



# **CHILD PROTECTION POLICY**

**Statutory**

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# Cams Hill School Child Protection Policy

## Policy Statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children.

We make every effort to provide a safe and welcoming environment underpinned by a culture of openness where both children and adults feel secure, able to talk and believe that they are being listened to.

We maintain an attitude of “it could happen here” where safeguarding is concerned.

The purpose of this policy is to provide staff, volunteers and governors with the framework they need in order to keep children safe and secure in our school and to inform parents and guardians how we will safeguard their children whilst they are in our care.

Specific guidance is available to staff within the procedure documents.

## Definitions

Within this document:

**Child Protection** is an aspect of safeguarding, but is focused on how we respond to children who have been significantly harmed or are at risk of significant harm.

The term **Staff** applies to all those working for or on behalf of the school, full-time or part-time, in either a paid or voluntary capacity.

**Child** refers to all young people who have not yet reached their 18<sup>th</sup> birthday. On the whole, this will apply to pupils of our school; however the policy will extend to visiting children and pupils from other establishments.

**Parent** refers to birth parents and other adults in a parenting role for example adoptive parents, step parents, guardians and foster carers.

**Abuse** could mean neglect, physical, emotional or sexual abuse or any combination of these. Parents, carers and other people can harm children either by direct acts and/or failure to provide proper care. Explanations of these are given within the procedure document.

**DSL/Deputy DSL (Designated Safeguarding Lead)** Throughout this document, the term DSL also includes the Deputy DSLs.

## Aims

- To provide staff with the framework to promote and safeguard the wellbeing of children and in so doing ensure they meet their statutory responsibilities;
- To ensure consistent good practice across the school;
- To demonstrate our commitment to protecting children.

## Principles and Values

- Children have a right to feel secure and cannot learn effectively unless they do so;
- All children regardless of age, gender, race, ability, sexuality, religion, culture or language have a right to be protected from harm;

- All staff have a key role in prevention of harm and an equal responsibility to act on any suspicion or disclosure that may indicate a child is at risk of harm in accordance with the guidance;
- We acknowledge that working in partnership with other agencies protects children and reduces risk and so we will engage in partnership working throughout the child protection process to safeguard children;
- Whilst the school will work openly with parents as far as possible, the school reserves the right to contact children's social care or the police, without notifying parents, if this is in the child's best interests.

### **Leadership and Management**

We recognise that staff anxiety around child protection can undermine good practice and so have established clear lines of accountability, training and advice to support the process and individual staff within that process.

In this school individuals are encouraged to contact the designated safeguarding lead (DSL) if they have concerns about a young person.

The DSL is Aly Potts and the deputy DSLs are Sara Brooker, Alaric Govan and Ian Hudson. There is a nominated governor who has responsibility for the school's safeguarding arrangements. Keeping Children Safe in Education 2016 requires that the Chair of Governors deals with allegations against the Headteacher.

### **Training**

All staff in our school are expected to be aware of the signs and symptoms of abuse and must be able to respond appropriately. Training is provided every two years with separate training for all new staff on appointment. The DSL and Deputy DSLs will attend training at least every two years to enable them to fulfil their role, as well as regular safeguarding and child protection updates as required which will occur at least annually. Any update in national or local guidance will be shared with all staff in briefings and then captured in the next whole-school training. This way, all staff will receive child protection updates at least annually. This policy will be updated during the year to reflect any changes brought about by new guidance.

### **Referral**

Following any concerns raised by staff, the DSL will assess the information and consider if significant harm has happened or there is a risk that it may happen. If the evidence suggests the threshold of significant harm, or risk of significant harm has been reached; or they are not clear if the threshold is met, then the DSL will contact children's social care. If the DSL is not available or there are immediate concerns, the staff member will refer directly to children's social care.

Generally the DSL will inform the parents prior to making a referral; however, there are situations where this may not be possible or appropriate.

**NB** *The exception to this process will be in those cases of known or suspected FGM where there is a mandatory requirement for the teacher to report directly to the police, although the DSL should also be made aware.*

### **Confidentiality**

- We maintain that all matters relating to child protection are to be treated as confidential and only shared as per the 'working together' guidance;
- Information will only be shared with agencies who we have a statutory duty to share with or individuals within the school who 'need to know';
- All staff are aware that they cannot promise a child to keep a disclosure confidential.

**As a school we will educate and encourage pupils to keep safe through:**

- The content of the curriculum;
- A school ethos which helps children to feel safe and able to talk freely about their concerns, believing that they will be listened to and valued.

### **Dealing With Allegations against Staff**

If a concern is raised about the practice or behaviour of a member of staff, this information will be recorded and passed to the Headteacher. The local authority designated officer (LADO) will be contacted and the relevant guidance will be followed.

If the allegation is against the headteacher, the person receiving the allegation will contact the LADO or Chair of Governors directly.

### **Dealing With Allegations against Pupils**

If a concern is raised that there is an allegation of a pupil abusing another pupil within the school, the 'dealing with allegations against pupils' guidance will be followed (**Appendix 6**).

### **Legal Context**

Section 175 (maintained schools) or section 157 (independent schools and academies) of the Education Act 2002.

Children Act 2004 & 1989

### **Guidance**

Hampshire safeguarding children board [protocols and guidance](#) and their [procedures Working together to safeguard children 2015](#)  
[Keeping children safe in education 2016](#)

### **Annual Review**

As a school, we review this policy at least annually in line with DfE, HSCB and HCC and other relevant statutory guidance.

## **Roles and Responsibilities within Cams Hill School**

### **Staff Responsibilities**

All staff have a key role to play in identifying concerns early and in providing help for children. To achieve this they will:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to;
- Ensure children know that there are adults in the school whom they can approach if they are worried about any problems;
- Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe;
- Attend training in order to be aware of and alert to the signs of abuse;

- Maintain an attitude of “it could happen here” with regards to safeguarding;
- Record their concerns if they are worried that a child is being abused and report these to the relevant person as soon as practical that day;
- If the disclosure is an allegation against a member of staff they will follow the allegations’ procedures (**Appendix 5**);
- Follow the procedures set out by the HSCB and take account of guidance issued by the DfE;
- Support pupils in line with their child protection plan;
- Treat information with confidentiality but never promising to “keep a secret”;
- Notify DSL of any child on a child protection plan who has unexplained absence;
- In the context of early help, staff will notify colleagues and/or parents of any concerns about their child(ren), and provide them with, or signpost them to, opportunities to change the situation;
- Liaise with other agencies that support pupils and provide early help;
- Ensure they know who the designated safeguarding lead (DSL) and deputy DSLs are and know how to contact them.

### **Senior Management Team Responsibilities**

- Contribute to inter-agency working in line with guidance (working together 2015, updated Feb 2017);
- Provide a co-ordinated offer of early help when additional needs of children are identified;
- Working with children’s social care, support their assessment and planning processes including the school's attendance at conference and core group meetings;
- Carry out tasks delegated by the governing body such as training of staff; safer recruitment; maintaining a single central register;
- Provide support and advice on all matters pertaining to safeguarding and child protection to all staff regardless of their position within the school;
- Treat any information shared by staff or pupils with respect and follow procedures;
- Ensure that allegations or concerns against staff are dealt with in accordance with guidance from Department for Education (DfE), Hampshire Safeguarding Children Board (HSCB) and Hampshire County Council (HCC);
- Ensure that, as part of their induction programme, new staff receive copies of the school’s Child Protection and Safeguarding Policies, a copy of the Code of Conduct and a copy of part one of Keeping Children Safe in Education;
- Ensure that all staff understand the role of the DSL and are aware of the school systems in place which support safeguarding.

### **Governing Body Responsibilities**

#### **To ensure that**

- The school has effective safeguarding policies and procedures including a child protection policy and a staff behaviour policy (Code of Conduct);
- HSCB is informed annually about the discharge of duties via the safeguarding audit;
- Recruitment, selection and induction follows safer recruitment practice;
- Allegations against staff are dealt with by the Headteacher and allegations against the Headteacher are dealt with by the chair of governors;
- A member of the senior staff team is designated as Designated Safeguarding Lead (DSL) and have this recorded in their job description;
- Staff have been trained appropriately and this is updated in line with guidance;
- Any safeguarding deficiencies or weaknesses are remedied without delay;
- The Child Protection Policy is updated at least annually and is available via the school’s website;
- The curriculum provides sufficient opportunities for pupils to learn about safeguarding, including e-safety;

- Appropriate filters and monitoring systems are in place to safeguard pupils against potentially harmful online material;
- Systems are in place that allow all staff to understand and discharge their responsibilities as set out in part one of Keeping Children Safe in Education.

