



# Safeguarding and Child Protection Policy and Procedures

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This policy has been based on a model policy produced in September 2018 by:

**FLOURISHING COMMUNITIES**

JOHN 10:10



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## 1 POLICY STATEMENT AND PRINCIPLES

This policy is one of a series in the school's integrated safeguarding portfolio. This policy is available on the school website (<http://beer-ce-primary.devon.sch.uk/volunteers/>) and is included in the 'volunteers and new staff induction folder'. Our core safeguarding principles are:

- the school's responsibility to safeguard and promote the welfare of children is of paramount importance
- safer children make more successful learners

Policies will be reviewed at least annually unless an incident or new legislation or guidance suggests the need for an interim review.

### 1.1 *Child protection statement*

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. The procedures contained in this policy apply to all staff, volunteers and governors.

### 1.2 *Policy principles*

- The welfare of the child is paramount
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm
- Pupils and staff involved in child protection issues will receive appropriate support

### 1.3 *Policy aims*

- To provide all staff with the necessary information to enable them to meet their child protection responsibilities
- To ensure consistent good practice
- To demonstrate the school's commitment with regard to child protection to pupils, parents and other partners

### 1.4 *Terminology*

- **Safeguarding and promoting the welfare of children** refers to the process of protecting children from maltreatment, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.
- **Child protection** refers to the processes undertaken to protect children who have been

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identified as suffering, or being at risk of suffering significant harm.

- **Staff** refers to all those working for or on behalf of the school, full time or part time, temporary or permanent, in either a paid or voluntary capacity.
- **DSL** refers to the designated safeguarding lead at the school
- **DDSL** refers to the deputy designated safeguarding lead(s) in the school
- **Child** includes everyone under the age of 18, including students on work experience and apprentices
- **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.
- **Volunteer** refers to unpaid adults or young people engaged in regulated activity with children on a regular basis (either a period of consecutive days or on a weekly basis)

## 2 SAFEGUARDING LEGISLATION AND GUIDANCE

The following safeguarding legislation and guidance has been considered when drafting this policy:

- Section 175 of the Education Act 2002 (maintained schools only)
- Section 157 of the Education Act 2002 (Independent schools only, including academies and CTCs)
- The Education (Independent Schools Standards) (England) Regulations 2003 (Independent schools only, including academies and CTCs)
- The Safeguarding Vulnerable Groups Act 2006
- The Teacher Standards 2012
- Working Together to Safeguarding Children 2018
- Keeping Children Safe in Education 2018
- What to do if you're worried a child is being abused 2015

While we have taken every effort to ensure the Trust policy is in line with its localities, schools must ensure their policy and procedures also reflect the guidance from their Local Safeguarding children board (LSCB)

## 3 ROLES AND RESPONSIBILITIES

### 3.1 Key personnel

**The designated safeguarding lead (DSL) for child protection is** Rebecca Porter  
Contact details: email: rporter@arkstcmat.org tel: 01297 20077

**The deputy designated lead(s) are** Robert Evans, Gail Teasdale and Anna Vine  
Contact details: email: revans@arkstcmat.org / beeradmin@arkstcmat.org  
tel: 01297 20077

**The nominated child protection governor is** Lesley Webb  
Contact details: email: safeguarding@arkstcmat.org tel: 01297 20000

**The headteacher is** Rebecca Porter  
Contact details: email: rporter@arkstcmat.org tel: 01297 20077

See Key contact details sheet at the end of the policy

All schools should appoint a member of the senior leadership team to coordinate child protection and Early Help arrangements.

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### 3.2 *The Headteacher will ensure that:*

- the Child Protection and Safeguarding Policy and procedures are implemented and followed by all staff;
- sufficient time, training, support, resources, including cover arrangements where necessary, is allocated to the DSL and deputy(ies) DSL(s) to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings;
- where there is a safeguarding concern that the child's wishes and feelings are taken into account when determining what action to take and what services to provide;
- systems are in place for children to express their views and give feedback which operate with the best interest of the child at heart;
- all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle-blowing procedures;
- that pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online;
- they liaise with the Local Authority Designated Officer (LADO), before taking any action and on an ongoing basis, where an allegation is made against a member of staff or volunteer;
- anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service.

