

ROTHWELL VICTORIA PRIMARY LEARNING PARTNERSHIP

Montsaye Community Learning Partnership

Safeguarding and Child Protection Policy November 2015

Every Child Matters

Enjoy and
Achieve

Make a
Positive
Contribution



Be Safe

Be Healthy

Achieve
Economic
Wellbeing

Rothwell Victoria Infant School



CARE SHARE
HELP SMILE



Montsaye Community
Learning Partnership



NORTHAMPTONSHIRE COUNTY COUNCIL
CHILDREN & YOUNG PEOPLE'S SERVICE

POLICY AND PROCEDURES ON SAFEGUARDING / CHILD PROTECTION FOR
SCHOOLS

(VERSION: August 19 2015)

Rothwell Junior School & Rothwell Victoria Infant School
Rothwell Victoria Primary Learning Partnership (RVPLP) Federation

This policy (pages 1- 20) is reviewed annually by the governing body, and was last reviewed and updated November 2015 by Safeguarding and Inclusion Committee and will be presented to the GB for adoption on 11 1 16 (updates highlighted in yellow)

Signature **(Chair of Governors)**

Print Name Ian Jelley Date:.....

Signature **(Executive Head Teacher)**

Print Name Lee Hurling Date:.....

Signature **(Designated Safeguarding Lead)**

Print Name Lisa Wilson Date:.....

| CONTENTS | Page |
|---|-------------|
| Named staff & initial contacts | 4 |
| 1 Introduction | 5 |
| 2 Safeguarding Commitment | 6 |
| 3 Roles and Responsibilities | |
| General | 7 |
| Governing Body | 7 |
| Executive Head Teacher | 8 |
| 4 Designated Safeguarding Lead | 9 |
| 5 Records, Monitoring and Transfer | 10 |
| 6 Support to pupils and School Staff | 10 |
| 7 Other Relevant Policies | 11 |
| 8 Recruitment and Selection of Staff | 12 |
| 9 Information Sharing | |
| 10 Staff Relationships with Pupils | |
| 11 Communications on Social Media | |
| 12 Children Missing from Education | |
| 13 Child Sexual Exploitation | |
| 14 Female Genital Mutilation | |
| 15 Preventing Radicalisation | |
| Useful links – Local and National | 13 & 14 |
| Appendix 1 – Definitions of abuse | 16 |
| Appendix 2 - Procedure to follow in cases of possible, alleged or suspected abuse | 17 |

Appendix 3 - Process for dealing with allegations against staff (including Executive Headteacher) and volunteers 20

Appendix 4 – Child Sexual Exploitation 22

Appendix 5 - Domestic Violence and Abuse 24

Appendix 6 - Female Genital Mutilation (FGM) 26

Appendix 7 - Forced Marriage (FM) 29

Appendix 8 – Substance Abuse Indicators 30

Appendix 9 - Preventing Radicalisation 32

Appendix 10 – Mental Health Issues 33

Appendix 11 – EYFS/School Policy: use of Cameras and Mobile Phones 34

Appendix 12 – School Disclosure and Observation forms 35

Appendix 13 – Safeguarding Structure & Job Descriptions TBA 36

Named staff and initial contacts

Designated Safeguarding Lead: Lisa Wilson Family Welfare Co-ordinator

Deputy Designated Safeguarding Lead/s Lee Hurling Executive Head Teacher, Bridget Leder Deputy Head Teacher, Caroline Tighe Deputy Head Teacher, Maria Barker Pupil Premium Teaching & Learning Lead, Liz Hughes Pupil Premium Teaching & Learning Lead.

Nominated Safeguarding Governors: Steve Hill & Ralph Beresford

Safeguarding, advice and training contacts:

Safeguarding Referrals must be made in one of the following ways:

- By telephone contact to the Multi-Agency Safeguarding Hub: **0300 126 1000**;
 - By e-mail to: MASH@northamptonshire.gcsx.gov.uk;
 - **By using the online referral form found at <http://www.northamptonshirescb.org.uk/more/borough-and-district-councils/how-to-make-an-online-referral/>**
 - In an emergency outside office hours, by contacting the Emergency Duty Team or the Police.
 - **If a child is in immediate danger at any time, left alone or missing, you should contact the police directly and/or an ambulance using 999.**
-

Multi-Agency Safeguarding Hub (M.A.S.H)

The Multi-Agency Safeguarding Hub (MASH) deals with referrals from professionals and members of the public who may have concerns about a child's welfare following contact with the helpline that is now also based in the Multi-Agency Safeguarding Hub. It makes the process of dealing with referrals quicker and more effective by improving the way county council: Children's social care, Northamptonshire Fire and Rescue Service (NFRS), Youth Offending Service (YOS) and education, work alongside other partner agency colleagues including Northamptonshire police, Northamptonshire health partners, National Probation Service, and the East Midlands Ambulance Service (EMAS) to share information.

**For referrals regarding adults in education: Designated Officers (formerly LADO)
01604 367677
LADOREferral@northamptonshire.gcsx.gov.uk**

1 Introduction

1.1 This policy outlines the Rothwell Victoria Primary Learning Partnership (RVPLP) approach to safeguarding and child protection. The commitment of the partnership to a safe and happy childhood is established. Roles, responsibilities and procedures are set out together with arrangements for managing allegations against staff. Guidance on recognising signs and symptoms of abuse, handling disclosures and reporting pro-formas are attached as appendices.

The RVPLP fully recognises the contribution it can make to protect children and support pupils in school. The pupils' welfare and safety is of paramount importance. The aim of the policy is to safeguard and promote our pupils' welfare, safety and health by fostering an honest, open, caring and supportive climate.

