or induce an illness in a child:-

1. Fabrication of signs and symptoms – fabricating a past medical history;
2. Fabrication of signs and symptoms and falsifying hospital charts and records, including letters and documents;
3. Induction of illness by a variety of means.

<https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced>

• **Faith Abuse** – this includes belief in concepts such as witchcraft and spirit possession, demons or the devil, acting through children or leading them astray (traditionally seen in some Christian beliefs), the evil eyes or djinns (traditionally known in some Islamic faith contexts) and dakini (in the Hindu context); ritual or multi murders where the killing of children is believed to bring supernatural benefits or the use of their body parts is believed to produce potent magical remedies; and use of belief in magic or witchcraft to create fear in children making them more compliant when they are being trafficked for domestic slavery or sexual exploitation.

<https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>

• **Forced Marriage** – a forced marriage is a marriage in which one or both spouses do not (or, in the case of some adults with learning or physical disabilities cannot) consent to the marriage and duress is involved.

<https://www.gov.uk/guidance/forced-marriage>

• **Gangs and Youth Violence** – “Street gangs” for whom crime and violence are a core part of their identity, although “delinquent peer groups” can also lead to increased antisocial behaviour and youth offending. Although some group gatherings can lead to increased antisocial behaviour, it should not be confused with the serious violence of a gang culture/activity. <https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence>

• **Private Fostering** – a private fostering arrangement is essentially one that is made privately (that is to say without the involvement of a local authority) for the care of a child under the age of 16 by someone other than a parent or close relative with the intention that it should last for 28 days or more.

<https://www.gov.uk/government/publications/children-act-1989-private-fostering>

• **Female Genital Mutilation (FGM)** – FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. This can range from a symbolic prick to the vagina to a fairly extensive removal and narrowing of the vagina opening and in the UK all forms are prevalent. It can be known as “female genital cutting” or “female circumcision” and some communities tend to use local names for referring to this practice including “sunna”.

FGM mandatory reporting duty for teachers

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all

professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: Mandatory reporting of female genital mutilation procedural information.

<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>

Under Section 5B(11)(a) of the Female Genital Mutilation Act 2003, “teacher” means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss any such case with the school or college’s designated safeguarding lead (or deputy) and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: FGM Fact Sheet.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_16_39_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf

• **Gender based violence/violence against women and girls (VAWG)** – refers to violence, physical, sexual or otherwise, stalking and harassment and female genital mutilation.

<https://www.gov.uk/government/policies/violence-against-women-and-girls>

• **Sexting** – “Sexting” is the exchange of self-generated sexually explicit images, through mobile picture messages or webcams over the internet. Young people may also call it cybersex or send a “nude” picture or selfie of themselves partially clothed. <https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

• **Teenage Relationship Abuse** – can be emotional, physical, sexual or financial abuse, where teenagers are isolated from their friends, being controlled with what they wear, checking up on them all the time, being forced to have sex, being forced to watch pornography against their will, forcing others to buy them things.

<https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

• **Trafficking** – “Trafficking of persons” shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. This could be the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/177033/DFE-00084-2011.pdf

• **Mental Health** – good or positive mental health is more than the absence or management of mental health problems; it is the foundation for wellbeing and effective functioning for wellbeing and effective functioning both for individuals and for their communities.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/508847/Mental_Health_and_Behaviour_-_advice_for_Schools_160316.pdf

Governing bodies and proprietors should ensure they have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems. All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

• **Honour Based Abuse** - So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators.

It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Actions

If staff have a concern regarding a child that might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach (see FGM Section). <https://educateagainsthate.com/>

• **Breast Ironing** - refers to the practice of massaging or pounding young girls' breasts with heated objects to suppress or reverse the growth of breasts. Breast ironing is often performed by mothers or female relatives of victims misguidedly wishing to protect their young relatives from rape, unwanted sexual advances, early sex, and pregnancies, all of which they fear would result from the appearance that a girl has reached the age of puberty

• **Preventing Radicalisation** - Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach.

Extremism is the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media and the internet) and

settings (such as the home).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a referral to the Prevent referral. The school's or college's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral.