### 3.3 *The Designated Safeguarding Lead (DSL):*

- has the status and authority within the school to carry out the duties of the post, including committing resources and supporting and directing other staff
- is appropriately trained to Level 3, with regular updates,
- recognises the additional risks that children with SEN and disabilities (SEND) face on line, for example, from online bullying, grooming and radicalisation, and are confident they have the capability to support SEND children to stay safe online.
- acts as a source of support and expertise to the school community
- ensures appropriate and timely induction is given to all staff and visitors
- has a working knowledge of LSCB procedures
- makes staff aware of LSCB training courses and the latest policies on safeguarding
- keeps detailed written records of all concerns, ensuring that such records are stored securely and flagged on, but kept separate from, the pupil's general file including where CPOMS is used
- refers cases of suspected abuse to MASH or police as appropriate, although other staff may access MASH directly if they need to
- ensures that when a pupil leaves the school, their child protection file is passed to the new school (separately from the main pupil file and ensuring secure transit) and confirmation of receipt is obtained
- attends and/or contributes to child protection conferences
- coordinates the school's contribution to child protection plans
- develops effective links with relevant statutory and voluntary agencies including the LSCB
- ensures that the child protection policy and procedures are reviewed and updated annually liaises with the nominated governor and headteacher (where the role is not carried out by the headteacher) as appropriate
- makes the child protection policy available publicly, on the school's website or by other means.

The deputy designated safeguarding lead(s):

- is/are trained to the same level as the DSL

- alongside the DSL, carries out those functions necessary to ensure the ongoing safety and protection of pupils
- in the event of the long-term absence of the DSL, the deputy will assume all of the functions above.

#### 4 GOOD PRACTICE GUIDELINES AND STAFF CODE OF CONDUCT

To be read in conjunction with the staff code of conduct (See Trust Code of Conduct Policy 2018). Good practice includes:

- treating all pupils with respect
- setting a good example by conducting ourselves appropriately
- involving pupils in decisions that affect them
- encouraging positive, respectful and safe behaviour among pupils
- being a good listener
- being alert to changes in pupils' behaviour and to signs of abuse, neglect and exploitation
- recognising that challenging behaviour may be an indicator of abuse
- reading and understanding the school's child protection policy, staff behaviour policy and guidance documents on wider safeguarding issues
- being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse
- referring all concerns about a pupil's safety and welfare to the DSL, or, if necessary directly to police or MASH/HUB

#### 5 PREVENTION/PROTECTION

We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The school community will therefore:

- Ensure that the school holds more than one emergency contact number for each pupil.
- Work to establish and maintain an ethos where children feel secure, are encouraged to talk and are always listened to.
- Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, asking children to report whether they have had happy/sad lunchtimes/playtimes
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Include safeguarding across the curriculum, including PSE, opportunities which equip children with the skills and protective behaviours they need to stay safe from harm and to know to whom they should turn for help. In particular this may include anti-bullying work, online-safety, NSPCC PANTS programme, road safety, pedestrian and cycle training. Also focussed work in Year 6 to prepare for transition to Secondary school and more personal safety/independent travel.
- Seek to engage parents and carers to work in partnership with the school in order to keep children safe and reinforce key messages and/or protective behaviours
- Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.



## 6 ABUSE OF POSITIONS OF TRUST

All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

Staff understand that under the Sexual Offences Act 2003 it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence.

The Trust's Code of Conduct sets out our expectations of staff and is signed by all staff members.

## 7 CHILDREN WHO MAY BE PARTICULARLY VULNERABLE

Some children may have an increased risk of abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur. To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- disabled or have special educational needs
- young carers
- affected by parental substance misuse, domestic violence or parental mental health needs
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- live transient lifestyles
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- at risk of sexual exploitation
- do not have English as a first language
- at risk of female genital mutilation (FGM)
- at risk of forced marriage
- at risk of being drawn into extremism.
- showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- at risk of modern slavery, trafficking or exploitation
- showing early signs of abuse and/or neglect
- at risk of being radicalised or exploited
- privately fostered

This list provides examples of additionally vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs. Special consideration also includes an acknowledgement that additional barriers can exist when recognising abuse and neglect in this group of children, such as

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviour

- such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

## **8 CHILDREN MISSING EDUCATION**

Attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. The DSL will monitor unauthorised absence and take appropriate action including notifying the local authority, particularly where children go missing on repeated occasions and/or are missing for periods during the school day in conjunction with 'Children Missing Education: Statutory Guidance for Local Authorities'. Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

## **9 WHISTLE BLOWING IF YOU HAVE CONCERNS ABOUT A COLLEAGUE**

Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The Trust's Whistleblowing Policy 2018 (which can be accessed via the school website - <http://beer-ce-primary.devon.sch.uk/policies/> or obtained from the school office) enables staff to raise concerns or allegations, initially in confidence and for a sensitive enquiry to take place.