**DSL responsibilities** *(to be read in conjunction with DSL role description in KCSiE 2016)*

**In this school, the DSL is Aly Potts (Assistant Headteacher)**

**The Deputy DSLs are Sara Brooker (Assistant Key Stage 3 Manager), Alaric Govan (Deputy Headteacher) and Ian Hudson (Assistant Headteacher)**

In addition to the role of staff and senior management team the DSL and Deputy DSLs will fulfil the role description set out in Annex B of Keeping children Safe in Education 2016.

## **Cams Hill School Child Protection Procedures**

### **Overview**

The following procedures apply to all staff working in the school and will be covered by training to enable staff to understand their roles and responsibilities.

The aim of our procedures is to provide a robust framework which enables staff to take appropriate action when they are worried a child is being abused.

The prime concern at all stages must be the interests and safety of the child. Where there is a conflict of interest between the child and an adult, the interests of the child must be paramount.

### **If a member of staff suspects abuse or they have a disclosure of abuse made to them they must:**

1. Make an initial record of the information;
2. Report it to the DSL immediately;
3. The DSL will consider if there is a requirement for immediate medical intervention; however, urgent medical attention should not be delayed if the DSL or Headteacher are not immediately available (see point 8 below);
4. Make an accurate record (which may be used in any subsequent court proceedings) as soon as possible and within 24 hours of the occurrence, of all that has happened, including details of:
  - Dates and times of their observations;
  - Dates and times of any discussions they were involved in;
  - Any injuries;
  - Explanations given by the child/adult;
  - What action was taken;
  - Any actual words or phrases used by the child.

The records must be signed and dated by the author, or / equivalent on electronic based records.

### **Following a report of concerns from a member of staff, the DSL must:**

1. Decide whether or not there are sufficient grounds for suspecting significant harm in which case a referral must be made to children's social care;
2. Normally the school should try to discuss any concerns about a child's welfare with the family and where possible to seek their agreement before making a referral to children's social care. However, in accordance with DfE guidance, this should only be done when it will not place the child at increased risk or could impact a police investigation. The child's views should also be taken into account.
3. If there are grounds to suspect a child is suffering, or is likely to suffer, significant harm they must contact children's social care via the children's reception team (CRT) on 01329 225379 and make a clear statement of:



- The known facts;
- Any suspicions or allegations;
- Whether or not there has been any contact with the child's family.

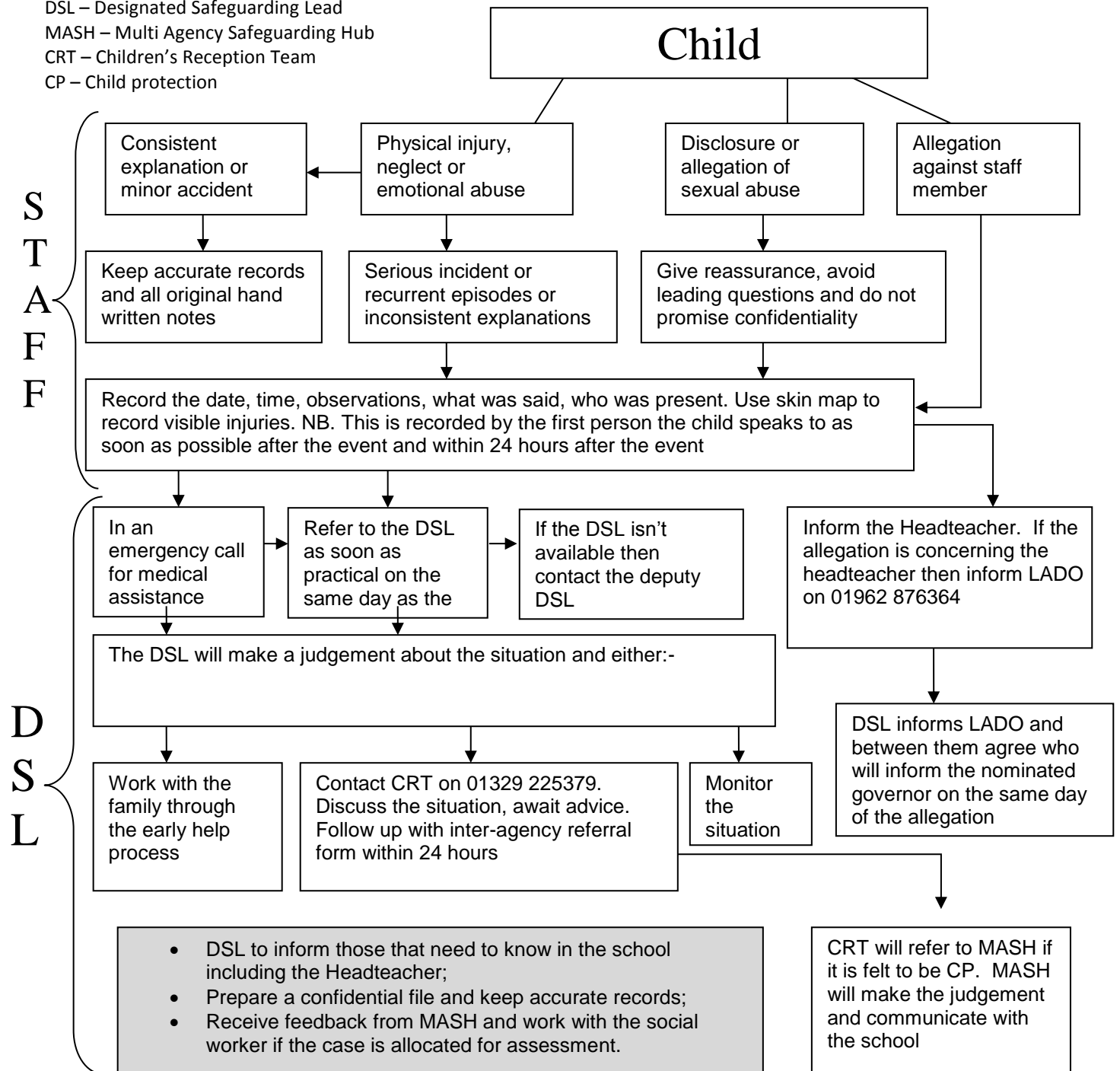
If the DSL feels unsure about whether a referral is necessary, they can phone Children's Reception Team (CRT) to discuss concerns;

4. If there is not a risk of significant harm, then the DSL will either actively monitor the situation or consider the early help process;
5. The DSL must confirm any referrals in writing to children's social care, within 24 hours, including the actions that have been taken;
6. If a child is in immediate danger and urgent protective action is required, the police should be called. The DSL should also notify children's social care of the occurrence and what action has been taken;
7. Where there are doubts or reservations about involving the child's family, the DSL should clarify with children's social care or the police whether the parents should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation;
8. When a pupil is in need of *urgent* medical attention and there is suspicion of abuse, the DSL or Headteacher should take the child to the accident and emergency unit at the nearest hospital, having first notified children's social care. The DSL should seek advice about what action children's social care will take and about informing the parents, remembering that parents should normally be informed that a child requires urgent hospital attention.

Appendix 1

Flowchart for Child Protection Procedures

DSL – Designated Safeguarding Lead  
 MASH – Multi Agency Safeguarding Hub  
 CRT – Children’s Reception Team  
 CP – Child protection



**APPENDIX 2**

**CHILD PROTECTION CONCERN FORM (Bright Orange)**

N.B. This form is CONFIDENTIAL - All Child Protection concerns must be reported on this form. All Child Protection concerns must be communicated to the Designated Safeguarding Lead at the earliest possible opportunity, and by the end of the same day at the latest. It is the responsibility of the person raising the concern to ensure that the DSL has actually received this form. If the DSL cannot be contacted, the Deputy DSLs should be contacted instead.

Child's Name: ..... Date of Birth: .....

Name and position of person completing form
Date of Incident/Concern
Incident/ Concern (Please give as much detail as possible ... use child's words)
<ul style="list-style-type: none"><li>• Who</li><li>• What</li> <li>• When</li><li>• Where</li> <li>• Witnesses</li><li>• Immediate action taken</li></ul>
Signature: ..... Date: .....