The RVPLP is clear that safeguarding is what we do for all children and Child Protection is what we do for children who have been harmed or at risk of being harmed

1.2 This policy is consistent with:

- the legal duty on schools to safeguard and promote the welfare of children, as described in section 175 of the Education Act 2002 [or section 157 of the Education Act 2002 for independent schools and academies]
- the statutory guidance "*Keeping Children Safe in Education – Statutory Guidance for Schools and Colleges*" – **July 2015**
- The government's ***Working Together to Safeguard Children March 2015*** which sets out statutory guidance for agencies
- The **Northamptonshire Safeguarding Children Board (NSCB) Procedures**, which contain procedures and guidance for safeguarding children.

1.3 There are four main elements to our Child Protection Policy:

- **Prevention** (e.g. positive, supportive school atmosphere, teaching and pastoral support to pupils, safer recruitment procedures);
- **Protection** (by following agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to Child Protection concerns);
- **Support** (to pupils and school staff and to children who may have been abused, or are potentially under threat of abuse);
- **Working with parents** (to ensure appropriate communications and actions are undertaken).

1.4 This policy applies to all staff, governors and visitors to the school. We recognise that child protection is the responsibility of **all** staff. We ensure that all parents and other working partners are aware of our child protection policy by highlighting it in our school prospectus and on our school website, displaying appropriate information in our reception and by raising awareness at meetings with parents.

1.5 **Extended School Activities**

Where the Governing Body provides services or activities directly under the supervision or management of school staff, the school's arrangements for child protection will apply. Where services or activities are provided separately by another body, the Governing Body will seek assurance in writing that the body concerned has appropriate policies and procedures in place to safeguard and protect children and that there are arrangements to liaise with the school on these matters where appropriate.

2 **Safeguarding Commitment**

2.1 The school adapts an open and accepting attitude towards children as part of its responsibility for pastoral care. All staff encourage children and parents to feel free to talk about any concerns and to see school as a safe place when there are difficulties. Children's fears and concerns will be taken seriously and children are encouraged to seek help from members of staff.

2.2 Our school will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk, and are always listened to;
- Ensure that children know that there are adults in the school whom they can approach if they are worried or are in difficulty;
- Include in the curriculum activities and opportunities for PSHE/Citizenship which equip children with the skills they need to stay safe from abuse (including online), and to know to whom they can turn for help;

- Provide opportunities to establish effective working relationships with parents and colleagues from other agencies;
- Operate safer recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children, including references, Criminal Record and prohibition from teaching checks.

2.3 Safeguarding in the Curriculum

The following areas are among those addressed in PSHE and in the wider curriculum in an age appropriate way:

Bullying/Cyberbullying

Diversity issues e.g. Forced Marriage, Female Genital Mutilation (FGM), Honour Based Violence (HBV)

Domestic violence / Relationships

Drug, alcohol and substance abuse

E Safety / Internet Safety

Extremism/Radicalisation

Fire and Water Safety

Protective Behaviours

Road Safety

Sexual Exploitation of Children (CSE)

Sexting

Stranger Awareness

Teenage Relationship Abuse

Other safeguarding issues as relevant.

3 Roles and Responsibilities

3.1 General

All adults working with or on behalf of children have a responsibility to safeguard and promote their welfare. This includes a responsibility to be alert to possible abuse and to record and report concerns without delay to staff identified with child protection responsibilities within the school.

The names of the Designated Safeguarding Leads for the current year are listed at the start of this document.

3.2 Governing Body

In accordance with the Statutory Guidance “*Keeping Children Safe in Education*” – July 2015, the Governing Body will ensure that:

- The school has a child protection/safeguarding policy, procedures and training in place which are effective and comply with the law at all times. The policy is made available publicly;

- The school operates safer recruitment practices, including appropriate use of references and checks on new staff and volunteers. Furthermore, the Executive Head Teacher, a nominated Governor and other staff involved in the recruitment process have undertaken appropriate Safer Recruitment training;
- There are clear procedures for dealing with allegations of abuse against members of staff and volunteers;
- There is a senior member of the school's leadership team who is designated to take lead responsibility for dealing with child protection (the "Designated Safeguarding Lead") and that there is always cover for this role;
- The Designated Safeguarding Lead undertakes local training (in addition to basic child protection training) and this is refreshed every two years;
- The Headteacher, and all other staff and volunteers who work with children, undertake appropriate training which is regularly updated (in compliance with the NSCB Learning and Development Strategy) and that new staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities. The Local Authority pocket guide, "Making Children Safer", the "Keeping Children Safe in Education - 2015 – Information for all School and College Staff" and the "Staff Code of Conduct" will be used as part of this induction;
- Any deficiencies or weaknesses brought to the attention of the Governing Body will be rectified without delay;
- The Chair of Governors (or, in the absence of a Chair, the Vice Chair) deals with any allegations of abuse made against the Executive Head Teacher, in liaison with the Designated Officer (formally LADO);
- Effective policies and procedures are in place and updated annually including a behaviour policy/"code of conduct" for staff and volunteers. Information is provided to the Local Authority (on behalf of the NSCB) through the Annual Section 11 Safeguarding Return;
- There are two members of the Governing Body who will champion issues to do with safeguarding children and child protection within the school, liaise with the Designated Safeguarding Lead, and provide information and reports to the Governing Body;
- The school contributes to inter-agency working in line with statutory guidance "Working Together to Safeguard Children" 2015 and Northamptonshire County Council's "Thresholds and Pathways Document" including providing a co-ordinated offer of early help for children who require this. Safeguarding arrangements take into account the procedures and practice of the local authority and the Local Safeguarding Children Board for Northamptonshire (NSCB).

3.3 Executive Head Teacher

The Executive Head Teacher of the school will ensure that:

- The policies and procedures adopted by the Governing Body are effectively implemented, and followed by all staff;
- Sufficient resources and time are allocated to enable the Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children;
- Allegations of abuse or concerns that a member of staff or adult working at school may pose a risk of harm to a child or young person are notified to the Designated Officer (formally LADO);
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively, confidentially and effectively in a timely manner;
- All staff are made aware that they have an individual responsibility to pass on safeguarding concerns and that if all else fails to report these directly to Children's Social Care Services or the Police.