All concerns of poor practice or possible child abuse by colleagues should be reported to the headteacher. Complaints about the headteacher/principal should be reported to the chair of governors, chair of the management committee or proprietor. See contact sheet at the end of the policy.

Staff may also report their concerns directly to children's social care or the police if they believe direct reporting is necessary to secure action. See contact sheet at the end of the policy

## **10 ALLEGATIONS AGAINST STAFF**

When an allegation is made against a member of staff, our set procedures must be followed. The full procedures for dealing with allegations against staff can be found in Keeping Children Safe in Education (DfE, 2018) and in the school's Allegations of Abuse Against Staff policy and procedures.

Allegations concerning staff who no longer work at the school, or historical allegations will be reported to the police.

For allegations against staff the LADO (Local authority designated officer must be called) - See contact sheet at the end of the policy

## 11 STAFF TRAINING

It is important that all staff receive training to enable them to recognise the possible signs of abuse, neglect and exploitation and to know what to do if they have a concern. It is the responsibility of the DSL to ensure that all staff have at least Level 2 training, and that this is revisited at least annually.

New staff and governors will receive a briefing during their induction, which includes the school's child protection policy and staff behaviour policy, reporting and recording arrangements, and details for the DSL. All staff, including the DSL, headteacher (unless the headteacher is the DSL) and governors will receive training that is regularly updated. All staff will also receive safeguarding and child protection updates via email, e-bulletins, website access and staff meetings throughout the year.

## 12 SAFER RECRUITMENT

Our school complies with the requirements of Keeping Children Safe in Education (DfE 2018) and the LSCB by carrying out the required checks and verifying the applicant's identity, qualifications and work history. The school's Staff Recruitment policy and procedures set out the process in full and can be found on the MAT website.

At least one member of each recruitment panel will have attended safer recruitment training.

All relevant staff (involved in early years settings and/or before or after school care for children under eight) are made aware of the disqualification and disqualification by association legislation and their obligations to disclose relevant information to the school.

The school obtains written confirmation from supply agencies or third party organisations that agency staff or other individuals who may work in the school have been appropriately checked.

Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained.

The school maintains a single central record of recruitment checks undertaken. For more details, see the Trust's Recruitment Policy 2018.

### 12.1 *Volunteers*

Volunteers, including governors will undergo checks commensurate with their work in the school, their contact with pupils and the supervision provided to them. For more details on this, see the Trust's Recruitment Policy 2018. Under no circumstances will a volunteer who has not been appropriately checked be left with unsupervised access to children.

### 12.2 *Contractors*

The school checks the identity of all contractors working on site and requests DBS with barred list checks where required by statutory guidance. Contractors who have not undergone checks will not be allowed to work unsupervised during the school's day.

### 13 SITE SECURITY

Visitors to the school, including contractors, are asked to sign in and are given a badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to observe the school's safeguarding and health and safety regulations. The headteacher will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

Mobile phones must be kept securely in bags or pockets whilst on site and are not permitted to be used within the school building except in the designated areas (staffroom and school office). Furthermore, they are not to be used in designated areas when children are present. It is expected that all phones and iPads/tablet devices are password protected.

No photos are permitted to be taken on mobile phones under any circumstances. Photos are permitted to be taken on school cameras and school iPads (e.g observations, children's work, visits, trips etc). Camera photos must be downloaded as soon as is reasonably practical onto the school server. This also applies to iPad photos. No iPad or camera must leave the site with photos or personal data of children, parents or staff on it.

With regards to visiting contractors, they are permitted to take necessary photographs of the site and premises on iPads or tablet devices but these must not contain any images of children. These will be checked by staff to ensure compliance.

### 14 EXTENDED SCHOOL AND OFF-SITE ARRANGEMENTS

All extended and off-site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. Where extended school activities are provided by and managed by the school, our own child protection policy and procedures apply. If other organisations provide services or activities on our site on behalf of our school we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our pupils attend off-site activities, including day and residential visits and work-related activities, we will check that effective child protection arrangements are in place.

### 15 STAFF/PUPIL ONLINE RELATIONSHIPS

The school provides advice to staff regarding their personal online activity and has strict rules regarding online contact and electronic communication with pupils (See Trust's E-communication Acceptable Use Policy 2017 for more information. Staff found to be in breach of these rules may be subject to disciplinary action or child protection investigation.