Please continue on a separate sheet if necessary

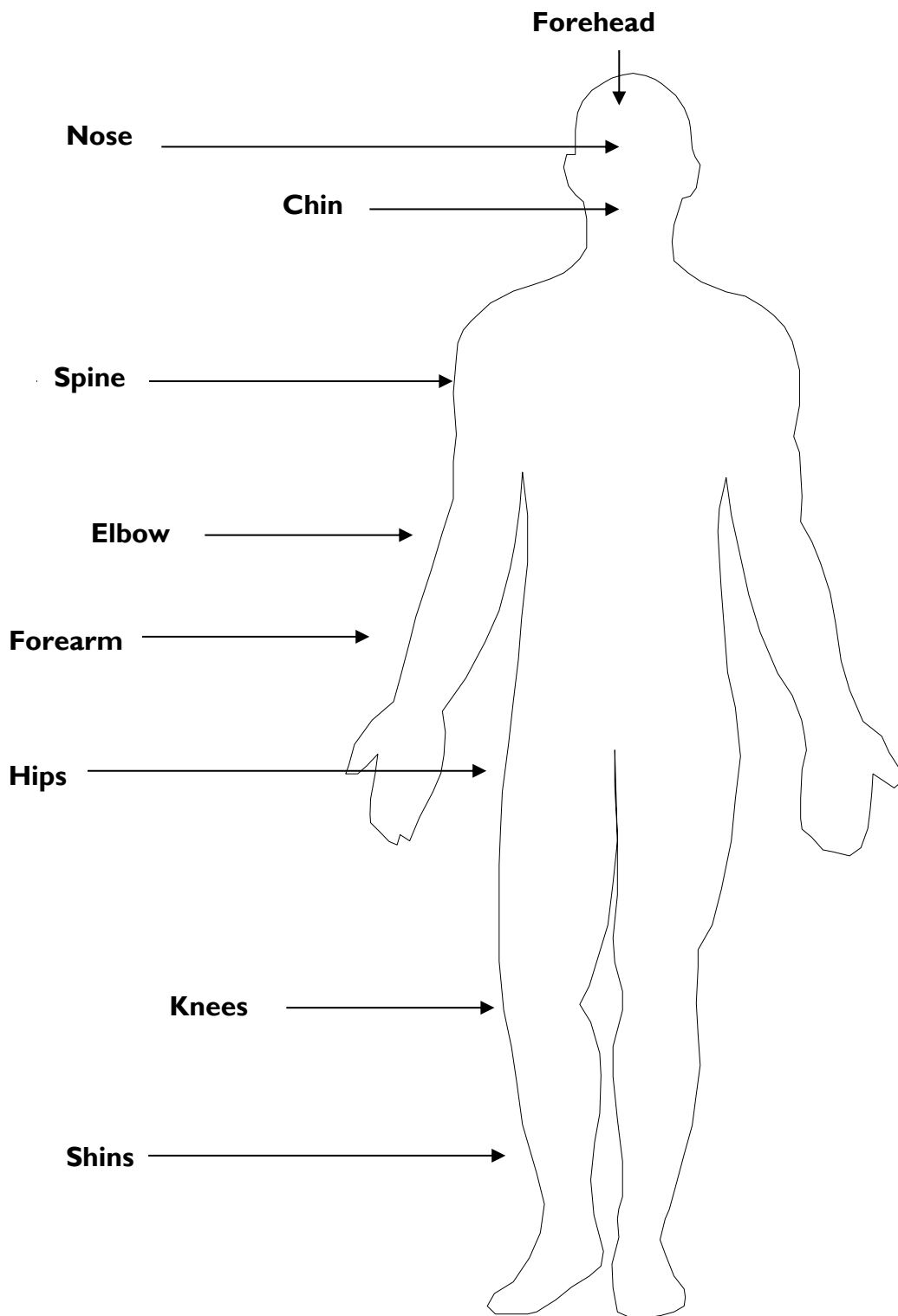
Date form completed and given to DSL: .....  
APS/SHB/IHN/AGN

Details of decision/ actions taken by DSL or deputy and reasons

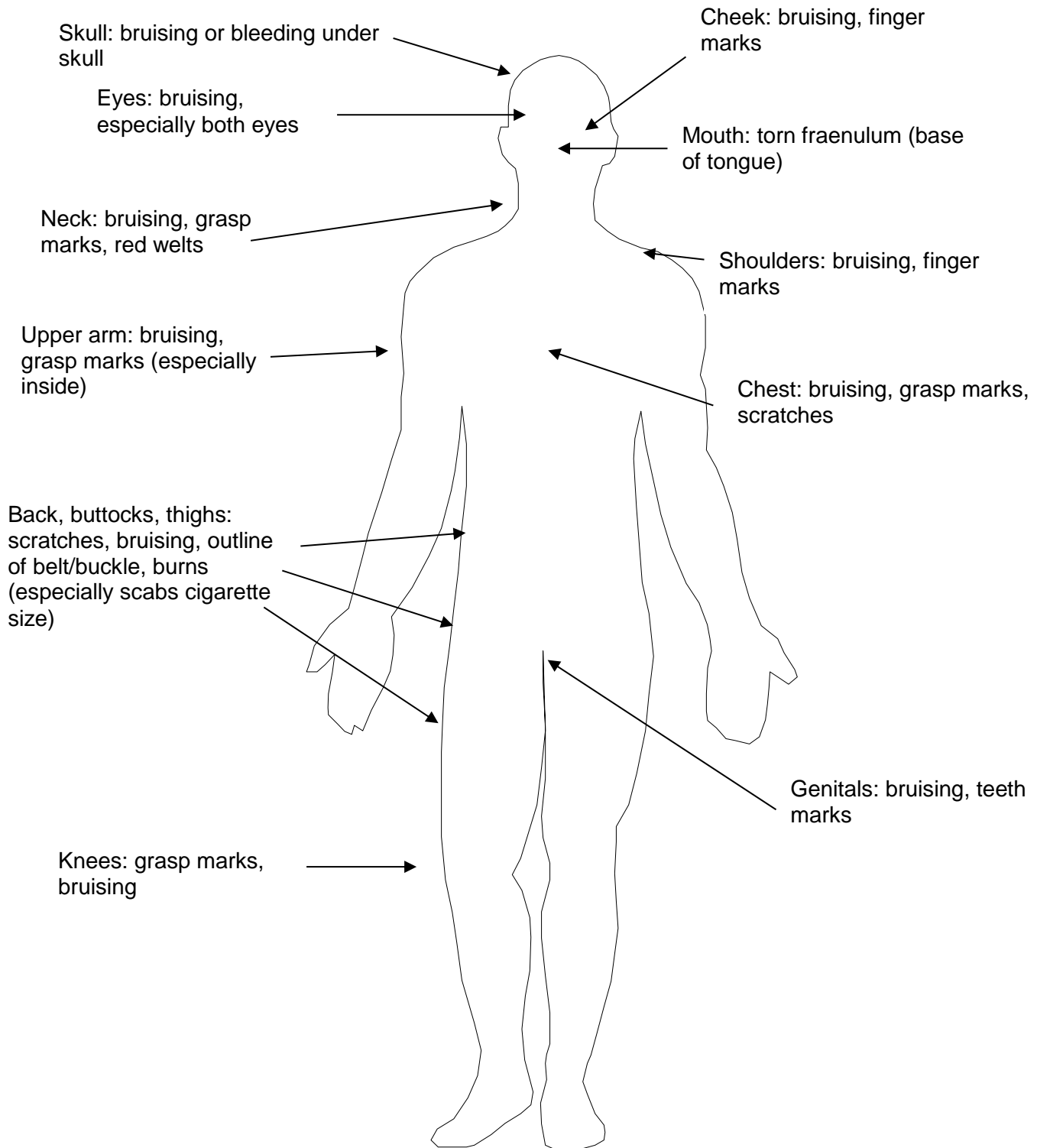
DSL's Signature: ..... Date: .....

**Appendix 3a**

**Common Sites for Accidental Injuries eg Bruises, Abrasions, Cuts**



### Possible Sites For Non-Accidental Injury



## Appendix 4

# Dealing with Disclosures

### Staff Procedure when Dealing with Disclosures

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

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

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

### Guiding Principles, The Seven R's

#### Receive

- Listen to what is being said, without displaying shock or disbelief;
- Accept what is said and take it seriously;
- Make a note of what has been said as soon as practicable.

#### Reassure

- Reassure the pupil, but only so far as is honest and reliable;
- Don't make promises you may not be able to keep, eg "I'll stay with you," or "Everything will be alright now," or 'I'll keep this confidential;"
- Do reassure, eg you could say, "I believe you," "I am glad you came to me," "I am sorry this has happened," "We are going to do something together to get help."

#### Respond

- Respond to the pupil only as far as is necessary for you to establish whether or not you need to refer this matter, but do not interrogate for full details;
- Do not ask 'leading' questions, eg "Did he touch your private parts?" or "Did she hurt you?" Such questions may invalidate your evidence (and the child's) in any later prosecution in court;
- Do not criticise the alleged perpetrator; the pupil may care about him/her, and reconciliation may be possible;
- Do not ask the pupil to repeat it all for another member of staff. Explain what you have to do next and whom you have to talk to. Reassure the pupil that it will be a senior member of staff.