3.4 Designated Safeguarding Lead and Deputy Designated Safeguarding Lead

The responsibilities of the Designated Safeguarding Lead are found in *Annex B* of "Keeping Children Safe in Education" March 2015 and include:

- Provision of information to the NSCB/Local Authority on safeguarding and child protection;
- Liaison with the Governing Body and the Local Authority on any deficiencies brought to the attention of the Governing Body and how these should be rectified without delay;
- Referral of cases of suspected abuse to Multi-Agency Safeguarding Hub (and/or Police where a crime may have been committed);
- Acting as a source of support, advice and expertise within the school;
- Attending and contributing to child protection conferences when required;
- Ensuring each member of staff has access to and understands the school's child protection policy especially new or part-time staff and lunch time staff who may work with different educational establishments;

- Ensuring all staff have induction training covering child protection and are able to recognise and report any concerns immediately they arise. Ensure all staff are given the guidance - the Local Authority pocket guide, “Making Children Safer”, the “Keeping Children Safe in Education” – July 2015 – Information for all School and College Staff” and the “Staff Code of Conduct”;
- Keeping detailed, accurate and secure written records of concerns and referrals;
- Obtaining access to resources and training for all staff and attend refresher training courses every two years;
- Where children leave the school, ensuring that their child protection file is copied and handed to the Designated Safeguarding Lead of the receiving school/setting and signed for in the new school/college as soon as possible. (Original records must be maintained securely by the school);
- Maintaining and monitoring child protection records, including monitoring and acting upon individual concerns, patterns of concerns or complaints, in accordance with section on “Records and Monitoring” below.

4 Records, Monitoring and Transfer

- 4.1 Well-kept records are essential to good child protection practice. All staff are clear about the need to record and report concerns about a child or children within the school. The Designated Safeguarding Lead is responsible for such records and for deciding at what point these records should be shared with, or copied and passed over to, other agencies.
- 4.2 Records relating to actual or alleged abuse or neglect are stored separately and securely from normal pupil or staff records. Normal records have markers to show that there is sensitive material stored elsewhere. This is to protect individuals from accidental access to sensitive material by those who do not need to know.
- 4.3 Child protection records are stored securely, with access confined to specific staff, e.g. the Designated Safeguarding Lead and the Executive Head Teacher.
- 4.4 Child protection records are reviewed regularly to check whether any action or updating is needed. This includes monitoring patterns of complaints or concerns about any individuals and ensuring these are acted upon.
- 4.5 When children transfer school copies of all their child protection records are also transferred. Safeguarding records will be transferred separately from other records and best practice is to pass these directly to a Designated Safeguarding Lead in the receiving school, with any necessary discussion or explanation and to obtain a signed and dated record of the transfer. In the event of a child moving out of area and a physical handover not being possible then the most secure method possible should be found to send copies of the confidential records to a named Designated Safeguarding Lead by registered post and original documents kept (until a child has reached 25 or 75

if the child is a looked after child). Files requested by other agencies e.g. Police, should be copied and shared as appropriate.

5 Support for Pupils and School staff

5.1 Support for pupils

Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and view the world in a positive way. For such children school may be one of the few stable, secure and predictable aspects of their lives. Other children may be vulnerable because, for instance, they have a disability, are in care, or are experiencing some form of neglect. We will actively seek to provide such children with the necessary support and to build their self-esteem and confidence.

5.2 This school recognises that children sometimes display abusive behaviour and that such incidents must be referred on for appropriate support and intervention.

5.3 Complaints or concerns raised by pupils will be taken seriously and followed up in accordance with the school's complaints process.

5.4 Support for Staff

As part of their duty to safeguard and promote the welfare of children and young people staff may hear information, either from the child/young person as part of a disclosure or from another adult that will be upsetting. Where a member of staff is distressed as a result of dealing with a child protection concern, he/she should in the first instance speak to the Designated Safeguarding Lead about the support he/she requires. The Designated Safeguarding Lead should seek to arrange the necessary support.

6 Working with Parents/Carers

The school will:

- Ensure that parents/carers have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus and on the school website;
- Undertake appropriate discussion with parents/carers prior to involvement of CYPS Specialist Services (Children's Social Care) or another agency, unless to do so would place the child at risk of harm or compromise an investigation.

7 Other Relevant Policies

7.1 The Governing Body's statutory responsibility for safeguarding the welfare of children goes beyond simply child protection. The duty is to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports a range of other policies, for instance:

- Behaviour and Anti Bullying including Cyberbullying and Racist Incidents
- DfE Guidance - “Use of Reasonable Force” and “Screening, Searching and Confiscation”
- Inclusion/Special Educational Needs
- Attendance and Punctuality
- Social Media Policy
- Photographic Images Policy
- Whistle Blowing
- Trips and Visits
- First Aid and the Administration of Medicines
- Asthma Policy
- Health and Safety
- Sex and Relationships Education
- EAL
- Equal Opportunities
- Toileting/Intimate care
- E-safety and Computing Acceptable Use
- Supporting Children with Medical Needs in School
- Staff Code of Conduct
- Acceptable Behaviour

The above list is not exhaustive but when undertaking development or planning of any kind the school needs to consider the implications for safeguarding and promoting the welfare of children.

8 Recruitment and Selection of Staff

- 8.1 The school’s safer recruitment processes are based on the Statutory Guidance: *“Keeping Children Safe in Education”* - **July 2015**. The school will provide all the relevant information in references for a member of staff about whom there have been concerns about child protection / inappropriate conduct. Cases in which an allegation has been proven to be unsubstantiated, false or malicious will not be included in employer references. A history of repeated concerns or allegations which have all been found to be unsubstantiated, malicious etc. will also not be included in a reference.
- 8.2 The school has an open safeguarding ethos regularly addressing safeguarding responsibilities during staff meetings and fostering an ongoing culture of vigilance. All new staff and volunteers receive a safeguarding induction and are briefed on the code of conduct for adults working with children. The Northamptonshire County Council Local Authority pocket guide, “Making Children Safer”, the “Keeping Children Safe in Education **July 2015** – Information for all school and college staff” and the “Staff Code of Conduct” are given to all staff and are the basis for the safeguarding induction.
- 8.3 On every interview panel for school staff at least one member (teacher/manager or governor) will have undertaken safer recruitment training either online on the DfE website or by attending other another appropriate local or national accredited training course.