### 16 CHILD PROTECTION PROCEDURES

#### 16.1 *Recognising abuse*

To ensure that our pupils are protected from harm, we need to understand what types of behaviour

constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone.

Abuse may be committed by adult men or women and by other children and young people.

Keeping Children Safe in Education (DfE 2018) refers to four categories of abuse. These are set out at Appendix One along with indicators of abuse.

## 16.2 *Bullying*

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause anxiety and distress. All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through our tackling-bullying procedures. Our anti-bullying policy is available on the school website via the policies tab.

## 16.3 *Taking action*

Any child, in any family in any school could become a victim of abuse. Staff should always maintain an attitude of "it could happen here".

Key points for staff to remember for taking action are:

- in an emergency take the action necessary to help the child, and if necessary call 999
- report your concern immediately (or as soon as possible if to do so immediately would put other children in danger) to the DSL – the sooner they have the information the sooner they can act to keep the child(ren) involved safe
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- complete a record of concern
- seek support for yourself if you are distressed.

## 16.4 *If you are concerned about a pupil's welfare*

There will be occasions when staff may suspect that a pupil may be at risk. The pupil's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical signs may have been noticed. In these circumstances, staff will try to give the pupil the opportunity to talk and ask if they are OK or if they can help in any way.

Staff should use the pink record of concern form to record these early concerns. If the pupil does reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the pupil, if the member of staff has concerns, they should record and then discuss their concerns with the DSL.

## 16.5 *If a pupil discloses to you*

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they

may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault. Sometimes they may not be aware that what is happening is abusive.

If a pupil talks to a member of staff about any risks to their safety or wellbeing, the staff member will, at the appropriate time, let the pupil know that in order to help them they must pass the information on to the DSL. The point at which they tell the pupil this is a matter for professional judgement.

During their conversations with the pupils staff will:

- allow them to speak freely
- remain calm and not overreact
- give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'
- not be afraid of silences
- under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings, or what does the pupil's mother think about it
- use TED questions sensitively as appropriate ("Can you tell me...", "Can you explain...", "Can you describe...") to clarify the details of what is being disclosed
- at an appropriate time tell the pupil that in order to help them, the member of staff must pass the information on and explain to whom and why
- not automatically offer any physical touch as comfort
- avoid admonishing the child for not disclosing earlier. Saying things such as 'I do wish you had told me about this when it started' may be interpreted by the child to mean that they have done something wrong
- tell the pupil what will happen next
- report verbally to the DSL even if the child has promised to do it by themselves
- complete the pink record of concern form and hand it to the DSL as soon as possible
- seek support for the child if they feel distressed.

#### 16.6 *Notifying parents*

The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.

Our focus is the safety and wellbeing of the pupil. There are a limited number of reasons as to why contact may not be made, such as if this will put the child at further risk, or if vital evidence might be destroyed, or in all suspected cases of Fabricated or Induced Illness/Injury (FI). Therefore, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from MASH and/or the police before parents are contacted.

## 17 **CONFIDENTIALITY, INFORMATION-SHARING AND GDPR**

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that information being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the DSL, headteacher/principal or chair of governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

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However, following a number of cases where senior leaders in school had failed to act upon concerns raised by staff, *Keeping Children Safe in Education (2018)* emphasises that any member of staff can contact children's social care if they are concerned about a child.

Child protection information will be stored and handled in line with the Data Protection Act 2018 and HM Government Information Sharing and Advice for practitioners providing safeguarding services to children, young people, parents and carers, July 2018.

Information sharing is guided by the following principles. The information must be:

- necessary and proportionate
- relevant
- adequate
- accurate
- timely
- secure

Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

Information sharing decisions will be recorded, whether or not the decision is taken to share.

Record of concern forms and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

Child protection information will be stored separately from the pupil's school file and the school file will be 'tagged' to indicate that separate information is held.

The DSL will normally obtain consent from the pupil and/or parents to share sensitive information within the school or with outside agencies. Where there is good reason to do so, the DSL may share information *without* consent, and will record the reason for not obtaining consent.

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

The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

The DSL should consider whether it is appropriate to share any information with the new school or college in advance of a pupil leaving, in addition to the child protection file, such as more general contextual information contained within individual pupils' chronologies (such as those within CPOMS).

The school's confidentiality and information-sharing policy is available to parents and pupils on request.