#### Report

- Share concerns with the Designated Safeguarding Lead as soon as possible;
- If you are not able to contact your designated Safeguarding Lead and the child is at risk of immediate harm, contact the children's services department directly;

- If you are dissatisfied with the level of response you receive following your concerns, you should press for re-consideration.

### **Record**

- If possible make some very brief notes at the time and write them up as soon as possible;
- Keep your original notes on file;
- Record the date, time, place, persons present, noticeable non-verbal behaviour and the words used by the child. If the child uses sexual 'pet' words, record the actual words used, rather than translating them into 'proper' words;
- Complete a body map to indicate the position of any noticeable bruising;
- Record facts and observable things, rather than your 'interpretations' or 'assumptions'.

### **Remember**

- Support the child: listen, reassure, and be available;
- Complete confidentiality is essential. Share your knowledge only with appropriate professional colleagues;
- Try to get some support for yourself if you need it.

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

- Has the action taken provided good outcomes for the child?
- Did the procedure work?
- Were any deficiencies or weaknesses identified in the procedure? Have these been remedied?
- Is further training required?

### **What happens next?**

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

If they have concerns that the disclosure has not been acted upon appropriately they might inform the safeguarding governor of the school and/or may ultimately contact the Children's Services Department.

Receiving a disclosure can be upsetting for the member of staff and Cams Hill School has a procedure for supporting them after the disclosure. This includes reassurance that they have followed procedure correctly and that their swift actions will enable the allegations to be handled appropriately.

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

## Appendix 5

### Allegations against Staff

#### Procedure

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

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

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

- Report any concerns about the conduct of any member of staff or volunteer to the Headteacher (or the DSL if the Headteacher is not available) as soon as possible;
- If an allegation is made against the Headteacher, the concerns need to be raised with the LADO or chair of governors as soon as possible;
- Once an allegation has been received by the Headteacher or nominated governor they will contact the Local Authority Designated Officer on 01962 876364 as soon as possible and before carrying out any investigation into the allegation other than preliminary enquiries;
- Inform the parents of the allegation unless there is a good reason not to.

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

If the matter is investigated internally, the LADO will advise the school to seek guidance from their personnel/HR provider in following procedures set out in Keeping Children Safe in Education (September 2016) and the HSCB procedures.



## Appendix 6

### Managing Allegations against Other Pupils Procedure

In most instances, the conduct of pupils towards each other will be covered by the school's Behaviour Policy. Some allegations may be of such a serious nature that they may raise safeguarding concerns. These allegations are most likely to include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is also possible that incidents dealt with under this policy will involve the behaviour of pupils towards those who are vulnerable.

#### The Safeguarding Implications of Sexual Activity between Young People

The intervention of child protection agencies in situations involving sexual activity between children can require difficult professional judgments. Some situations are statutorily clear, for example, a child under the age of 13 cannot consent to sexual activity but it will not necessarily be appropriate to initiate safeguarding procedures where sexual activity involving children and young people below the age of legal consent (16 years) comes to notice. In our society generally the age at which children become sexually active has steadily dropped. It is important to distinguish between consensual sexual activity between children of a similar age (where at least one is below the age of consent) and sexual activity involving a power imbalance, or some form of coercion or exploitation. It may also be difficult to be sure that what has or has been alleged to have taken place definitely does have a sexual component.

Decisions should be made on a case by case basis, on the basis of an assessment of the children's best interests. Referral under safeguarding arrangements may be necessary, guided by an assessment of the extent to which a child is suffering, or is likely to suffer, significant harm. Key specific considerations will include:

- The age, maturity and understanding of the children;
- Any disability or special needs of the children;
- Their social and family circumstance;
- Any evidence in the behaviour or presentation of the children that might suggest they have been harmed;
- Any evidence of pressure to engage in sexual activity;
- Any indication of sexual exploitation;

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

#### Policy

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

We recognise that some pupils will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with in accordance with the school's Behaviour Policy.

#### Prevention

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

- Providing a developmentally appropriate PSHE syllabus which develops pupils' understanding of acceptable behaviour and keeping themselves safe;

- Having systems in place for any pupil to raise concerns with staff, knowing that they will be listened to, believed and valued;
- Delivering targeted work on keeping safe to those pupils identified as being at risk;
- Developing robust risk assessments and providing targeted work for pupils identified as being a potential risk to other pupils.

### **Allegations against Other Pupils Which Are Safeguarding Issues**

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

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

#### **Physical Abuse**

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

#### **Emotional Abuse**

- Blackmail or extortion;
- Threats and intimidation;

#### **Sexual Abuse**

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

#### **Sexual Exploitation**

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

#### **Procedure**

- When an allegation is made by a pupil against another pupil, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead (DSL) will be informed;
- A factual record must be made of the allegation, but no attempt at this stage should be made to investigate the circumstances;
- The DSL will contact the Children's Reception Team (CRT) to discuss the case;
- The DSL will follow through the outcomes of the discussion and make a referral where appropriate;
- If the allegation indicates that a potential criminal offence has taken place, CRT will refer the case to the multi-agency agency safeguarding hub where the police will become involved;
- Parents, of both the pupil being complained about and the alleged victim, will be informed and kept updated on the progress of the referral unless this would pose a risk to the well-being of either party;

- The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils' files;
- The school may decide to temporarily exclude the alleged perpetrator where a continued risk is likely;
- Where neither social services nor the police accept the complaint, a thorough school investigation will take place into the matter using the school's usual disciplinary procedures;
- In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.

## Appendix 7

### Briefing Sheet for Temporary and Supply Staff

#### For Supply Staff and Those on Short Contracts in Cams Hill School

While working in Cams Hill School, you have a duty of care towards the pupils here. This means that at all times you should act in a way that is consistent with their safety and welfare.

In addition, if at any time you have a concern about a child or young person, particularly if you think they may be at risk of abuse or neglect, it is your responsibility to share that concern with the school Designated Safeguarding Lead (DSL), who is Aly Potts and can be contacted on extension 1039. The Deputy DSLs are Alaric Govan (extension 1036) Sara Brooker (extension 1018) and Ian Hudson (extension 1038).

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

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

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

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

- Rather than directly questioning the child, just listen and be supportive;
- Never stop a child who is freely recalling significant events, but don't push the child to tell you more than they wish;
- Make it clear that you may need to pass on information to staff in other agencies who may be able to help - do not promise confidentiality. You are obliged to share any information relating to abuse or neglect;
- Write an account of the conversation immediately, as close to verbatim as possible. Put the date and timings on it, and mention anyone else who was present. Then sign it, and give your record to the DSL/Deputy DSL, who should contact children's social care if appropriate.

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

**Remember, if you have a concern, discuss it with the DSL.**

## Appendix 8

### What Is Child Abuse?

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

#### What Is Abuse And Neglect?

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

#### Physical Abuse

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

#### Emotional Abuse

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

#### Sexual Abuse

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

#### Neglect

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

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);

- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers);
- Ensure access to appropriate medical care or treatment.

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

### **Indicators of Abuse**

#### **Neglect**

##### **The Nature of Neglect**

Neglect is a lack of parental care but poverty and lack of information or adequate services can be contributory factors.

Far more children are registered to the category of neglect on child protection plans than to the other categories. As with abuse, the number of children experiencing neglect is likely to be much higher than the numbers on the plans.

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

- Provide adequate food, clothing and shelter;
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision or stimulation;
- Ensure access to appropriate medical care or treatment.

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

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

Neglect is a difficult form of abuse to recognise and is often seen as less serious than other categories. It is, however, very damaging: children who are neglected often develop more slowly than others and may find it hard to make friends and fit in with their peer group.

Neglect is often noticed at a stage when it does not pose a risk to the child. The duty to safeguard and promote the welfare of children (*what to do if you're worried a child is being abused* 2015) would suggest that an appropriate intervention or conversation at this early stage can address the issue and prevent a child continuing to suffer until it reaches a point when they are at risk of harm or in significant need.

Neglect is often linked to other forms of abuse, so any concerns school staff have should at least be discussed with the designated safeguarding lead/child protection co-ordinator.

#### **Indicators of Neglect**

**The following is a summary of some of the indicators that may suggest a child is being abused or is at risk of harm. It is important to recognise that indicators alone cannot confirm whether a child is being abused. Each child should be seen in the context of their family and wider community and a proper assessment**

carried out by appropriate persons. What is important to keep in mind is that if you feel unsure or concerned, do something about it. Don't keep it to yourself.