9 Information Sharing

9.1 Our school recognises the importance of Information sharing and follows statutory guidance as set out in 'Information Sharing' – Advice for practitioners providing safeguarding services to children, young people, parents and carers – March 2015

10 Staff Relationships with Pupils

As already described all staff will be made aware of their position of trust and we will adhere to regulations relating to the sexual offences act 2003. This trust extends to use of social media

11 Communications on Social Media

We will comply with the Home Office and DFE guidance on use of social media and online activity by extremists to radicalise and recruit young people July 2015. We will take advice and use existing LSCB safeguarding and child protection procedures to refer if we have a concern We will make use of the national helpline 0207 3407264

12 Children Missing from Education

12.1 The school recognises the importance that all children are entitled to full time education which is suitable to their age, ability, aptitude and any special educational needs they may have.

12.2 The school recognises a child missing from education is a potential indicator of abuse or neglect.

12.3 The school will follow the details set out in the NSCB procedure 'Children Missing Education' to report and respond to incidences of children missing from school .We will also comply with the guidance in keeping Children Safe in Education 2015

12.4 We also ensure that additional risks are considered to those missing from education including those who may be potential victims of sexual exploitation, FGM, Forced Marriage or have potential safeguarding concerns due to travelling to conflict zones.

13 Child Sexual Exploitation

13.1 The school is committed to ensuring that all incidences of potential child sexual exploitation are reported and acted upon. The school follows the guidance and procedure set out in the NSCB CSE Toolkit.

<http://www.northamptonshirescb.org.uk/schools/cse-professionals/tackling-cse-toolkit-schools/>

14 Female Genital Mutilation

14.1 If staff have concerns they activate NSCB local procedures on responding and reporting FGM as found in the NSCB procedures manual.

14.2 When mandatory reporting commences in October 2015 these local procedures will remain when dealing with concerns regarding the potential for FGM to take place.

Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there is a statutory duty upon that individual to report it to the police. This failing to report such cases will face disciplinary sanctions. Further information can be found in Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015)

15 Preventing Radicalisation

15.1 Preventing Radicalisation is seen as part of the schools' wider safeguarding duties. The school supports the notion that it is possible to intervene and prevent vulnerable people becoming radicalised.

15.2 Staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral.

15.3 The school accepts its duty under the Prevent Duty Guidance for England and Wales which places requirements on the school under four themes: risk assessment, working in partnership, staff training and IT policies.

Useful Links

Local

Northamptonshire Safeguarding Children Board (NSCB):

Ground Floor

John Dryden House

8-10 The Lakes Northampton NN4 7YD

01604 364036

<http://www.northamptonshirescb.org.uk/worried-about-a-child/>

“Making Children Safer” – A Pocket Guide download at:

<http://www.northamptonshire.gov.uk/mcs>

Thresholds and Pathways document:

<http://www.northamptonshire.gov.uk/en/councilservices/children/protecting-children/Pages/northamptonshire-thresholds-and-pathways.aspx>

Early Help – Request for Services

Early Help Co-ordinator

www.northamptonshire.gov.uk/earlyhelp

Multi-agency referral form download at:

http://northamptonshirescb.proceduresonline.com/client_supplied/LSCBNForm_Ma_y2014

2003version.doc

e-mail multi-agency form to: MASH@northamptonshire.gcsx.gov.uk

Online Referral Form:

<http://www.northamptonshirescb.org.uk/more/borough-and-district-councils/how-to-make-an-online-referral/>

Directory of services for children with disabilities

<http://www.northamptonshire.gov.uk/en/councilservices/children/disabled-children/pages/default.aspx>

Education Inclusion Partnership New from September 2015 More details to follow
Safeguarding Adults access advice: Safeguarding Adults Team Northamptonshire
County Council John Dryden House, 8-10 The Lakes Northampton NN4 7YD
01604 362900 (Internal Ext 62900)
adultssafeguardingadmin@northamptonshire.gcsx.gov.uk (secure email) e-referral
form at:

<http://www.northamptonshire.gov.uk/en/councilservices/socialcare/adults/Pages/Safeguarding-Adults.aspx>

Complex Case Meetings and Locality Forums operate across Northamptonshire:

Complex Case Meetings

Meetings take place every two weeks in each district or borough – and more frequently if needed. The aim is to provide a responsive service to families and professionals. Schools can complete an online request form e-mailed to the appropriate address for your area, detailing the risks and issues and intended outcomes from a case discussion. Schools must have the family's consent for case discussion. If the concerns raised can be resolved without coming to a meeting, a CAF coordinator or Troubled Families coordinator will contact the schools to offer advice and to agree actions. If the outcome of a complex case meeting is a referral to a particular service, this will be made by the chair of the meeting.

Locality Forums

The county's Early Help Forums have been replaced by ten Locality Forums that will build on existing relationships between professionals. This will help us all to move to an early intervention response that addresses the needs of the local area and build a shared understanding of the profile and emerging priorities of each local area.

Joining up resources and developing solutions to address local needs will be a key role of the new Locality Forums, which will be made up of key local stakeholders including schools, children's centres, NCC education, GPs and school nurses.