## 18 ENQUIRY TO MASH/RAS/GATEWAY

The DSL will make an enquiry/referral to MASH/HUB if it is believed that a pupil is suffering or is at risk of suffering significant harm.

Each LSCB has a Threshold Tool to support DSLs in deciding whether to make an enquiry or not. Some LSCBs offer a consultation line for guidance about whether to proceed with an enquiry/referral or not.

- Devon – <http://www.devonsafeguardingchildren.org/documents/2016/02/dscb-handy-threshold-tool.pdf>
- Torbay – <http://torbaysafeguarding.org.uk/publications/tscb-threshold-document/>
- Plymouth – [http://web.plymouth.gov.uk/framework\\_for\\_assessment\\_and\\_thresholds.pdf](http://web.plymouth.gov.uk/framework_for_assessment_and_thresholds.pdf)

The pupil (subject to their age and understanding) and the parents will be told that an enquiry is being made, unless to do so would increase the risk to the child.

Any member of staff may make a direct enquiry to MASH if they genuinely believe independent action is necessary to protect a child.

When referring to multi-agency hubs, the school should consider the wider environmental factors affecting the child's life that may pose a threat to their safety and/or welfare. Consequently, referrers should provide as much contextual information as possible as part of the referral process.

See contact sheet at the end of the policy.

## 19 REPORTING DIRECTLY TO CHILD PROTECTION AGENCIES

Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with children's social care, police or the NSPCC if:

- the situation is an emergency and the designated safeguarding lead, their deputy, the headteacher and the chair of governors are all unavailable
- they are convinced that a direct report is the only way to ensure the pupil's safety
- for any other reason they make a judgement that direct referral is in the best interests of the child.

## 20 RELATED SAFEGUARDING PORTFOLIO POLICIES

This policy should be read alongside our other safeguarding policies, which are set out in Appendix Two.

## 21 SPECIAL CIRCUMSTANCES

### 21.1 *Looked after children*

The most common reason for children becoming looked after is as a result of abuse or neglect. The school ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The designated teacher for looked after children and the DSL have details of the child's social worker and the name and contact details of the local authority's virtual head for children in care.

### 21.2 *Work Experience*



The school has detailed procedures to safeguard pupils undertaking work experience within our setting, including arrangements for checking people who provide placements and supervise pupils on work experience which are in accordance with the guidance in Keeping Children Safe in Education (2018).

All work experience pupils receive an induction and are required to sign the volunteer induction paperwork. It is common practice that the school administrator/academy business manager carries this out. All completed paperwork is held on file in the school office. The induction given outlines key processes relating to safeguarding and health and safety. Work experience students are provided with a 'School Visitor Safeguarding Guide' and all required paperwork from their relevant school is completed prior to the placement start date. It is current practise that a risk assessment (RAA28) is completed for each visiting student. All students we have on work experience are treated in the same manner that all pupils on roll are; they are still children and whilst with us, we hold that duty of care for them.

## 22 LOCAL SAFEGUARDING CHILDREN BOARD CONTACTS

Devon Children's and Families Partnership - <https://www.devonchildrenandfamiliespartnership.org.uk/>

## 23

### 23.1 *Devon*

For Early Help, MASH Consultation and MASH Enquiries please contact:

Telephone: 0345 155 1071

Fax: 01392 448951

E-mail: [mashsecure@devon.gov.uk](mailto:mashsecure@devon.gov.uk)

Enquiry Form available at: [www.devon.gov.uk/mash-enquiryform.doc](http://www.devon.gov.uk/mash-enquiryform.doc)

Post: Multi-Agency Safeguarding Hub, P.O. Box 723, Exeter EX1 9QS

Emergency Duty Team – out of hours number: 0845 6000 388

Police – non emergency: 101

For all LADO enquiries: (01392) 384964

Web: <http://www.devon.gov.uk/lado>

Devon Safeguarding Children's Board website: [www.devonsafeguardingchildren.org](http://www.devonsafeguardingchildren.org)

## 24 SCHOOL CONTACTS

Schools should add in names and contact details for:

Chair of Local Governing Board: Mr Clive Robertson, Email: [Chair@arkstcmat.org](mailto:Chair@arkstcmat.org)

MAT CEO: Jo Evans, Tel 01392 241576, Email [j.evans@stchristophersmat.org](mailto:j.evans@stchristophersmat.org)

Whistleblowing school-based contact: Rebecca Porter, Tel 01297 20077, Email [rporter@arkstcmat.org](mailto:rporter@arkstcmat.org)