### **Physical Indicators of Neglect**

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

### **Behavioural indicators of neglect**

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

### **Emotional Abuse**

#### **The Nature of Emotional Abuse**

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

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

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

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

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

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

#### **Indicators of Emotional Abuse**

##### **Developmental Issues**

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

##### **Behaviour**

- Acceptance of punishment which appears excessive;
- Over-reaction to mistakes;
- Continual self-deprecation (I'm stupid, ugly, worthless, etc);

- Neurotic behaviour (such as rocking, hair-twisting, thumb-sucking);
- Self-mutilation;
- Suicide attempts;
- Drug/solvent abuse;
- Running away;
- Compulsive stealing, scavenging;
- Acting out;
- Poor trust in significant adults;
- Regressive behaviour, eg wetting;
- Eating disorders;
- Destructive tendencies;
- Neurotic behaviour;
- Arriving early at school, leaving late.

### **Social Issues**

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

### **Emotional Responses**

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

### **Physical Abuse**

#### **The Nature of Physical Abuse**

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

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

#### **Indicators of Physical Abuse/Factors That Should Increase Concern**

- Multiple bruising or bruises and scratches (especially on the head and face);
- Clusters of bruises - eg fingertip bruising (caused by being grasped);
- Bruises around the neck and behind the ears - the most common abusive injuries are to the head;
- Bruises on the back, chest, buttocks, or on the inside of the thighs;



- Marks indicating injury by an instrument - eg linear bruising (stick), parallel bruising (belt), marks of a buckle;
- Bite marks;
- Deliberate burning may also be indicated by the pattern of an instrument or object - eg electric fire, cooker, cigarette;
- Scalds with upward splash marks or tide marks;
- Untreated injuries;
- Recurrent injuries or burns;
- Bald patches.

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

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

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

- Is reluctant to have parents/carers contacted;
- Runs away or shows fear of going home;
- Is aggressive towards themselves or others;
- Flinches when approached or touched;
- Is reluctant to undress to change clothing for sport;
- Wears long sleeves during hot weather;
- Is unnaturally compliant in the presence of parents/carers;
- Has a fear of medical help or attention;
- Admits to a punishment that appears excessive.

## **Sexual Abuse**

### **The Nature of Sexual Abuse**

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

### **Characteristics of child sexual abuse**

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

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

## **Indicators of Sexual Abuse**

### **Physical observations**

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

### **Behavioural Observations**

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

## Brook sexual behaviours traffic light tool

### Behaviours: age 0 to 5

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

#### What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability. They are reflective of natural curiosity, experimentation, consensual activities and positive choices

#### What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

#### Green behaviours

- holding or playing with own genitals
- attempting to touch or curiosity about other children's genitals
- attempting to touch or curiosity about breasts, bottoms or genitals of adults
- games e.g. mummies and daddies,
- doctors and nurses
- enjoying nakedness
- interest in body parts and what they do

- curiosity about the differences between boys and girls

#### What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.

#### What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

#### Amber behaviours

- preoccupation with adult sexual behaviour
- pulling other children's pants down/skirts up/trousers down against their will
- talking about sex using adult slang
- preoccupation with touching the genitals of other people
- following others into toilets or changing rooms to look at them or touch them

- talking about sexual activities seen on TV/online

#### What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur

#### What can you do?

Red behaviours indicate a need for immediate intervention and action.

#### Red behaviours

- persistently touching the genitals of other children
- persistent attempts to touch the genitals of adults
- simulation of sexual activity in play
- sexual behaviour between young children involving penetration with objects
- forcing other children to engage in sexual play

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

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

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

### What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability and reflective of natural curiosity, experimentation, consensual activities and positive choices

### What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

### Green behaviours 5-9

- feeling and touching own genitals
- curiosity about other children's genitals
- curiosity about sex and relationships, e.g. differences between boys and girls, how sex happens, where babies come from, same-sex relationships
- sense of privacy about bodies
- telling stories or asking questions using swear and slang words for parts of the body

### Green behaviours 9-13

- solitary masturbation
- use of sexual language including swear and slang words
- having girl/boyfriends who are of the same, opposite or any gender
- interest in popular culture, e.g. fashion, music, media, online games, chatting online
- need for privacy
- consensual kissing, hugging, holding hands with peers

### What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.

### What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

### Amber behaviours 5-9

- questions about sexual activity which persist or are repeated frequently, despite an answer having been given
- sexual bullying face to face or through texts or online messaging
- engaging in mutual masturbation
- persistent sexual images and ideas in talk, play and art
- use of adult slang language to discuss sex
- 

### Amber behaviours 9-13

- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- verbal, physical or cyber/virtual sexual bullying involving sexual aggression
- LGBT (lesbian, gay, bisexual, transgender) targeted bullying
- exhibitionism, e.g. flashing or mooning
- giving out contact details online
- viewing pornographic material
- worrying about being pregnant or having STIs

### What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur

### What can you do?

Red behaviours indicate a need for immediate intervention and action.

### Red behaviours 5-9

- frequent masturbation in front of others
- sexual behaviour engaging significantly younger or less able children
- forcing other children to take part in
- sexual activities
- simulation of oral or penetrative sex
- sourcing pornographic material online

### Red behaviours 9-13

- exposing genitals or masturbating in public
- distributing naked or sexually provocative images of self or others
- sexually explicit talk with younger
- children
- sexual harassment
- arranging to meet with an online acquaintance in secret
- genital injury to self or others
- forcing other children of same age, younger or less able to take part in sexual activities
- sexual activity e.g. oral sex or intercourse
- presence of sexually transmitted infection (STI)
- evidence of pregnancy

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## Behaviours: age 13 to 17

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

### What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability and reflective of natural curiosity, experimentation, consensual activities and positive choices

### What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

### Green behaviours

- solitary masturbation
- sexually explicit conversations with peers
- obscenities and jokes within the current cultural norm
- interest in erotica/pornography
- use of Internet/e-media to chat online
- having sexual or non-sexual relationships
- sexual activity including hugging, kissing, holding hands
- consenting oral and/or penetrative sex with others of the same or opposite gender who are of similar age and developmental ability
- choosing not to be sexually active

### What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.

### What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

### Amber behaviours

- accessing exploitative or violent pornography
- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress,
- withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- concern about body image
- taking and sending naked or sexually provocative images of self or others
- single occurrence of peeping, exposing, mooning or obscene gestures
- giving out contact details online
- joining adult- only social networking sites and giving false personal information
- arranging a face to face meeting with an online contact alone

### What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur

### What can you do?

Red behaviours indicate a need for immediate intervention and action.

### Red behaviours

- exposing genitals or masturbating in public
- preoccupation with sex, which interferes with daily function
- sexual degradation/humiliation of self or others
- attempting/forcing others to expose genitals
- sexually aggressive/exploitative behaviour
- sexually explicit talk with younger children
- sexual harassment
- non-consensual sexual activity
- use of/acceptance of power and control in sexual relationships
- genital injury to self or others
- sexual contact with others where there
- is a big difference in age or ability
- sexual activity with someone in authority and in a position of trust
- sexual activity with family members
- involvement in sexual exploitation and/or trafficking
- sexual contact with animals
- receipt of gifts or money in exchange for sex

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## Appendix 10

### Female Genital Mutilation (FGM)

FGM is internationally recognised as a violation of human rights and the Female Genital Mutilation Act 2003 makes it illegal in the UK to:

- Practise FGM;
- Take girls who are British nationals or permanent UK residents abroad for FGM (whether or not it is legal in the destination country);
- Aid or abet, counsel or procure the carrying out of FGM abroad.

FGM includes any procedures carried out to intentionally alter or injure the female genital organs for non-medical reasons. It is sometimes also known as 'female circumcision'. It is a highly risky procedure which is often carried out in a brutal manner, resulting in long-term physical and psychological damage to the victim.

#### At Risk Groups

The practice is carried out in more than 28 African countries, some Asian and South American countries, Afghanistan, Iraq and some Kurdish communities. Girls of school age are most at risk.

#### Some Signs to Look Out For That Might Indicate Increased Risk

- Pupil talking about preparing for a special ceremony;
- Family arranging for a long break abroad;
- Older sibling has undergone FGM.

#### Some Signs That a Pupil May Have Undergone FGM

- Prolonged absences from school;
- Behaviour changes following family holiday abroad, including becoming isolated;
- Bladder or menstrual problems;
- Reluctance to take part in physical activities.

#### What Should You Do If You Suspect FGM?

Inform the DSL without delay who will refer to Children's Services. You should not attempt to contact parents or attempt to mediate between parents and pupil. Remember that in some cultures parents do not see FGM as abuse.