National

National Society for Prevention of Cruelty to Children (NSPCC):

<http://www.nspcc.org.uk/>

0808 800 5000

Childline:

<http://www.childline.org.uk/Pages/Home.aspx>

0800 1111

Child Exploitation and Online Protection (CEOP):

<http://ceop.police.uk/>

0870 000 3344

APPENDIX 1

DEFINITIONS OF ABUSE

(from 'Keeping Children Safe in Education' July 2015)

What is Child Abuse?

“A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.”

Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent or carer fabricates the symptoms of or deliberately induces illness in a child.

Sexual Abuse

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 (e.g. rape or oral sex) or non-penetrative acts such as masturbation, rubbing or 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, or 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 commit sexual abuse, as can children.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born Neglect may involve a parent or carer failing to:

- provide adequate food and clothing, 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 takers); or
- ensure access to appropriate medical care or treatment.

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

Emotional Abuse

Emotional abuse is 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 children 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 the 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 may occur alone.

APPENDIX 2

PROCEDURE TO FOLLOW IN CASES OF POSSIBLE, ALLEGED OR SUSPECTED ABUSE, OR SERIOUS CAUSE FOR CONCERN ABOUT A CHILD

Contents

| | | |
|----------|---|--|
| A | General | |
| B | Individual Staff/Volunteers/Other Adults - main procedural steps | |
| C | Designated Safeguarding Lead – main procedural steps | |

A. General

- 1) The Local Safeguarding Children Board for Northamptonshire Procedures contains the inter-agency processes, protocols and expectations for safeguarding children. (Available on **NSCB** website www.northamptonshirescb.org.uk). The Designated Safeguarding Lead is expected to be familiar with these, particularly the referral processes and with NCC “Thresholds and Pathways”.
- 2) It is important that all parties act swiftly and avoid delays.
- 3) Any person may seek advice and guidance from the Multi-Agency Safeguarding Hub particularly if there is doubt about how to proceed (see contacts at the start of this policy document). Any adult, whatever their role, can take action in his/her own right to ensure that an allegation or concern is investigated and can report to the investigating agencies.
- 4) Written records, dated and signed, must be made to what has been alleged, noticed and reported, and kept securely and confidentially.
- 5) In many cases of concern there will be an expectation that there have already been positive steps taken to work with parents and relevant parties to help alleviate the concerns and effect an improvement for the child. This is appropriate where it is thought a child may be in need in some way, and require assessment to see whether additional support and services are required. An example might be where it is suspected a child may be the subject of neglect. In most cases the parents’ knowledge and consent to the referral are expected, unless there is reason for this not being in the child’s interest. However, there will be circumstances when informing the parent/carer of a referral that might put the child at risk and in individual cases advice from Children’s Social Care will need to be taken.

B. Individual Staff/Volunteers/Other Adults – main procedural steps

- 1) When a child makes a disclosure, or when concerns are received from other sources, do not investigate, ask leading questions, examine children, or promise confidentiality. Children making disclosures should be reassured and if possible at this stage should be informed what action will be taken next.

- 2) As soon as possible write a dated, timed and signed note of what has been disclosed or noticed, said or done and report to the Designated Safeguarding Lead in the school. See Appendix 5 for school observation and disclosure forms
- 3) If the concern involves the conduct of a member of staff or volunteer, a visitor, a governor, a trainee or another young person or child, the Executive Head Teacher must be informed. The Executive Head Teacher will contact the LADO to seek advice.
- 4) If the allegation is about the Executive Head Teacher, the information should normally be passed to the Chair of Governors or the Local Authority Allegations Manager (LADO). See contacts on Pages 3 and 4 of this policy.
- 5) If this has not already been done, inform the child (or other party who has raised the concern) what action you have taken.

C. Designated Safeguarding Lead – Main Procedural Steps

- 1) Begin a case file for pupils where there are concerns, with an overview chronology, which will hold a record of communications and actions. This must be stored securely (see Section on Records and Monitoring).
- 2) Where initial enquiries do not justify a referral to the investigating agencies inform the initiating adult and monitor the situation. If in doubt, seek advice from the Multi-Agency Safeguarding Hub: 0300 126 1000.
- 3) Share information confidentially ONLY with those who need to know.
- 4) Where there is a child protection concern requiring immediate, same day, intervention from Children's Social Care (Priority 1), the Multi-Agency Safeguarding Hub should be contacted immediately by phone. Written confirmation should follow within 24 hours on the NSCB Agency Referral Form. All other referrals should be made firstly through a telephone conversation with the Multi-Agency Safeguarding Hub and then by following up with the online form, where requested to do so. The Multi-Agency Safeguarding Hub is available for advice on the advice line number given in the contact details on page 3 of this document.
- 5) If it appears that urgent medical attention is required, arrange for the child to be taken to hospital (normally this means calling an ambulance) accompanied by a member of staff who must inform medical staff that non-accidental injury is suspected. Parents must be informed that the child has been taken to hospital.
- 6) Exceptional circumstances: If it is feared that the child might be at immediate risk on leaving school, take advice from the Multi-Agency Safeguarding Hub (for instance about difficulties if the school day has ended, or on whether to contact the police). Remain with the child until the Social Worker or Police take responsibility. If in these circumstances a parent arrives to collect the child, the member of staff has no right to withhold the child, unless there are current legal restrictions in force (e.g. a restraining order). If there are clear signs of physical risk or threat, the Multi-Agency Safeguarding Hub should be updated and the Police should be contacted immediately.

APPENDIX 3

PROCESS FOR DEALING WITH ALLEGATIONS AGAINST STAFF (INCLUDING EXECUTIVE HEAD TEACHERS) AND VOLUNTEERS (References to staff in this process include staff in schools, central services and volunteers).

These procedures should be followed in all cases in which there is an allegation or suspicion that a person working with children has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children.

Relevant documents:

- DfE “*Keeping Children Safe in Education: Statutory guidance for schools and colleges*” - July 2015 (part 4).
- NSCB procedures – Section 5.