NSPCC whistleblowing number: 0800 028 0285

EWO: Louise Kippax, Tel 01392 287238 (Babcock LDP)

Devon Children's and Families Partnership: <https://www.devonchildrenandfamiliespartnership.org.uk/>

CEOPS: <https://www.ceop.police.uk/safety-centre/>

## 25 REVIEWED AND SIGNED

Designated Safeguarding Lead: R Porter

Date: 16<sup>th</sup> October 2018

Deputy Designated Safeguarding Lead(s): Robert Evans, Gail Teasdale & Anna Vine

Date: October 2018

Headteacher: Rebecca Porter

Date: 16<sup>th</sup> October 2018

Nominated Governor: Lesley Webb

Date: 16<sup>th</sup> October 2018

## 26 APPENDIX ONE - SAFEGUARDING INFORMATION

### 26.1 *Four categories of abuse*

- **Physical abuse** is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).
- **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** 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** 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); or
  - ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### 26.2 *Indicators of abuse*

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised.

The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'.

It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty.

For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated safeguarding lead. It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

A child who is being abused, neglected or exploited may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school, arrive late or leave the school for part of the day
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age
- acquire gifts such as money or a mobile phone from new 'friends'.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed.

### 26.3 *Children with sexually harmful behaviour*

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's anti-bullying procedures where necessary. However, there will be occasions when a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures.

Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Staff who become concerned about a pupil's sexual behaviour, including any known online sexual behaviour, should speak to the DSL as soon as possible.

#### 26.4 *Sexual exploitation of children*

Sexual exploitation involves an individual or group of adults taking advantage of the vulnerability of an individual or groups of children or young people, and victims can be boys or girls. Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs and alcohol, and sometimes accommodation. Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking.

The school includes the risks of sexual exploitation in the PSHE and SRE curriculum. A common feature of sexual exploitation is that the child often doesn't recognise the coercive nature of the relationship and doesn't see themselves as a victim. The child may initially resent what they perceive as interference by staff, but staff must act on their concerns, as they would for any other type of abuse.

All staff are made aware of the indicators of sexual exploitation and all concerns are reported immediately to the DSL.

#### 26.5 *Honour-Based Violence*

**'Honour-based' violence (HBV)** encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of HBV are abuse.

**Female Genital Mutilation (FGM)** is illegal in England and Wales under the FGM Act (2003). It is a form of child abuse and violence against women. A mandatory reporting duty requires teachers to report 'known' cases of FGM in under 18s, which are identified in the course of their professional work, to the police<sup>1</sup>.

The duty applies to all persons in the school who is employed or engaged to carry out 'teaching work' in the school, whether or not they have qualified teacher status. The duty applies to the individual who becomes aware of the case to make a report. It should not be transferred to the Designated Safeguarding Lead, however the DSL should be informed.

If a teacher is informed by a girl under 18 that an act of FGM has been carried out on her or a teacher observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth, the teacher should personally make a report to the police force in which the girl resides by calling 101. The report should be made by the close of the next working day.

School staff are trained to be aware of risk indicators of FGM which are set out in Appendix 4. Concerns about FGM outside of the mandatory reporting duty should be reported as per the school's child protection procedures. Staff should be particularly alert to suspicions or concerns expressed by female pupils about going on a long holiday during the summer vacation period. There should also be consideration of potential risk to other girls in the family and practicing community.

Where there is a risk to life or likelihood of serious immediate harm the teacher should report the

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<sup>1</sup> [FGM procedural information](#)

case immediately to the police, including dialling 999 if appropriate.

There are no circumstances in which a teacher or other member of staff should examine a girl.

A **forced marriage** is a marriage in which a female (and sometimes a male) does not consent to the marriage but is coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse. In England and Wales the practice is a criminal offence under the Anti-Social Behaviour, Crime and Policing Act 2014. A forced marriage is not the same as an arranged marriage. In an arranged marriage, which is common in several cultures, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

Children may be married at a very young age, and well below the age of consent in England. School staff should receive training and should be particularly alert to suspicions or concerns raised by a pupil about being taken abroad and not be allowed to return to England.

## 26.6 *Radicalisation and Extremism*

The Prevent Duty for England and Wales (2015) under section 26 of the Counter-Terrorism and Security Act 2015 places a duty on education and other children's services to have due regard to the need to prevent people from being drawn into terrorism.