## Appendix 11

### Child Sexual Exploitation

The Government recently issued a standard definition of Child Sexual Exploitation (see below):

*'Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 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. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.'*

There are many indicators which may identify children who are the victims of sexual exploitation. This list is not exhaustive or definitive but highlights some of the common signs:

- Underage sexual activity;
- Inappropriate sexual or sexualised behaviour;
- Sexually risky behaviour, 'swapping' sex;
- Repeat sexually transmitted infections;
- In girls, repeat pregnancy, abortions, miscarriage;
- Receiving unexplained gifts or gifts from unknown sources;
- Having multiple mobile phones and worrying about losing contact via mobile;
- Having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs);
- Changes in the way they dress;
- Going to hotels or other unusual locations to meet friends;
- Seen at known places of concern;
- Moving around the country, appearing in new towns or cities, not knowing where they are;
- Getting in/out of different cars driven by unknown adults;
- Having older boyfriends or girlfriends;
- Contact with known perpetrators;
- Involved in abusive relationships, intimidated and fearful of certain people or situations;
- Hanging out with groups of older people, or anti-social groups, or with other vulnerable peers;
- Associating with other young people involved in sexual exploitation;
- Recruiting other young people to exploitative situations;
- Truancy, exclusion, disengagement with school, opting out of education altogether;
- Unexplained changes in behaviour or personality (chaotic, aggressive, sexual);
- Mood swings, volatile behaviour, emotional distress;
- Self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders;
- Drug or alcohol misuse;
- Getting involved in crime;
- Police involvement, police records;
- Involved in gangs, gang fights, gang membership;
- Injuries from physical assault, physical restraint, sexual assault.



## Appendix 12

### Private Fostering

What is a private fostering arrangement?

A private fostering arrangement is essentially one that is made privately (that is to say without being instigated by a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or close relative, with the intention that it should last for 28 days or more. Private foster carers may be from extended family such as a cousin or great aunt but a person who is a relative under the Children Act 1989, ie a grandparent, brother, sister, uncle or aunt (whether of full blood or half blood or by marriage) or a step-parent will not be a private foster carer. A private foster carer may be a friend of the family, or the child's friend's parents or someone unknown who is willing to privately foster a child.

We do not know how many children are privately fostered in the UK. The British Association for Adoption and Fostering (BAAF) believes that there could be anything from 15,000 to 20,000, although estimates vary widely. However, we do know that the children who are privately fostered are a diverse and potentially vulnerable group, with many not having a parent figure in a position to safeguard their welfare.

Groups of privately fostered children include children sent from abroad, often from Jamaica or West Africa, to stay with another family, usually with a view to improving their educational opportunities; teenagers who, having broken ties with their parents, are staying in short term arrangements with friends or other non-relatives and those living with host families while pursuing courses of study.

The private foster carer becomes responsible for providing the day to day care of the child in a way which will promote and safeguard his welfare. Overarching responsibility for safeguarding and promoting the welfare of the child remains with the child's parents or other person with parental responsibility.

The law requires parents, prospective private foster carers and those who receive a child in an emergency or who were providing accommodation for a child when he became a privately fostered child and any other person who is, or who proposes to be, involved in arranging for a child to be privately fostered to notify the local authority of the arrangement. However, many private foster carers (prospective and actual) and parents are not aware of the notification requirements. As a result, many private fostering arrangements remain hidden, leaving the children who have been placed in them vulnerable to abuse and neglect. This is why the Children Act 2004, with effect from 1 July 2005, amends the original provision in the Children Act 1989 by placing a new duty on local authorities to promote awareness in their area of the notification requirements.

## Appendix 13

### Safe Working Practice

It is essential that all staff, Governors and volunteers working in schools are aware of how to pass on any concerns about other members of staff or volunteers and be conscious of how they should conduct themselves to minimise the risk of finding themselves as the subject of any child protection processes.

**In dealing with allegations or concerns against an adult in the school all staff, volunteers and Governors should:**

- Report to the Headteacher any concerns about the conduct of other school staff, volunteers, Governors or other adults on the school site;
- Inform the Headteacher as soon as practical if a child makes an allegation against a member of staff, volunteer, Governor or other adult on site (within no more than 24 hours);
- If the allegation is against the Headteacher, the concerns need to be raised with the Chair of Governors, or the nominated Governor for dealing with allegations against the Headteacher (within no more than 24 hours);
- In either event the Headteacher or Chair of Governors should contact the Local Authority Designated Officer on 01962 876364.

### Safe Professional Culture

**All staff, volunteers and Governors should:**

- Work in an open and transparent way, avoiding any actions that would lead a reasonable person to question their motivation and/or intentions;
- Dress appropriately for their role;
- Avoid unnecessary physical contact with children. If physical contact is made:
  - Ensure they are aware of and understand the rules concerning physical restraint;
  - Where it is essential for educational or safety reasons, gain the pupil's permission for that contact wherever possible;
  - To remove a pupil from a dangerous situation or an object from a pupil to prevent either harm to themselves or others, this should be recorded on the correct form and reported to the Headteacher;
  - It should not be secretive; even if accidental contact was made, it should be reported;
- Understand their position of power and influence over children and not misuse it in any way. This includes but is not limited to:
  - Accepting regular gifts from children;
  - Giving personal gifts to children;
- Recognise their influence and not engage in activities out of school that might compromise their position within school;
- Not establish or seek to establish social contact with pupils outside of school. This includes:
  - Communication with pupils in inappropriate ways, including personal e-mails and mobile telephones;
  - Passing their home address, phone number, e-mail address or other personal details to pupils/ children;
  - The transportation of pupils in your own vehicle without prior management approval;
  - Contact through social networking sites.
- Avoid volunteering to house children overnight.

## Appendix 13

### Safe working practice

#### All staff, volunteers and Governors should:

- Only use e-mail contact with pupils via the school's system;
- Be careful about recording images of children and do this only when it is an approved educational activity. This can only be done when parents have given their express permission;
- Ensure that areas of the curriculum that may involve sexually explicit information are taught in accordance with school policies;
- Allow children to change clothes with levels of respect and privacy appropriate to their age, gender, culture and circumstances.
- Avoid working in one-to-one situations or conferring special attention on one child unless this is part of an agreed school plan or policy;
- Only arrange to meet with pupils in closed rooms when senior staff have been made aware of this in advance and given their approval;
- Not access abuse images (sometimes referred to as child pornography) or other inappropriate material;
- Not allow boundaries to be unsafe in more informal settings such as trips out or out of school activities;
- Never use a physical punishment of any kind;
- Not attribute touch to their teaching style.

#### Informing the Headteacher

#### All staff, volunteers and Governors should inform the Headteacher if:

- There are any incidents or issues that might lead to concerns being raised about your conduct towards a child;
- There is any suggestion a pupil may be infatuated with you or taking an above normal interest in you.

If a member of staff is the subject of concerns or allegations of a child protection nature they should contact their professional association or trade union for support.

## Appendix 14

### Guidelines for the Avoidance of Unnecessary Contact and Unfounded Allegations

Allegations are made by children against staff working in schools from time to time. Some of these allegations are true, some are essentially true but exaggerated, some are mistaken and some are malicious. In an environment in which the conduct of adults towards children comes under more and more scrutiny in the interests of protecting children, all employees in schools need to be aware that their actions or conduct may lead to formal investigations taking place under child protection procedures and this could in turn have implications for their employment records and future careers even where those concerns have not been substantiated.

Working with young people brings demands and challenges. There are also great rewards, not least of which are the good personal relationships, which help the growth and development of those young people. In a very small number of cases, things can go wrong. Allegations against staff are rare, but the damage to all concerned is so great that **all staff must be aware of the issues and think carefully about their conduct so that misinterpretations can be minimised.** It is not possible to prescribe courses of action for every circumstance but employees should observe these guidelines in the conduct of their work with young people.

#### Power and Positions of Trust

***Where a person aged 18 or over is in a position of trust with a child under 18, it is an offence for that person to engage in sexual activity with or in the presence of that child, or to cause or incite that child to engage in or watch sexual activity (Sexual Offences Act 2003)***

As a result of their knowledge, position and/or the authority invested in their role, many adults working with children and young people in education settings are in positions of trust in relation to the young people in their care, where they have direct unsupervised access to children. A relationship between a member of staff and a pupil cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable young people and staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification. Staff must avoid behaviour which might be misinterpreted by others and Headteachers should record any incident with this potential and take measures to ensure such behaviour is not repeated.

#### Infatuations

Staff need to be aware that it is not uncommon for pupils to be strongly attracted to a member of staff and/or develop a heterosexual or homosexual infatuation. All situations should be responded to sensitively to maintain the dignity of all concerned. Staff should also be aware that such circumstances always carry a high risk of words or actions being misinterpreted and for allegations to be made against staff. A member of staff who becomes aware that a pupil may be infatuated with themselves or a colleague must discuss this at the earliest opportunity with a senior colleague so that appropriate action can be taken. In this way, steps can be taken to avoid hurt and distress for all concerned. Staff must also ensure that boundaries are maintained.

#### Social Contact

Staff must not establish or seek to establish social contact with pupils for the purpose of securing a friendship or to pursue or strengthen a relationship. Even if a young person seeks to establish social contact, or if this occurs coincidentally, the member of staff must exercise her/his professional judgement in making a response and be aware that such social contact could be misconstrued.