A. Individual Staff/Volunteers/Other Adults who receive the allegation:

- 1) Write a dated and timed note of what has been disclosed or noticed, said or done.
- 2) Report immediately to the Executive Head Teacher.
- 3) Pass on the written record.
- 4) If the allegation concerns the conduct of the Executive Head Teacher, report immediately to the Chair of Governors. Pass on the written record. (If there is difficulty reporting to the Chair of Governors, contact the LADO as soon as possible or if unavailable contact the Multi-Agency Safeguarding Hub on the same day.)

B. Executive Head Teacher

- 1) If there is no written record, write a dated and timed note of what has been disclosed or noticed, said or done.
- 2) Before taking further action notify and seek advice from the Designated Officer (formally LADO), or if unavailable the Multi-Agency Safeguarding Hub on the same day.

- 3) You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation.
- 4) Report to the Multi-Agency Safeguarding Hub if the **Designated Officer (formally LADO)**, so advises or if circumstances require a referral.
- 5) Ongoing involvement in cases:
 - Liaison with the Designated Officer (formally LADO)
 - Co-operation with the investigating agency's enquiries as appropriate.
 - Consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.

C. Chair of Governors (only relevant in the case of an allegation against the Executive Head Teacher)

- 1) If there is no written record, write a dated and timed note of what has been disclosed or noticed, said or done.
- 2) Notify the **Designated Officer (formally LADO)** or if unavailable the Multi-Agency Safeguarding Hub on the same day.
- 3) You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation.
- 4) Report to the Multi-Agency Safeguarding Hub if the **Designated Officer (formally LADO)**, so advises or if circumstances require a referral.
- 5) Ongoing involvement in cases:
 - Liaison with the **Designated Officer (formally LADO)**
 - Co-operation with the investigating agency's enquiries as appropriate.
 - Consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.

APPENDIX 4 - Child Sexual Exploitation

Northamptonshire Safeguarding Children Board defines CSE as: "The sexual exploitation of children and young people is a form of child sexual abuse. Sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability"

The school is aware that pupils with the following vulnerabilities are more at risk of being sexually exploited:

- Children who have been excluded
- Children recorded as Missing Education
- Children with Special Educational Needs
- Children in Care of the Local Authority
- Poverty and deprivation
- Previous sexual, physical and/or emotional abuse
- Familial and community offending patterns
- Prevalence of undiagnosed mental health problems/ Family History of Mental Health Difficulties.
- Family History of Abuse or Neglect
- Family History of Domestic Abuse
- Family History of Substance Misuse
- Breakdown of Family Relationships
- Low Self-Esteem
- Children frequently missing from home

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Physical Signs include:

- Physical/unexplained injuries
- Substance misuse
- Self-harm/attempted suicide
- Chronic alcohol abuse
- Repeat miscarriage/pregnancy
- Rapid change in appearance
- Pelvic inflammatory disease and/or repeat STI/s/testing

Psychological Signs include:

- Sleep disorders/nightmares
- Self harm and/or overdose

- Eating disorder
- Disassociation Depression/anxiety
- Suicidal ideation Post-Traumatic Stress Disorder may trigger a psychotic episode

Behavioural warning signs:

- Non or low school attendance, or excluded due to behaviour
- Staying out overnight with no explanation
- Breakdown of residential placement due to behaviour
- Accepting money or gifts, including mobile phone credit, Drugs and alcohol
- Gang member or association town to town
- Offering to have sex for money or goods then running before sex takes place
- Receiving money or goods as reward for recruiting peers into CSE
- Disclosure of physical sexual assault and then refusing to make or withdrawing complaint
- Reports of being involved in CSE – through being seen in hotspots
- Child under 16 meeting different adults and exchanging/selling sexual activity
- Regularly coming home late or going missing
- Abduction or forced imprisonment
 - Being taken into pubs/clubs by adults and engaging in sexual activity
- Sexualised risk taking including on internet
- Association with unknown adults or other sexually exploited young people
- Reduced contact with family and friends/support networks
- Getting into cars with unknown adults or associating with known CSE perpetrators.

Further guidance can be found in the CSE toolkit resource on <http://www.northamptonshirescb.org.uk/schools/cse-professionals/tackling-cse-toolkit-schools/>

APPENDIX 5 - Domestic violence and abuse:

New definition taken from gov.uk (March 2015)

The cross-government definition of domestic violence and abuse is:

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

- A. psychological
- B. physical
- C. sexual
- D. financial
- E. emotional

Controlling behaviour

Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour

Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

This is not a legal definition.

Domestic violence indicators in children

It is important to note that children may respond to domestic violence in different ways, even children within the same family. Some children may be profoundly affected by witnessing domestic violence whereas others may appear to be relatively unaffected. It is therefore important to remember that the behaviour listed below may have other causes.

Children's coping strategies and reactions to domestic violence may also be similar to those for other forms of abuse. Learning to recognise domestic violence can therefore be useful in protecting children from all forms of abuse.

What signs should we be looking out for?

(From Reader to the Framework for the Assessment of Children in Need and their Families 2000)

0-5 years

- Violence to the mother during pregnancy may result in neurological and physical damage.
 - Physical and emotional neglect may result in basic needs for food and warmth not being met.
 - Under-stimulation and neglect may result in cognitive delay.
 - Witnessing unpredictable and frightening behaviour may result in symptoms similar to post traumatic stress disorder.
 - Parental unhappiness, tension, irritability or lack of commitment may lead to faulty attachments.
-

- Babies and toddlers have difficulty in communicating distress.

5 -9 years

- The risk of physical injury may lead to symptoms of extreme anxiety and fear. The child may be subject to abuse.
- School behaviour and academic attainment may be impaired.
- Children may blame themselves for parental behaviour. Self-blame may result in low self-esteem.
- Unplanned separations may cause distress and disrupt education and friendship patterns.
- Embarrassment and fear of unpredictable parental behaviour may result in curtailed friendships.
- Children may take on too much responsibility for self, parents and younger children.