Extremism is defined as 'as 'vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs'. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Some children are at risk of being radicalised; adopting beliefs and engaging in activities which are harmful, criminal or dangerous.

The school is clear that exploitation of vulnerable children and radicalisation should be viewed as a safeguarding concern and follows the Department for Education guidance for schools and childcare providers on preventing children and young people from being drawn into terrorism.

The school seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

School staff receive training to help identify early signs of radicalisation and extremism.

Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and the school follows the DfE advice Promoting Fundamental British Values as part of SMSC (spiritual, moral, social and cultural education) in Schools (2014).

The school governors, the Head Teacher and the Designated Safeguarding Lead (DSL) will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include, the use of school premises by external agencies, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL. They should then follow normal safeguarding

procedures. If the matter is urgent then Devon & Cornwall Police must be contacted by dialling 999. In non-urgent cases where police advice is sought then dial 101. The Department of Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).

#### 26.7 *Private fostering arrangements*

A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16, or aged under 18 if the child is disabled. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible.

Where a member of staff becomes aware that a pupil may be in a private fostering arrangement they will raise this with the DSL and the school should notify the local authority of the circumstances.

#### 26.8 *Domestic Abuse and Operation Encompass*

Domestic abuse represents one quarter of all violent crime. It is actual or threatened physical, emotional, psychological or sexual abuse. It involves the use of power and control by one person over another. It occurs regardless of race, ethnicity, gender, class, sexuality, age, religion, mental or physical ability. Domestic abuse can also involve other types of abuse.

We use the term domestic abuse to reflect that a number of abusive and controlling behaviours are involved beyond violence.

Slapping, punching, kicking, bruising, rape, ridicule, constant criticism, threats, manipulation, sleep deprivation, social isolation, and other controlling behaviours all count as abuse.

Living in a home where domestic abuse takes place is harmful to children and can have a serious impact on their behaviour, wellbeing and understanding of healthy, positive relationships. Children who witness domestic abuse are at risk of significant harm and staff are alert to the signs and symptoms of a child suffering or witnessing domestic abuse.

The school is signed up to Operation Encompass, which means that a designated member of staff will be alerted by police by 9am the following day if a child in the school has been in a house where domestic abuse has resulted in visit from the police. This is in order to ensure such pupils are given access to appropriate support while in school.

#### 26.9 *Child on Child Sexual Violence and Harassment (peer on peer abuse)*

The DSL, Governing Body/Board and Head Teacher will take due regard to Section 5, KCSiE 2018

In most instances, the conduct of pupils towards each other will be covered by the school's behaviour policy. However, some allegations may be of such a serious nature that they may raise safeguarding concerns. The school recognises that children are capable of abusing their peers. It will not be passed off as 'banter' or 'part of growing up'. The forms of peer on peer abuse are outlined below.

- Domestic abuse – an incident or pattern of actual or threatened acts of physical, sexual, financial and/or emotional abuse, perpetrated by an adolescent against a current or former dating partner regardless of gender or sexuality.

- Child Sexual Exploitation – children under the age of 18 may be sexually abused in the context of exploitative relationships, contexts and situations by peers who are also under 18.
- Harmful Sexual Behaviour – Children and young people presenting with sexual behaviours that are outside of developmentally 'normative' parameters and harmful to themselves and others (For more information, please see Appendix 2).
- Serious Youth Violence – Any offence of most serious violence or weapon enabled crime, where the victim is aged 1-19' i.e. murder, manslaughter, rape, wounding with intent and causing grievous bodily harm. 'Youth violence' is defined in the same way, but also includes assault with injury offences.

The term peer-on-peer abuse can refer to all of these definitions and a child may experience one or multiple facets of abuse at any one time. Therefore, our response will cut across these definitions and capture the complex web of their experiences.

There are also different gender issues that can be prevalent when dealing with peer on peer abuse (i.e. girls being sexually touched/assaulted or boys being subjected to initiation/hazing type violence).

This school aims to reduce the likelihood of peer on peer abuse through;

- the established ethos of respect, friendship, courtesy and kindness;
- high expectations of behaviour;
- clear consequences for unacceptable behaviour;
- providing a developmentally appropriate PSHE curriculum which develops pupils' understanding of healthy relationships, acceptable behaviour, consent and keeping themselves safe;
- systems for any pupil to raise concerns with staff, knowing that they will be listened to, valued and believed;
- robust risk assessments and providing targeted work for pupils identified as being a potential risk to other pupils and those identified as being at risk.