**Staff must not give their personal details such as home/mobile phone number; home or e-mail address to pupils unless the need to do so is agreed and formally recorded with senior management.** Internal e-mail

systems must be used only in accordance with school policy. Use of texting as a means of communication with pupils is strongly discouraged as this may indicate an unprofessional relationship with a pupil.

### **Care, Control and Physical Intervention**

The circumstances in which staff can intervene with a pupil are covered by the 1996 Education Act. Staff may legitimately intervene to prevent a pupil from committing a criminal offence, injuring themselves or others, causing damage to property, engaging in behaviour prejudicial to good order and to maintain good order and discipline. Staff should have regard to the health and safety of themselves and others. This is a complex area and staff must have regard to current Government and LA guidance. The school has produced its own guidance on the use of physical restraint.

Under no circumstances should physical force be used as a form of punishment. The use of unwarranted physical force is likely to constitute a criminal offence and lead to potential dismissal.

In all cases where physical intervention is deemed necessary, the incident and subsequent actions must be documented and reported promptly.

### **Physical Contact and Intimate Care**

There are occasions when it is entirely appropriate and proper for staff to have physical contact with pupils but it is crucial that they only do so in ways appropriate to their professional role.

#### **Intimate Care**

All children have a right to safety, privacy and dignity when contact of an intimate nature is required (for example assisting with toileting or removing wet/soiled clothing). A care plan will be drawn up and agreed with parents for any child requiring intimate care on a regular basis.

Children should be encouraged to act as independently as possible and to undertake as much of their own personal care as is practicable. When assistance is required, staff should ensure that another appropriate adult is in the vicinity and is aware of the task to be undertaken. If another adult is not available, relevant information should be clearly and promptly recorded and reported to a member of senior staff at the earliest opportunity.

Additional vulnerabilities that may arise from a physical disability or learning difficulty should be considered with regard to individual teaching and care plans for each child. Issues relating to gender, culture and religion should also be taken into account in all actions and in making care plans. As with all arrangements for intimate care needs, agreements between the child, their parents/carers and the organisation must be negotiated, agreed and recorded. In addition, the views and/or emotional responses of children with special educational needs, regardless of age and ability, must be actively sought in regular reviews of these arrangements

**A 'no touch' approach is impractical for most staff and may in some circumstances be inappropriate. When physical contact is made with pupils this should be in response to their needs at the time, of limited duration and appropriate given their age, stage of development, gender, ethnicity and background. Appropriate physical contact in schools may occur most often with younger pupils.**

It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one child in one set of circumstances may be inappropriate in another, or with a different child. Staff should therefore use their professional judgement at all times and act in accordance with the school's physical intervention guidance.

Physical contact should never be secretive or for the gratification of the adult or represent a misuse of authority. If a member of staff believes that an action could be misinterpreted, the incident and circumstances should be recorded as soon as possible in the school's incident book and, if appropriate, a copy placed on the child's file.

Physical contact, which occurs regularly with an individual child or young person, is likely to raise questions unless the justification for this is part of a formally agreed plan (for example in relation to pupils with SEN or physical disabilities). Any such contact should be the subject of an agreed and open school policy and subject to review. Where feasible, staff should seek the child's permission before initiating contact. Staff should listen, observe and take note of the child's reaction or feelings and - so far as is possible - use a level of contact which is acceptable to the child for the minimum time necessary.

Specific attention should be paid to gender, culture and religious issues for children and their views should be sought about their preferences in relation to staff who are required to assist with personal care.

Extra caution may be required where it is known that a child has suffered previous abuse or neglect. In the child's view, physical contact might be associated with such experiences and lead to the child feeling anxious or upset. This may also lead to staff being vulnerable to allegations of abuse. It is recognised that many such children are extremely needy and seek out inappropriate physical contact. In such circumstances staff should deter the child sensitively by helping them to understand the importance of personal boundaries.

The general culture of 'limited touch' should be adapted, where appropriate, to the individual requirements of each child. Children with special needs may require more physical contact to assist their everyday learning. The arrangements should be understood and agreed by all concerned, justified in terms of the child's needs, consistently applied and open to scrutiny.

## **Curriculum**

Many areas of the curriculum can include or raise subject matter which is sexually explicit, or of an otherwise sensitive nature. Care should be taken to ensure that resource materials cannot be misinterpreted and clearly relate to the learning outcomes identified by the lesson plan. This plan should highlight particular areas of risk and sensitivity, taking particular account of religious, culture and gender issues.

The curriculum can sometimes include or lead to unplanned discussion about subject matter of a sexually explicit or otherwise sensitive nature. Responding to pupils' questions can require careful judgement and staff may wish to take guidance in these circumstances from a senior member of staff.

Care should also be taken to abide by the Governing Body's required policy on sex and relationships education and the wishes of parents. Parents have the right to withdraw their children from all or part of any sex education provided (but not from the biological aspects of human growth and reproduction necessary under the science curriculum).

Individual children may indicate their discomfort with specific materials and should be allowed to refrain from reading aloud and acting out parts of a play that they find sensitive, even if it is deemed appropriate for the class.

## **Educational Visits, After School Clubs, etc**

Staff must take particular care when supervising pupils in the less formal atmosphere of a residential setting or after-school activity.

During school activities that take place off the school site or out of school hours, a more relaxed discipline or informal dress and language code may be acceptable; however, staff remain in a position of trust and need to ensure that their behaviour cannot be interpreted as seeking to establish an inappropriate relationship or

friendship. Clear boundaries must be maintained and staff should be clear about acceptable behaviour by pupils regarding smoking/drinking.

Where out of school activities include overnight stays, careful consideration needs to be given to sleeping arrangements. Pupils, staff and parents should be informed of these prior to the start of the trip.

Health and Safety arrangements require members of staff to keep colleagues/employers aware of their whereabouts, especially when involved in an out of school activity.

Staff must be aware of and follow LA regulations, policies and guidance to include evidence of parental permission, approval of volunteers (including CRB Disclosures), choice of residential site and an explicit code of conduct for staff and pupils.

### **Whistleblowing**

Whistleblowing is the mechanism by which staff can voice their concerns, made in good faith, without fear of repercussion. The school has adopted the terms of the Public Interest Disclosure Act 1998 and adopts the model procedure provided in the Manual of Personnel Practice a copy of which is available on request.

All staff should understand their individual responsibilities in bringing matters of concern about children, colleagues or volunteers to the attention of senior management and/or relevant external agencies in writing. This is particularly important when the welfare of children may be at risk. Staff will be judged to be failing in their duty to safeguard children if they do not report such matters and such failure could result in formal disciplinary action.

It is important that if concerns are expressed about alleged child abuse or inappropriate behaviour towards a child, this must be reported to the Headteacher or appropriate line manager. Such concerns should be pursued to reach a conclusion, with or without a formal complaint being made, even when the child or parent is not asking for further action to be taken about this matter.

(NB concerns about Headteachers should be reported to the Chair of Governors or Allegations Officer).

### **Use of Internet**

It is not acceptable for staff or volunteers to download inappropriate material using any computer to which pupils may have access or to make use of such material in a school.

Any member of staff or volunteer who receives inappropriate material on the Internet on a school computer should report the matter urgently to their manager and ensure that the material is removed.

Staff need to be aware of the school's policy on the use of Internet, mobile phones, etc to communicate with children.

### **Sharing Concerns and Recording Incidents**

All staff must be aware of the school's child protection procedures, including procedures for dealing with allegations against staff, which are informed by the Joint Union and Government Guidance. Staff who are the subject of allegations are advised to contact their trade union and/or professional association.

In the event of an incident occurring, which may result in an action being misinterpreted and/or an allegation being made against a member of staff, the relevant information must be clearly and promptly recorded and reported to senior staff. Early discussion with a parent or carer could avoid any misunderstanding (subject to advice in this procedure and from the Allegations Officer about contacting parents).

Members of staff should feel able to discuss with their line manager any difficulties or problems that may affect their relationship with pupils so that appropriate support can be provided or action can be taken.

All complaints, concerns or allegations against a member of staff that have child protection implications, or might relate to a risk posed by a person in a position of trust must be fully recorded. Records must include how these complaints, concerns or allegations were investigated and the outcome of any investigation with the rationale for this decision.

## **Conclusion**

It would be impossible and inappropriate to lay hard and fast rules to cover all the circumstances in which staff relate to young people and where opportunities for their conduct to be misconstrued might occur.

In all circumstances, professional judgement will need to be exercised. For the vast majority of staff the above guidelines will serve only to confirm what has always been their practice. If staff have any doubts about the advice contained in this document they should consult their Headteacher or line manager as appropriate.