10 -14 years and older

- Coping with puberty without support.
- Denying own needs and feelings.
- An increased risk of psychological problems, behavioural disorders, suicidal behaviours and offending.
- Low self-esteem.
- Poor school attainment due to difficulties in concentrating.
- Poor school attainment due to absence in order to protect parent or younger children.
- Unacceptable behaviour resulting in a pattern of school exclusion.
- Isolation caused by reluctance to disclose for fear of family disruption. Other related research indicates:
- Stress related illnesses
- Confused and torn loyalties
- Lack of trust
- Unnaturally good behaviour
- Taking on the parenting role
- Acceptance of abuse as normal

(Jaffe et al1991, Debbonaire, NCH1994)

Young people often fail to disclose abuse because:

- They are protecting the mother
- They are protecting the abusing parent
- They are fearful of the consequences of disclosure
- They fear they will not be taken seriously

APPENDIX 6 Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

A new screen tool to support identification is available on the NSCB website <http://northamptonshirescb.proceduresonline.com/clientsupplied/fgmscreening tool.docx>

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 types of procedure:

Type 1 Clitoridectomy - partial/total removal of clitoris

Type 2 Excision- partial/total removal of clitoris and labia minora

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out? Belief that:

- FGM brings status/respect to the girl - social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in most countries including the UK.

Circumstances and occurrences that may point to FGM happening are:

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leone, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems

- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges take action without delay and call the Contact Centre.

APPENDIX 7- Forced Marriage (FM)

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party. Always call the MASH team.

Forced Marriage indicators taken from:

The Right to Choose: Multi-agency statutory guidance for dealing with forced marriage (June 2014)

POTENTIAL WARNING SIGNS OR INDICATORS

These indicators are not intended to be an exhaustive list.

Education:

- Absence and persistent absence.
- Request for extended leave of absence and failure to return from visits to country of origin.
- Fear about forthcoming school holidays
- Surveillance by siblings or cousins at school.
- Decline in behaviour, engagement, performance or punctuality.
- Poor exam results.
- Being withdrawn from school by those with parental responsibility.
- Removal from a day centre of a person with a physical or learning disability
- Not allowed to attend extra-curricular activities
- Sudden announcement of engagement to a stranger
- Prevented from going on to further/higher education

HEALTH

- Self-harm/attempted suicide
- Eating disorders
- Depression/ Isolation
- Substance misuse
- Unwanted pregnancy
- Female Genital Mutilation

FAMILY HISTORY

- Siblings forced to marry
- Early marriage of siblings
- Self-harm or suicide of siblings
- Death of a parent
- Family disputes
- Running away from home

- Unreasonable restrictions e.g. kept at home by parents

POLICE

- Victim or other siblings within the family reported missing
- Reports of domestic abuse, harassment or breaches of the peace at the family home
- Female genital mutilation
- The victim reported for offences e.g. shoplifting or substance misuse
- Threats to kill and attempts to kill or harm
- Reports of other offences such as rape or kidnap
- Acid attacks

APPENDIX 8 - Substance Abuse Indicators

There are many reasons why adults take drugs or drink alcohol. If doing so has negative consequences then it may be regarded as misuse. Some people may be at greater risk than others, but anyone can have a problem with drugs or alcohol.

To be healthy and to develop normally, children must have their basic needs met. If a parent is more concerned with funding an addiction, or is under the influence of drugs or alcohol, it may reduce their ability to meet their children's needs.

A disorganised lifestyle is a frequent consequence of substance misuse. Parents may fail to shop, cook, wash, clean, pay bills, attend appointments etc. This can lead to an inadequate home environment for children.

Children need conversation and play to stimulate their mental development, but substance misuse may affect a parent's ability to engage with their child. It may also affect a parent's ability to control their emotions. Severe mood swings and angry outbursts may confuse and frighten a child, hindering healthy development and control of their own emotions. Such parents may even become dependent on their own child for support. This can put stress on a child and mean they miss out on the experiences of a normal childhood.

Other consequences of substance misuse -lost jobs, unsafe homes (littered with half empty bottles or discarded syringes), broken marriages, severed family ties and friendships, and disruption of efforts made by a local authority to help - are also likely to negatively affect a child.

There are several signs which may indicate that someone has a problem. Adults who misuse drugs or alcohol may:

- become confused or violent
- drink alone
- drink everyday
- get 'the shakes' when they have not had a drink
- miss work or social activities
- neglect their own health, appearance and homes
- not be able to stop their drug taking or drinking
- try to hide or deny their problem.

The signs that may indicate that a child is being neglected - perhaps as a result of their parent's drug or alcohol misuse - include:

- poor appearance
- delayed development
- a child who is caring for a parent.

APPENDIX 9 - Preventing Radicalisation

Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

Definition taken from Keeping Children Safe in Education-July 2015

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with managing 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. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral through the Designated Safeguarding Lead to the Channel Programme.

Across the whole school curriculum we work to ensure we actively promote life in Modern Britain and as a result have developed our own **British value statement TBA** (available on www.rothwelljunior.net and www.rothwellvictoriainfants.net) of how we ensure our children are aware of individual liberty, democracy, mutual respect and tolerance of those with different faiths and beliefs and finally rule of law.

Concerns about the views of a child expressed in school should be recorded on a cause for concern pink form and return to the Designated Safeguarding Lead. The DSL on receipt of concerns will contact the Northamptonshire MASH for advice and log concerns with the Preventing extremism in schools and children's services helpline

All staff will be asked to complete the online training available on the following site:
http://course.ncalt.com/Channel_General_Awareness/01/index.html

Further advice is available from Northants Police on 07557776276 & 07557776230 (PC Jason Farmer) and via email on prevent@northants.pnn.police.uk

Email counter.extremism@education.gov.uk Telephone
020 7340 7264

APPENDIX 10 Mental Health Issues

based on Mental health and behaviour in schools DfE guidance (March 2015)

Children who are mentally healthy have the ability to:

- develop psychologically, emotionally, intellectually and spiritually;
- initiate, develop and sustain mutually satisfying personal relationships;
- use and enjoy solitude;
- become aware of others and empathise with them;
- play and learn;
- develop a sense of right and wrong; and
- resolve (face) problems and setbacks and learn from them.

Class teachers see their pupils day in, day out. They know them well and are well placed to spot changes in behaviour that might indicate a problem. The balance between the risk and protective factors set out above is most likely to be disrupted when difficult events happen in pupils' lives.

These include:

- loss or separation - resulting from death, parental separation, divorce, hospitalisation, loss of friendships (especially in adolescence), family conflict or breakdown that results in the child having to live elsewhere, being taken into care or adopted;
- life changes - such as the birth of a sibling, moving house or changing schools or during transition from primary to secondary school, or secondary school to sixth form; and traumatic events such as abuse, domestic violence, bullying, violence, accidents, injuries or natural disaster.

Some children experience a range of emotional and behavioural problems that are outside the normal range for their age or gender. These children and young people could be described as experiencing mental health problems or disorders.

Mental health professionals have defined these as:

- emotional disorders, e.g. phobias, anxiety states and depression;
- conduct disorders, e.g. stealing, defiance, fire-setting, aggression and anti-social behaviour;
- hyperkinetic disorders e.g. disturbance of activity and attention;
- developmental disorders e.g. delay in acquiring certain skills such as speech, social ability or bladder control, primarily affecting children with autism and those with pervasive developmental disorders;
- attachment disorders, e.g. children who are markedly distressed or socially impaired as a result of an extremely abnormal pattern of attachment to parents or major care givers; and
- other mental health problems include eating disorders, habit disorders, post-traumatic stress syndromes; somatic disorders; and psychotic disorders e.g. schizophrenia and manic depressive disorder.

Many of these problems will be experienced as mild and transitory challenges for the child and their family, whereas others will have serious and longer lasting effects. When a problem

is particularly severe or persistent over time, or when a number of these difficulties are experienced at the same time, children are often described as having mental health disorders.

| | Risk factors | Protective factors |
|-------------------------|--|---|
| In the child | <ul style="list-style-type: none"> • Genetic influences • Low IQ and learning disabilities • Specific development delay or neuro-diversity • Communication difficulties • Difficult temperament • Physical illness • Academic failure • Low self-esteem | <ul style="list-style-type: none"> • Being female (in younger children) • Secure attachment experience • Outgoing temperament as an infant • Good communication skills, sociability • Being a planner and having a belief in control • Humour • Problem solving skills and a positive attitude • Experiences of success and achievement • Faith or spirituality • Capacity to reflect |
| In the family | <ul style="list-style-type: none"> • Overt parental conflict including Domestic Violence • Family breakdown (including where children are taken into care or adopted) • Inconsistent or unclear discipline • Hostile or rejecting relationships • Failure to adapt to a child's changing needs • Physical, sexual or emotional abuse • Parental psychiatric illness • Parental criminality, alcoholism or personality disorder • Death and loss – including loss of | <ul style="list-style-type: none"> • At least one good parent-child relationship (or one supportive adult) • Affection • Clear, consistent discipline • Support for education • Supportive long term relationship or the absence of severe discord |
| In the school | <ul style="list-style-type: none"> • Bullying • Discrimination • Breakdown in or lack of positive friendships • Deviant peer influences • Peer pressure • Poor pupil to teacher relationships | <ul style="list-style-type: none"> • Clear policies on behaviour and bullying • 'Open-door' policy for children to raise problems • A whole-school approach to promoting good mental health • Positive classroom management • A sense of belonging • Positive peer influences |
| In the community | <ul style="list-style-type: none"> • Socio-economic disadvantage <ul style="list-style-type: none"> • Homelessness • Disaster, accidents, war or other overwhelming events • Discrimination • Other significant life events | <ul style="list-style-type: none"> • Wider supportive network • Good housing • High standard of living • High morale school with positive policies for behaviour, attitudes and anti-bullying • Opportunities for valued social roles • Range of sport/leisure activities |

APPENDIX 11

School Policy for the use of Cameras and Mobile Phones (Photographic Images Policy)

To ensure the safety and welfare of the children in our care this policy outlines the protocol for the use of personal mobile phones, lap tops and cameras in the school.

- All staff must ensure that their mobile phones, personal cameras and recording devices are stored securely during working hours on school premises or when on outings. (This includes visitors, volunteers and students).
- Mobile phones must not be used in any teaching area in school or within toilet or changing areas.
- Only school equipment should be used to record classroom activities. Photos should be put on the school system as soon as possible and not sent to or kept on personal devices.
- During school outings nominated staff will have access to a school mobile which can be used for emergency or contact purposes.
- All telephone contact with parents or carers must be made on the school phone and a note kept. Personal mobile phones should not be used.
- Parents or carers are permitted to take photographs of their own children during a school production or event. The school protocol requires that photos of other people's children are not published on social networking sites such as Facebook.
- Staff and parents are advised against the misuse of network sites such as Facebook and Twitter to share confidential or potentially negative or abusive comments or information regarding the school, a member of staff, parent or child.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/271631/eyfs_statutory_framework_march_2012.pdf (until September 2014)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/299391/DFE-00337-2014.pdf (from September 2014)

APPENDIX 12

New form TBA

APPENDIX 13

Safeguarding structure & Job descriptions TBA

Designated Safeguarding Lead – Lisa Wilson

Deputy Designated Safeguarding Lead – Lee Hurling

Deputy Designated Safeguarding Lead – Caroline Tighe

Deputy Designated Safeguarding Lead – Bridget Leder

Deputy Designated Safeguarding Lead – Maria Barker

Deputy Designated Safeguarding Lead – Liz Hughes

Safeguarding Governor - Steve Hill

Safeguarding Governor – Ralph Beresford