Research indicates that young people rarely disclose peer on peer abuse and that if they do, it is likely to be to their friends. Therefore, the school will also educate pupils in how to support their friends if they are concerned about them, that they should talk to a trusted adult in the school and what services they can contact for further advice.

Any concerns, disclosures or allegations of peer on peer abuse in any form should be referred to the DSL using the school's child protection procedures as set out in this policy. Where a concern regarding peer on peer abuse has been disclosed to the DSL(s), advice and guidance will be sought from MASH and where it is clear a crime has been committed or there is a risk of crime being committed the Police will be contacted.

Working with external agencies the school will respond to the unacceptable behaviour. If a pupil's behaviour negatively impacts on the safety and welfare of other pupils then safeguards will be put in place to promote the well-being of the pupils affected and the victim and perpetrator will be provided with support.

#### 26.10 *Youth produced sexual imagery*

The practice of children sharing images and videos via text message, email, social media or mobile



messaging apps has become commonplace. However, this online technology has also given children the opportunity to produce and distribute sexual imagery in the form of photos and videos. Such imagery involving anyone under the age of 18 is illegal.

Youth produced sexual imagery refers to both images and videos where;

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18.
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult.
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18.

All incidents of this nature should be treated as a safeguarding concern and in line with the UKCCIS guidance 'Sexting in schools and colleges: responding to incidents and safeguarding young people'

Cases where sexual imagery of people under 18 has been shared by adults and where sexual imagery of a person of any age has been shared by an adult to a child is child sexual abuse and should be responded to accordingly.

If a member of staff becomes aware of an incident involving youth produced sexual imagery they should follow the child protection procedures and refer to the DSL as soon as possible. The member of staff should confiscate the device involved and set it to flight mode or, if this is not possible, turn it off. Staff should not view, copy or print the youth produced sexual imagery.

The DSL should hold an initial review meeting with appropriate school staff and subsequent interviews with the children involved (if appropriate). Parents should be informed at an early stage and involved in the process unless there is reason to believe that involving parents would put the child at risk of harm. At any point in the process if there is concern a young person has been harmed or is at risk of harm a referral should be made to MASH or the Police as appropriate.

Immediate referral at the initial review stage should be made to MASH/Police if;

- The incident involves an adult;
- There is good reason to believe that a young person has been coerced, blackmailed or groomed or if there are concerns about their capacity to consent (for example, owing to special education needs);
- What you know about the imagery suggests the content depicts sexual acts which are unusual for the child's development stage or are violent;
- The imagery involves sexual acts;
- The imagery involves anyone aged 12 or under;
- There is reason to believe a child is at immediate risk of harm owing to the sharing of the imagery, for example the child is presenting as suicidal or self-harming.

If none of the above apply then the DSL will use their professional judgement to assess the risk to pupils involved and may decide, with input from the Headteacher, to respond to the incident without escalation to MASH or the police.

In applying judgement the DSL will consider if;

- there is a significant age difference between the sender/receiver;

- there is any coercion or encouragement beyond the sender/receiver;
- the imagery was shared and received with the knowledge of the child in the imagery;
- the child is more vulnerable than usual i.e. at risk;
- there is a significant impact on the children involved;
- the image is of a severe or extreme nature;
- the child involved understands consent;
- the situation is isolated or if the image been more widely distributed;
- there other circumstances relating to either the sender or recipient that may add cause for concern i.e. difficult home circumstances;
- the children have been involved in incidents relating to youth produced imagery before.

If any of these circumstances are present the situation will be escalated according to our child protection procedures, including reporting to the police or MASH. Otherwise, the situation will be managed within the school.

The DSL will record all incidents of youth produced sexual imagery, including both the actions taken, actions not taken, reasons for doing so and the resolution in line with safeguarding recording procedures.

## 27 APPENDIX TWO – RELATED SAFEGUARDING POLICIES AND GUIDANCE

- Staff behaviour/code of conduct
- Physical intervention and the use of reasonable force
- Behaviour including tackling bullying
- Personal and intimate care
- Complaints procedure
- Safer Working Practice October 2015 (Safer Recruitment Consortium)
- Trust Allegations Against a Member of Staff Policy 2018
- Trust E-Communication Acceptable Use Policy 2017
- Trust Whistleblowing Policy 2018
- SEN
- Trust Recruitment Policy 2018
- Managing allegations
- Grievance and disciplinary
- E-Safety
- Confidentiality and information sharing