## Guidance on the Use of Restrictive Physical Intervention

Physical intervention should never be used as a substitute for good behaviour management

Restrictive Physical Intervention is defined as using force intentionally to restrict a pupil's movement against his/her will.

Section 93 of the Education and Inspections Act 2006 allows school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- Committing any offence;
- Causing personal injury to, or damage to the property of, any person (including the pupil himself);
- Prejudicing the maintenance of good order and discipline at the school or among pupils, both in the classroom and elsewhere.

This is in addition to the common law power of any citizen in an emergency to use reasonable force in self-defence, or to prevent another person from being injured or committing a criminal offence.

### Authorised Staff

- Teachers;
- LSAs;
- Lunchtime supervisors;
- Support staff;
- Unpaid volunteers who are given temporary authorisation, for example parents accompanying pupils on a school trip.

The authorisation applies on school premises (and includes pupils from other schools) or where staff have charge of pupils during authorised off-site activities.

### Reasonable Force

There is no legal definition of when it is reasonable to use force; this will always depend on the precise circumstances of individual cases. There are two key considerations:

1. To be judged lawful, the circumstances must warrant use of force (it could not be justified in the prevention of a trivial misdemeanour, or in a situation which could be resolved without force).
2. The degree of force used must be the minimum required to achieve the desired result and must be in proportion to the circumstances.

Those exercising force must take account of any particular special educational need or disability and the decision to use force will also depend on the age, understanding, size and gender of the pupil and will take into account religious and cultural factors.

Examples of situations where force may be appropriate:

- A pupil attacks a member of staff or another pupil;
- Pupils are fighting, causing risk of injury to themselves or others;
- A pupil is committing, or about to commit, deliberate damage to property;
- A pupil is causing, or risks causing, injury or damage by accident through rough play or by misuse of dangerous materials or objects;
- A pupil is running in a corridor or on the stairs in a way likely to cause injury to themselves or others;
- A pupil absconds from a class or from the school and is either risking harm or prejudicing good order and discipline;
- A pupil persistently refuses to follow an instruction or to leave a classroom;
- A pupil is behaving in a way that seriously disrupts a lesson;
- A pupil is behaving in a way that seriously disrupts a school sporting event or visit.

In all cases, use of force can only be justified if the situation cannot realistically be dealt with by other means.

Safety is always a paramount concern and staff are advised not to use restrictive physical intervention if it is likely to put them at risk themselves.

Sometimes an authorised member of staff should not intervene in an incident without help (unless it is an emergency), for example, when dealing with an older or physically large pupil, when more than one pupil is involved or if the member of staff could be putting themselves at risk of injury. In these circumstances, the member of staff should take steps to remove any pupils who might be at risk and summon assistance from colleagues. The member of staff should inform the pupil(s) that he or she has sent for help and when this arrives, should continue to attempt to defuse the situation and prevent further escalation. In extreme cases, the police may be called.

### **Practical Considerations**

Before intervening physically, the member of staff should tell the pupil to stop misbehaving and warn them of the consequences if he/she does not stop. It is important to maintain a calm and measured manner and staff should not give the impression of acting out of anger or frustration or seeking to punish the pupil. He/she should make it clear to the pupil that any physical intervention will stop as soon as it ceases to be necessary.

Staff should always avoid touching or restraining a pupil in a way that could be considered sexually inappropriate conduct.

### **Risk Assessment**

Where a risk assessment indicates that a pupil's behaviour is likely to need physical management, the school will ensure that identified staff have received appropriate training.

### **Application of Force**

Use of physical intervention can include:

- Passive contact involving standing between pupils or blocking a pupil's path;
- Active contact involving:
  - Leading a pupil by the arm or hand; (avoid grasping a pupil by their wrist, elbow or shoulder joint);
  - Ushering a pupil by placing a hand in the centre of the back;
  - Pushing or pulling a pupil;
  - In more extreme circumstances, using more restrictive holds.

Staff should aim for side-to-side contact and avoid positioning themselves immediately in front of or behind the pupil.

In exceptional circumstances (eg where there is a high and immediate risk of injury) any member of staff would be justified in taking any necessary action (consistent with the principles already stated).

Staff should make every effort to **avoid** acting in a way which might be expected to cause injury, for example:

- Holding a pupil around the neck, by the collar or in a way which might restrict breathing;
- Slapping, punching or kicking a pupil;
- Twisting or forcing limbs;
- Tripping up a pupil;
- Holding a pupil by the hair or ear;
- Holding a pupil face down on the ground.

### **Reporting and Recording Incidents**

If an incident involving any form of physical intervention has:

- Caused injury or distress to a pupil or member of staff;
- Been considered serious enough to warrant a written report;
- Involved any other agencies;

then a detailed, contemporaneous report must be written and passed to the Headteacher, using the form which is available from the Headteacher's Office. Such a report may prevent any misunderstanding or misinterpretation and will provide a record for any future enquiry.

The report must include:

- The name(s) of the pupil(s) involved, when and where the incident took place;
- The names of any other members of staff who witnessed the incident;
- The reason force was deemed necessary;
- How the incident began and progressed, including details of the pupil's behaviour, what was said by all parties involved and what measures were taken to defuse the situation;
- The nature of any force used, including the length of time it was applied;
- The pupil's response and the outcome of the incident;
- Details of any injury or damage.

Staff should always seek advice from a senior colleague (Headteacher, Deputy/Assistant Headteacher or DSL) and should keep a copy of their report. Staff are advised to inform and seek advice from their professional association. Reports will form part of a pupil's educational record and as such, may be requested by the parent of the pupil involved. If information regarding the incident is later passed to the police, the report may be included in a Criminal Records Bureau disclosure.

Staff may wish to contact the Employee Support Line on 02380 626606 or Teacher Support Line on 08000 562 561.

Incidents involving the use of force can cause great concern to those involved. A senior member of staff will decide how and when parents will be informed. It is likely that parents will be informed either in person or by a telephone call and the details of the incident will be confirmed in writing. This guidance will be made available to parents as applicable and will also be available on request.

The Governing Body will monitor the frequency and nature of incidents involving the use of physical force.

### **Complaints**

Potentially, the use of force by staff could result in an investigation and/or a complaint. The possibility of a disciplinary hearing, criminal prosecution or civil action cannot be ruled out. A decision on the legitimacy of the force used will take account of the particular circumstances of the incident, together with this guidance and whether it has been followed.

The Headteacher/Deputy Headteacher will deal with any complaint arising from the use of force by a member of staff in accordance with the school's published complaints procedure.

### **A Final Note**

Given that incidents can develop rapidly and without notice, adults present may also need to respond quickly. The key consideration for any person taking 'restraining action' under this guidance is whether his/her action during and after the event (what others saw happen and the result of the restraint) can be considered 'reasonable' given the circumstances.

## Appendix 16

### Information Sharing

The following is taken from the HM Government publication 'Information Sharing: Guidance for Practitioners and Managers' (2008).

Appropriate sharing of information between professionals is important in:

- Providing early intervention and preventative strategies;
- Supporting transition;
- Protecting children who are at risk of harm;
- Protecting third parties who may be at risk of harm;
- Emergency situations.

There are some golden rules relating to the sharing of information:

- The Data Protection Act is not a barrier to sharing information - but it does mean that personal information is shared appropriately;
- Be open and honest with the child and/or family about what, why, how and with whom information is to be shared and, where possible, seek their agreement;
- Seek advice if you have any doubts;
- Share information with consent where appropriate and, wherever possible, respect the wishes of those who do not give consent. Use your judgement to decide if it is in the public interest to share information without consent;
- Consider the safety and well-being of the person involved and of any others who may be affected by their actions;
- Necessary, proportionate, relevant, accurate, timely and secure are all key when sharing information;
- Keep a record of your decisions and the reasons for your decisions (whether you decide to share the information or not). If you decide to share information, record what you have shared, with whom and for what purpose.

**Appendix 17**

**Useful Contacts**

<b>Key Personnel</b>	<b>Name (s)</b>	<b>Telephone No.</b>
DSL	Aly Potts	Extension 1039
Deputy DSL(s)	Sara Brooker Alaric Govan Ian Hudson	Extension 1018 Extension 1036 Extension 1038
School's named "Prevent" lead	Jenny Lawrence	Extension 1062
Nominated governor /Chair of Governors	Ann Williams (nominated Governor and Chair of Governors)	
Children's referral team	Professionals' Line	01329 225379
Out of hours social care		0300 555 1373
Police		101 or in emergencies 999
Safeguarding advisors/local authority designated officers (LADOs)	Barbara Piddington Eric Skates Mark Blackwell	HCC Safeguarding Unit 01962 876364
Children's Services R&A		01329 222639
Early help hub manager	Stephanie Morley	02392 244023