The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism".¹⁰³ This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the Revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76 which are specifically concerned with schools (and also covers childcare). The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies.

<https://www.gov.uk/government/publications/prevent-duty-guidance>

•Child on child Abuse

Children can abuse other children. This is generally referred to as child on child abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

The Governing bodies ensure that there are:

- procedures to minimise the risk of child on child abuse;
- how allegations of child on child abuse will be recorded, investigated and dealt with;
- clear processes as to how victims, perpetrators and any other child affected by child on child abuse will be supported;
- a clear statement that abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up";
- recognition of the gendered nature of child on child abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all child on child abuse is unacceptable and will be taken seriously; and
- the different forms child on child abuse can take, such as:
 - sexual violence and sexual harassment.
- **Upskirting** – The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

<https://www.gov.uk/government/news/upsirting-know-your-rights>

- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;

- sexting (also known as youth produced sexual imagery):
- initiation/hazing type violence and rituals.

Sexual violence and sexual harassment between children in schools and colleges

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

Appendix 4: Online Safety

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- content: being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;
- contact: being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and
- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.

Education

Resources that could support schools and colleges include:

- Be Internet Legends developed by Parent Zone and Google is a free internet safety curriculum with PSHE accredited lesson plans and teaching resources for Key Stage 2 pupils
- Disrespectnobody is Home Office advice and includes resources on healthy relationships, including sexting and pornography
- Education for a connected world framework from the UK Council for Internet Safety supports the development of the curriculum and is of particular relevance to RSHE education and Computing. It is designed, however, to be usable across the curriculum and beyond (covering early years through to age 18) and to be central to a whole school or college approach to safeguarding and online safety.
- PSHE association provides guidance to schools on developing their PSHE curriculum
- Teaching online safety in school is departmental guidance outlining how schools can ensure their pupils understand how to stay safe and behave online as part of existing curriculum requirements
- Thinkuknow is the National Crime Agency/CEOPs education programme with age specific resources
- UK Safer Internet Centre developed guidance and resources that can help with the teaching of the online safety component of the Computing Curriculum.

Protecting children

Governing bodies and proprietors should be doing all that they reasonably can to limit children's exposure to the above risks from the school's or college's IT system. As part of this process, governing bodies and proprietors should ensure their school or college has appropriate filters and monitoring systems in place. Whilst considering their responsibility to safeguard and promote the welfare of children, and provide them with a safe environment in which to learn, governing bodies and proprietors should consider the age range of their pupils, the number of pupils, how often they access the IT system and the proportionality of costs vs risks.

The appropriateness of any filters and monitoring systems are a matter for individual schools and colleges and will be informed in part, by the risk assessment required by the Prevent Duty.

The UK Safer Internet Centre has published guidance as to what "appropriate" filtering and monitoring might look like: UK Safer Internet Centre: appropriate filtering and monitoring.

Guidance on e-security is available from the National Education Network. Support for schools is available via the: schools' buying strategy with specific advice on procurement here: [buying for schools](#).

Whilst filtering and monitoring is an important part of the online safety picture for schools and colleges to consider, it is only one part. Governors and proprietors should consider a whole school or college approach to online safety. This will include a clear policy on the use of mobile technology in the school or college. Many children have unlimited and unrestricted access to the internet via 3G, 4G and 5G in particular and the school and college should carefully consider how this is managed on their premises.

Whilst it is essential that governing bodies and proprietors ensure that appropriate filters and monitoring systems are in place, they should be careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

Reviewing online safety

Technology in this area evolves and changes rapidly. A free online safety self-review tool for schools can be found via the [360 safe](#) website. UKCIS has published [Online safety in schools and colleges: Questions for the governing board](#) to help responsible bodies assure themselves that their online safety arrangements are effective.

Education at home

Where children are being asked to learn online at home the department has provided advice to support schools and colleges do so safely: [safeguarding-in-schools-colleges-and-other-providers](#) and [safeguarding-and-remote-education](#)

Staff training

Governors and proprietors should ensure that, as part of the requirement for staff to undergo regularly updated safeguarding training and the requirement to ensure children are taught about safeguarding, including online safety, that online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach.